AN INVESTIGATION INTO THE EMERGENCE OF TEACHER LEADERSHIP: A CASE STUDY AT AN URBAN STATE SENIOR SECONDARY SCHOOL IN THE OSHANA REGION, NAMIBIA

A thesis submitted in fulfillment of the requirements for the degree of

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Declaration

I, SAARA LOVISA NAKAFINGO, hereby declare that this thesis is my own work written in my own words and it has not been submitted for any degree in any other university. Where I have drawn on the words and ideas of others, these have been acknowledged by using references according to the Rhodes University Education Department Guide to Referencing.

5 December 2019

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Signature Date

Abstract

Promoting a collaborative culture and collective leadership in school has the potential to improve school performance. This may be realised through, among others, the development of teacher leadership. Teacher leadership can be referred to as the opportunities that teachers have to exercise leadership in their schools. Teacher leadership has a potential as a mechanism to bring about change in schools (Grant, 2012). Nevertheless, the concept of teacher leadership seems to be a dream, as little or no attention is being given to the phenomenon. The literature on leadership focuses mostly on those in formal leadership positions. This study thus aims to critically investigate the emergence of teacher leadership (a more informal leadership) in a case study school in order to create opportunities for teacher leadership development.

As a qualitative case study adopting a formative interventionist approach, the study engaged teachers and SMT members using questionnaires, interviews and observation as data generating tools for a deeper understanding of the concept. Additionally, some documents in the school were analysed for the purpose of crystallisation. The study was guided by five research questions namely: How is the concept teacher leadership understood by teachers and SMT members in the school? What leadership roles do teachers currently fulfil in their school? What are the cultural-historical factors that enable or constrain teacher leadership in a school? How can a series of change laboratory workshops develop teacher leadership in a school? How did the change laboratory workshop sessions benefit the participants? Data was analysed adopting the teacher leadership model as a framework (Grant, 2017b) and the lens of Cultural Historical Activity Theory was also utilised in the analysis which enabled the participants to surface the systemic causes of challenges in the development of teacher leadership.

The findings revealed that teachers and SMT members had an understanding of the concept teacher leadership, but their perceptions were different. Furthermore, evidence of teacher leadership existed across the various zones when teacher leaders fulfilled different roles; however, it was evident that teachers led more at the classroom level. Additionally, the study also found that certain factors enabled the practice of teacher leadership. However, it also emerged that challenges constrained the development of teacher leadership in the case study school. Some of these

challenges included: the notion of top-down school management structure, time constraints and demanding teacher workloads, limited leadership knowledge, and teachers' lack of courage and motivation to lead. For this reason, four change laboratory workshops were conducted and findings suggested that the establishment of a Teachers' Continuous Professional Development club as a transformative agency for teacher leadership development was necessary.

Key words: *Tecaher leadership, Distributed leadership, Expansive learning, Cultural Historical Activity Theory*

Dedication

I dedicate this study to my late sweet grandmother, ‘Kuku’ Vistorina Mwaalwa ‘*Gwakakoto’*, a token of appreciation to a woman I always owe. ‘Kuku’ I am who I am today because of you. Taking me to school and ensuring I had something to eat/drink at school and after school, was far beyond the task of grandmothers by then. She was just a blessing to me. Rest in peace my love.

A special dedication goes to my late sister, Aino Nangula Tulimevava ‘Botjitji’. I thank God for giving me a sister with a common dream, becoming a teacher. May her soul continue to rest in eternal peace.

I wholeheartedly dedicate this thesis to my children Lawapala, Laudika and Lawanifwa, who are still in their schooling journey to realise their dreams. May this study be your legacy. Emulate and aim high.

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  May God bless you all.

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CHAT	– CULTURAL HISTORICAL ACTIVITY THEORY
CLWs	– CHANGE LABORATORY WORKSHOPS
CPD	– CONTINUOUS PROFESSIONAL DEVELOPMENT
DL	– DISTRIBUTED LEADERSHIP
ELM	– EDUCATIONAL LEADERSHIP AND MANAGEMENT
HOD	– HEAD OF DEPARTMENT
MBESC	– MINISTRY OF BASIC EDUCATION SPORT AND CULTURE
NANTU	– NAMIBIA NATIONAL TEACHERS UNION
NIED	– NATIONAL INSTITUTE OF EDUCATION DEVELOPMENT
PAAI	– PLAN OF ACTION FOR ACADEMIC IMPROVEMENT
SB	– SCHOOL BOARD
SCM	– STUDENT CHRISTIAN MOVEMENT
SDP	– SCHOOL DEVELOPMENT PLAN
SMT	– SCHOOL MANAGEMENT TEAM
SSE	– SCHOOL SELF-EVALUATION
SSS	– SENIOR SECONDARY SCHOOL
TCPDC	– TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT CLUB
TSE	– TEACHER SELF-EVALUATION

CHAPTER ONE: INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Introduction

The focus of my study is teacher leadership, aiming to explore the opportunities for its development at the case study school in the Oshana Region, Namibia. As an introduction to my thesis, this chapter presents firstly: the background and context of the study, before outlining the rationale for the study and its potential value. Secondly, in the chapter I highlight the goals and present the research questions guiding this study. The research methodology is elaborated upon and lastly, the chapter concludes by presenting the outline of this thesis.

1.2 Background and Context of the Study

By exploring leadership in the Namibian context, literature has illuminated some blind spots in the leadership of schools. My study has singled out teacher leadership as an area that needs exploration, while getting to the heart of understanding how it is practiced in schools. The professional role of the teacher to educate and prepare the child for the future, particularly in the Namibian context inspired me the most to carry out this study. Nevertheless, I should first acquaint the reader with an understanding of the education system in Namibia in order to get a picture of teacher leadership in pre- and post-independent Namibia.

Before independence, education in Namibia was administered under the policy of Bantu education. This is the colonial education system whereby educational services were provided separately in terms of ethnic groups and schools were mainly under the leadership of missionaries or religious bodies (Angula & Lewis, 1997). The system invested all the power to administer education into the hands of those with managerial positions and therefore governing of schools was undemocratic. Having said this, I argue along with Pomuti and Weber (2012) that "the education governance in Namibia before independence was characterised by inequality, undemocratic participation, low levels of bureaucratic accountability and transparency, and top-down policy implementation" (p. 2). Following Shanyanana (2011), the education system in pre-independent Namibia was "highly

oppressive, authoritarian and there was no consideration of basic human rights and freedom for all Namibian citizens" (p. 4). This implies that the possibility or opportunities for the emergence of teacher leadership were highly limited, if not at all. Furthermore, Namibian Education Leadership and Management (ELM) scholars have also indicated that leadership in pre-independent Namibia was characterised by undemocratic rulership. Following Nyambe and Griffiths (1995), Nauyoma-Hamupembe (2011), Hanghuwo (2014), Hamatwi (2015) and Iyambo's (2018) argument, leadership before Namibian independence, was more top-down, hierarchical and authoritarian, where decision-making favoured those in positions of power. Similarly, my personal experience as a teacher before and after independence, also indicates that a top-down leadership approach seems to dominate in most schools.

In summary, the education system and leadership practices of the time were influenced by the policy of the time, with the underpinnings of Bantu Education being promoted. My attention now turns to the education system in post-independent Namibia, by drawing on educational policies and documents that were formulated to transform the system. The main purpose is to explore the opportunities for the emergence of teacher leadership.

In 1990 when Namibia gained its independence, the newly elected democratic regime came into being and various colonial education authorities were integrated into a joint Ministry of Basic Education Sport and Culture. The Namibian education system was redesigned to shift from being bureaucratic to democratic governance of schools. A lot has been achieved since then as education was placed at the core of development (Namibia. Ministry of Basic Education Sport and Culture [MBESC], 1993). In order to achieve the desired goals of education in Namibia, several educational policies were formulated and introduced to tackle the apartheid imbalances in education and contribute to the reform of the education system. These national policy documents include the *Constitution of the Republic of Namibia* which aims to promote the principle of democracy in education (Namibia. The Constitution of the Republic of Namibia, 1990). *Towards Education for All* was also introduced in 1993 to promote active participation of all stakeholders in decision-making (Namibia. MBESC, p. 30) and the Education Act No. 16 of 2001 (Namibia. Ministry of Basic Education [MBE], 2001) which advocates for the provision of accessible, equitable, quality and democratic national education service. In view of these documents one might

acknowledge that opportunities for collective leadership could have been recognised, yet it is still in doubt whether this has been realised in terms of teacher leadership. This is evidenced by Namibian scholars who state that the educational system in Namibia advocates for the promotion of participation of teachers in decision-making in matters pertaining to schooling (Hanghuwo, 2014). However, this has not been realised as teachers are regarded as spectators of school leadership (Hamatwi, 2014). In other words, they have limited if no opportunities to participate in governance or leadership of their schools.

Decentralisation had intentions of transforming educational endeavours in Namibia. Drawing on Winkler and Gershberg (2003), "the decentralization of government is one of the reforms gaining ground in Africa" (p. 2) and Namibia is no exception. A decentralisation policy was introduced in 1997 advocating for transference of authority, responsibility and management of resources to the elected local governments (Winkler & Gershberg, 2003; Pomuti, 2012). Another national policy document Namibia Vision 2030 was adopted in Namibia in 2004. The document aims to develop Namibia from "a literate society to a knowledge-based society where knowledge is created, transformed and used for innovation" (NIED, 2017, p. 2).

The above documents are interpreted to understand how the current reformed education system has attempted to consider leadership transformation in schools. I should therefore pause to applaud Namibia, because much has been achieved with regard to the education system reform, however there are still some issues that might be neglected. I explicitly refer to the enactment of teacher leadership in schools and would like to explore if leadership in schools is practiced collectively or the system is still stuck in the bureaucracy of the past. Pomuti and Weber (2012) argue that "whereas the new reforms are based on collegiality and participatory democracy, the apartheid era reverence for authoritarianism, hierarchy and bureaucracy has not changed" (p. 7). Research reveals that teachers are usually not engaged in decision-making or planning of professional development activities but that everything is done by school managers (*ibid.*). In the next section hereunder, I present the rationale and potential value of the study.

1.3 Rationale and Potential Value of The Study

The overall purpose of my study is to explore the opportunities for the emergence of teacher leadership in a school. The conducting of this study was motivated by both academic and personal reasons.

Academically, my study intends to contribute to the corpus knowledge on teacher leadership, particularly in the Namibian context, where only a few research studies have been conducted on the phenomenon. According to Grant (2017b), the dominance of apartheid has resulted in limited research on teacher leadership in Africa. The inadequate literature on teacher leadership in Namibia which this study aspires to address, has also been identified by Namibian scholars such as Hanghuwo, (2014), Hamatwi, (2015) and Iyambo (2017). For example, Hamatwi (2015) mentions that

> there is a need for conducting more rigorous research studies on teacher leadership to close the existing knowledge gap and enrich the concept so that as a country we grow that body of knowledge in the field of school leadership and add depth to the existing literature. (p. 7)

Teacher leadership is an aspect that requires extensive research in order to support teachers in owning leadership of their schools, irrespective of their positions. Having said this, I argue along with Grant and Nekondo (2016) that "leadership is not limited to formal positions and can be exercised by individuals and groups other than the principal" (p. 13). Furthermore, it is worth conducting studies concerning democracy in Namibia, in order to expand democratic citizenship engagement (Shanyanana, 2011) and teacher leadership is no exception.

Apart from that, my study is significant by virtue of its uniqueness from the existing studies on teacher leadership in Namibia. Although some exploratory studies on teacher leadership have been conducted in Namibia (Hashikutuva, 2011; Hanghuwo, 2014; Hamatwi, 2015; Iyambo, 2017; Ndakolonkoshi, 2017) and perhaps some more, very few studies have focused on exploring the emergence of teacher leadership in schools, hence my study. Building on the work of Iyambo (2017) and Ndakolonkoshi (2017), my study is designed as a formative intervention advocating to create opportunities for possible change, while extending the interpretive work of Hashikutuva

(2011), Hanghuwo (2014) and Hamatwi (2015). By employing Cultural Historical Activity Theory (CHAT), my study may provide the opportunity to transform the school leadership. With CHAT as an analytical tool, the study will dig deep to surface the cultural and historical underlying factors hampering the development of teacher leadership in the school. This is hopefully a robust study, in the sense that it will also generate solutions to the identified problems in the development of teacher leadership which is likely to bring change in the school leadership, unlike most of the previous interpretive studies. The study is also significant and beneficial in the sense that while enhancing both my academic and professional growth, it contributes to the understanding of many on the concept of teacher leadership. In particular, the study has a potential benefit to all education stakeholders, policy makers and implementers both at the national and regional level to design well informed continuous professional development (CPD) programmes in the best interest of teacher leaders.

In my personal experience as a teacher for 23 years, I found that teachers are not fully engaged in the leadership of their schools. This has also been observed during my current position as a Regional Examination Officer working with teachers in handling examination matters in schools. The teacher's role seems to be more confined to the core duty of teaching and learning in the classroom, while leaving most of school leadership activities to those in managerial positions – this is what my study aims to interrogate. Harris and Lambert (2003) established that teacher leadership "is a model of leadership in which teaching staff at various levels within the organization have the opportunity to lead" (p. 17). Although leadership is supposed to be a shared responsibility in schools, this seems to be a myth, as in most schools the principal is likely to be regarded as the sole leader, while teachers are followers. This was challenged by Grant (2017a), who argues that leadership should not be perceived as the responsibility of either the principal or the school management team (SMT). In other words, it is high time to call for democratic leadership and empower teachers to take up leadership roles in order to contribute to the effectiveness of leadership in their own schools.

The need for more democratic leadership practices to emerge in schools may be realised through creating opportunities for teachers to embark upon roles such as peer coaching, mentoring and facilitating workshops in clusters, in order to enhance the possibility of teacher leadership (Harris,

2003). Against this backdrop, my study was informed by literature that showed there is a limited body of knowledge on the phenomenon under study and hence my desire to pursue this research was ignited.

1.4 Research Goals/Questions

The main purpose of my study is to investigate the emergence of teacher leadership in the school. The study aims to develop a broader understanding of the concept teacher leadership among teachers and the school management team (SMT) through an intervention on the phenomenon under study. The study is underpinned by the following objectives:

- To develop an understanding of the concept of teacher leadership.
- To identify the roles that teacher leaders currently fulfill in their schools
- To explore the factors that either promote or hinder the emergence of teacher leadership in the school.
- To create opportunities for the emergence of teacher leadership through a series of change laboratory workshops (CLWs).

In order to achieve the above goals, the study sets out to answer the following research questions:

1. *How is the concept teacher leadership understood by teachers and SMT members in the school?*
2. *What leadership roles do teachers currently fulfil in their school?*
3. *What are the factors that enable or constrain teacher leadership in a school?*
4. *How can a series of change laboratory workshops develop teacher leadership in a school?*
5. *How did the change laboratory workshops benefit the participants?*

1.5. Research Methodology

My study embraced a qualitative case study method seeking to understand how the concept teacher leadership was perceived in the school and investigated the opportunities for its emergence. According to Merriam (2009), a qualitative case study is “an intensive, holistic description and analysis of a single instance, phenomenon, or social unit” (p. 46). My study also adopted a

formative interventionist approach aimed at "generative solutions" (Sannino, Engeström, & Lemos, 2016, p. 10) through an interventionist tool kit, change laboratory workshops. A formative intervention is a purposeful action by a human agent to support the redirection of ongoing change (Engeström, 2009).

The study was underpinned by a critical approach where the 2nd generation of CHAT was found to be an appropriate analytical tool and theory due to its transformative agenda. The underpinnings of a critical approach and CHAT have the potential to challenge and critique the emergence of teacher leadership in schools for possible transformation. Through a series of CLWs the participants had an opportunity to learn new knowledge about the phenomenon under study by means of what Engeström (2001) termed expansive learning, which I discuss in Chapter Two. As an interventionist researcher, I participated in the intervention by "provoking and supporting the [learning] process led and owned by the learners", in this case the teacher leaders (Sannino et al., 2016, p. 3). This is what Sannino et al. (2016) refer to as an intravention. Data from document analysis, interviews, questionnaires and observations were analysed inductively and abductively. Grant's teacher leadership model and CHAT were employed as analytical tools. My study was conducted in an ethical manner, in the sense that I sought permission from the gatekeepers namely, the Regional Director and the school principal to gain access to the school for the purpose of the research. Lastly in this chapter, I capture how this thesis will unfold.

1.6. Thesis Outline

This study is organised in five chapters which I highlight as follow:

Chapter One outlined the rationale of my study while drawing the reader's attention to the context and background of the study. Thereafter, the research goals and questions which informed the study were brought forth before a brief discussion of the research methodology. The chapter concludes with the thesis layout.

Chapter Two is the literature review. Drawing on literature distinguishes between the concepts of leadership and management, while acknowledging the interrelatedness of these concepts. Distributed leadership as a substantive theory underpinning my study, from which the concept

teacher leadership emanates, is also discussed. Other leadership theories are also highlighted. The chapter goes on to describe the leadership roles that teachers fulfil as per the four zones of Grant's (2008, 2010b, 2017b) teacher leadership model. It also indicates factors that enable or constrain the development of teacher leadership in the school. Lastly, I discuss CHAT as the primary theoretical framework and analytical tool of my study.

Chapter Three focuses on the research methodology that guides this study. The research goals and questions are made explicit before a description of sampling and the research site is provided. Later, the reader's attention will be drawn to a detailed illustration of data generating tools and procedures followed to analyse the data. Finally, the chapter goes on to discuss how ethical issues were considered.

Chapter Four presents and discusses the findings in response to the first three research questions of this study which is the contextual profiling phase of my research. Findings from contextual profiling set the foundation for the change laboratory workshops discussed in the next chapter.

Chapter Five provides a detailed discussion of the findings generated in response to research question four and five. The chapter also presents a discussion of the change laboratory workshops conducted to expand the understanding of the phenomenon under study.

Chapter Six concludes this study by highlighting the key findings of the study. A reflection and critical overview of the potential value of the study amongst others, is also provided. Thereafter, the chapter presents the relevance of CHAT in my study, prior to acknowledging the limitations of this study. Finally, recommendations are also made explicit.

1.7. Conclusion

In this chapter I introduced my study by presenting the background and context in terms of teacher leadership which is the focus of the study. The chapter also summarised my academic and personal interest in the study, while highlighting the research goals and questions that guided the study. At the end, the chapter summarised what each chapter entails. In the next chapter, I present a detailed discussion of the literature that informed my study.

CHAPTER TWO: THEORETICAL TENETS OF THE STUDY: A REVIEW OF THE LITERATURE

2.1. Introduction

In this chapter I present an overview of literature relevant to my study by paying particular attention to the research questions. The fundamental aim of my study is to investigate opportunities for the emergence of teacher leadership in a school set up, with "the intention to create opportunities for transformation and change" (Astin & Astin, 2000, p. 6), which my study advocates for.

This chapter starts by exploring the evolution of leadership and management, the distinction between the two concepts and their interrelationship. Furthermore, I move on and provide a detailed discussion on the broader concept of leadership, so that a better understanding of the concept is made possible.

My attention then turns to traditional theories of leadership and I attempt to differentiate them from the more contemporary theory of leadership – distributed leadership – which this study draws on. The emergence of distributed leadership in the field of educational leadership and management and the need for its practice in an educational organisation is further explained thereafter. The next part of the chapter explains teacher leadership, a manifestation under the umbrella of distributed leadership, by presenting its definition, enablers and constraints.

The chapter concludes by demonstrating how Cultural Historical Activity Theory (CHAT) as a relevant theoretical framework informing my study, has the potential to transform leadership in the school due to its transformative principles. CHAT's principle of "multi-voicedness" (Engeström, 2001, p. 136) aligns well with transformative leadership which "focuses on social justice" (Shield, 2003, p. 21). Given this fact I am assured that they both advocate for transformation and change through a participatory society. "Transformative leadership has the potential to effect change that is deeper and more equitable than other forms of leadership"

(Shields, 2009, p. 55). My attention now turns to an exploration of the evolution of leadership and management.

2.2. Exploring the Evolution of Leadership and Management

2.2.1 Genesis of leadership

My study is informed by literature that highlights that leadership did not originate from education; hence its application would differ in varying contexts. For example, Lemos (2017) establishes that leadership is "derived from management principles which were first applied to industry and commerce" (p. 556). This may be the reason that leadership in some schools is "characterized by hierarchical and authoritarian relations" (Williams, 2011, p. 190) due to its origins in industry where the leader was regarded as the manager. Nevertheless, my study has also discovered that leadership is not a recent phenomenon in education but began some years back. While Bush (1999) notes that "education management is a relatively new academic discipline in the UK where it was found in the late 1960s unlike in United States where it developed in the 1950s and 1960s", Lemos (2017) discloses that research on education management started in the 1920s in Brazil. My interest in alerting the reader's attention to the origin of leadership is the argument made by Christie (2010, p. 699) who cautions that:

> Management and leadership discourses may be useful for education, however if these discourses are unproblematically transferred from business and industry to education, they are likely to frame education issues in terms that do not necessarily reflect educational considerations or situations in schools.

By virtue of Christie's (2010) argument, I consider it necessary to trace the origin of leadership before I discuss it in this study. It is also worth understanding how leadership has been applied and see what is applicable to the Namibian context. Having said this, I concur with Foster (1989) who claims that "before the term can be utilized meaningfully, it is necessary to tease out the various ways in which it has been used and to try to come to an agreement on its essential aspects" (p. 39). In the next section I discuss how leadership can be distinguished from management.

2.2.2 Leadership and management as distinct entities

Although concepts of leadership and management may be derived from the same field, they should not be considered as two sides of the same coin as each takes us to a different destination. Literature reveals that they are conceptually different. For Algahtani (2014), "management skills are used to plan, build, and direct organizational systems to accomplish missions and goals, while leadership skills are used to focus on a potential change by establishing direction, aligning people, and motivating and inspiring" (p. 71). This implies that what the manager does differs from what the leader is entitled to do and that their duties or tasks differ. Coleman (2003) made it explicit that "one can be a leader (responsible for the fulfilment of inspirational functions) without being a manager whose duty is associated with monitoring and controlling organizational activities" (p. 156).

The above quotes are in line with Hallinger (2017) who defines leadership "as a process through which persons seek to bring about change and/or improvement in the organization by influencing other people or organizational processes" (p. 364), while management is defined as "a process undertaken by persons holding formal administration roles in the organization … aiming at planning, organizing and controlling organizational structures, policies and operations" (*ibid*.). The key central difference that I perceived in these definitions is the fact that school leadership is about teacher leaders influencing others to bring about change in the school, while management is associated with controlling and managing the school. Finally, to strengthen my argument, I draw from Astin and Astin (2000) who clarify that management suggests "preservation or maintenance while leadership implies a process where there is movement from wherever we are now to some future place or condition that is different" (p. 8). This means that the duties and responsibilities for the school leader like the principal are different in terms of leadership and management; hence the two concepts are regarded as distinct and conflation thereof must be avoided.

Against this backdrop, which acknowledges the distinction of these two concepts, my attention now turns to the interrelatedness of these concepts.

2.2.3 Relationship between leadership and management

Literature in the previous section distinguishes between leadership and management however, the two concepts are closely related to one another and are all essential. My argument is aligned to Shields (2003), who challenges the literature that detaches leadership from management. She argues that this distinction is invalid as it is practically unrealistic given the fact that "doing things right (management) is not enough, indeed one also needs to do the right things (leadership)" (p. 9). Shields continues cementing her argument by stating that "leaders are transformative, working for change wherever they find inequity ... exercising both management and leadership skills, both doing the right thing and figuring out how to do things right" (p. 29). This literally means that in any organisation, including the school, the leader needs to possess both leadership and management qualities if the school is to prosper.

Literature reveals that leadership and management cannot be separated. For example, Christie (2010) argues that leadership and management are one and the same, hence "they should come together in a school … and principals should integrate the functions of leadership and management and possess skills in both" (p. 696). There is also evidence that "some school principals had two separate jobs, to give a lead on purely educational matters and also assume the role of manager or administrator of an organization by taking charge of buildings, staff and resources" (Gunter, 2003, p. 261). One may argue that no school can excel if the head only exercises leadership and ignores management and the opposite is also true. This is also what Algahtani (2014) emphasises, that the organisation's success is determined by both leadership and management. The relationship between leadership and management is also established by studies in an African context. For instance Grant, Gardner, Kajee, Moodley and Somaroo (2010) strongly believe that leadership is a crucial aspect in a school, however both processes are necessary for the prosperity of the school.

I value the above arguments with regards to the importance of both leadership and management however, I would like to remind the reader that the fundamental purpose of this study is grounded in understanding the concept of leadership and its development among teachers in a school. It is therefore against this backdrop that in the next section, I explicitly turn my attention to interrogate the notion of leadership.

2.3 Understanding the Notion of Leadership

2.3.1 A brief overview of the concept leadership

By exercising leadership one is required to have a good understanding of the concept which can only be achieved by exploring how different authors define or describe it. It is necessary for my study to review literature that helps us enhance our understanding of the concept leadership in order to practice it effectively in schools. I am entirely convinced by Shield's (2003) argument, when she highlights that "the concept of leadership has been studied from the beginning of organized society but is still poorly understood" (p. 5). Given this fact, I tend to believe that leadership may be practiced by many in schools without them even knowing it.

Although Foster (1989) argues that "the term leadership features prominently in the attempt to describe a particular set of relationships among people", he at the same time, acknowledges that the term "covers a great deal and seems to mean whatever the user intends" (p. 39). This means that there is little agreement, if any, in defining leadership (Nikodemus, 2014, p. 15). This undoubtedly means that even in schools, leadership may be understood in different ways, and this very fact may undermine the potential of the school. It is for this reason that I undertook to investigate how leadership, and in particular teacher leadership (which I will discuss in later sections), is understood in the case study school.

For me, a school with strong leadership has the potential to promote positive outcomes. Hence my study is interested in literature that defines leadership, particularly in the context of education to enhance education stakeholders' understanding of the concept. Understanding the concept leadership may enable school communities to influence one another in order to pursue the common goal of school improvement.

Although Christie, 2010, asserts that "leadership is an exercise of influence … and it can be exercised at most levels in an organization" (p. 696), Danielson (2007) establishes that many schools are still organized as though all important decisions are made by administrators and carried out by teachers'' (p. 10). This practice is challenged by Grant and Nekondo (2016) who emphasise that leadership cannot be a matter of principalship, as everyone else may also lead. The literature

above indicates different aspects of how leadership is defined or described. Literature that discourages leadership that is associated with position, aligns well with my study as it is underpinned by distributed leadership theory which I will discuss later in Section 2.4.

In a school where responsibilities are shared, productivity is likely to be high as tasks are shared among individuals. Foster's (1989) definition of leadership resonates well with my thinking, as he describes leadership as "a consensual task, a sharing of ideas and a sharing of responsibilities" (p. 61). Apart from that, literature also describes leadership in terms of influence. For example, Hallinger (2017) defines leadership as "a process through which persons seek to bring about change and/or improvement in the organization by influencing other people or organizational process" (p. 364). Similarly, Vennebo and Ottesen (2011) view leadership which emerges "as an influential regulating and coordinating function in an object-oriented, local activity within broader socio-historical processes" (p. 259). This to me implies that for leadership to emerge in an organisation such as a school, the leader should have the potential to influence others for the purpose of improving the school performance.

There is evidence in literature that different cultures view the concept of leadership in different ways. Having said this, I argue along with Coleman (2003) that the concept is "complex and evolving" (p. 155).

At this juncture, let me move on by drawing from Foster (1989), who highlights the two traditions which have informed the scientific definition of leadership. First is the **political-historical model** which "tends to focus on the role of significant individuals who managed to transform their social context by means of power and resources" (p. 40). Under this model, Foster (1989) claims that leadership can either be switched over from the leader to followers and vice versa, which is "transactional" (p. 41); where the leader plays a major role in transforming the subordinates which is "transformational" (*ibid*.), or where "the leader both inspires and transforms individual followers" (*ibid*.). The **bureaucratic management model** is where "leadership is assumed to mean management and it occurs as a result of position" (Foster, 1989, p. 44). In other words, in this model, leadership is attached to the position thus, even the organisational tasks are designed and imposed by the staff with the highest authority. This fact and perhaps many more, may be

interpreted with reference to principalship in the school context. By this I mean that the principal is regarded as the head of the school and is accountable for the effective performance and success of the school. In contrast to the above argument, Christie (2010) clarifies that "leadership in schools is not the preserve of any position and can be found and built throughout the school" (p. 696). In the next section of the chapter, I focus on a discussion of traditional theories that have emerged during the 20th century, that are believed to influence leadership in schools.

2.3.2 Traditional theories of leadership

In this section I discuss the traditional theories of leadership as revealed by the literature namely: trait, behavioural, contingency and situational, and transformational theories. Understanding these theories will help us realise whether or not we need to shift to contemporary views of leadership if we are to transform leadership in our schools. My interest in these theories is influenced by Shields (2006) who claims that:

> We will paradoxically, need to better understand the tradition, values, practices and approaches of the past, reject them where appropriate, critique, and modify them where possible, and frequently move beyond them. (p. 65)

2.3.2.1 Trait theory

This theory defines leadership as "a function of individual personality, ability, trait and style which are thought to inspire others" (Spillane, Halverson, & Diamond, 2004, p. 6). Trait theory assesses only the leadership qualities of the individual leader in terms of "self-confidence, sociability, adaptability and co-cooperativeness" (*ibid*.). According to Coleman (2005), this theory believes that "leaders are not made but born" (p. 9). This implies that leaders possess leadership qualities and skills from birth. The trait and great man theories were criticised for being silent about what leaders do and, as a result, researchers introduced another theory, the behavioural theory which I now turn my attention to.

2.3.2.2 The behavioural theory

This theory was introduced to investigate leaders' behaviour to respond to the question of "what leaders do?" (Spillane et al., 2004, p. 6; Nikodemus, 2014). In other words, it was meant to investigate whether leaders practice autocracy, known as authoritarian leadership, or practice democracy, where leaders make decisions in consultation with team members. This theory was criticised for not considering the context or situation in which leadership takes place, thus another theory, contingency and situational was introduced.

2.3.2.3 Contingency and situational theory

According to this theory, Foster (1989) contends that "leaders can only exercise their powers within an environment bounded by certain task responsibilities and the leaders' role is assumed to be one of determining how these tasks can be accomplished most effectively and efficiently" (p. 2). Additionally, Spillane et al. (2004) also argue that contingency theory tends to "focus chiefly on the effects of situation on broad leadership styles and organizational structures and roles" (p. 21).

The definition of leadership as advocated by the above traditional theories is not convincing as they focus on assessing the individual leader's thinking and actions, and the leadership context and practice seems to be ignored (Spillane et al., 2004). While acknowledging the traditional theories discussed, I should point out that understanding the concept of leadership is not entirely limited to these. We need to move further and beyond their tenets by exploring contemporary theories of leadership – this will assist in making appropriate connections that will help us to understand the concept a bit more clearly. My attention now turns towards a discussion on distributed leadership as a contemporary theory of leadership.

2.4 Distributed Leadership: One of the 21st Century Leadership Theories

2.4.1. What is distributed leadership?

As some literature reveal a number of misconceptions on the concept of distributed leadership, I deem it necessary to unpack this concept. There seems to be no consensus on the definition of the term 'distributed leadership'. In this regard, Timperley (2005) mentions that "the term means different things to different people" (p. 396). In other words, there are many ways to define it. Similarly, Harris and DeFlaminis (2016) also posit that the concept of distributed leadership is "interpreted in a number of different ways" (p. 142). However, for the sake of the reader's clarity, I take note of Timperley's (2005) argument that distributed leadership "is not the same as dividing task responsibilities among individuals … but rather it comprises dynamic interactions between multiple leaders and followers" (p. 396).

It was interesting to look specifically at how leadership was perceived and spread among the teachers irrespective of their positions. This is what Muijs and Harris (2003) refer to as distributed leadership being "fluid and emergent rather than a fixed phenomenon" (p. 439).

Distributed leadership is sometimes confused with other concepts like shared leadership, team leadership and democratic leadership, which Spillane (2005) criticises by making it clear that distributed leadership is "the interaction between people and their situation" (p. 144) and cannot be associated with them.

While Spillane et al. (2004) regard distributed leadership as a "sensing-devise for registering the complex practice of school leadership" (p. 29), Spillane (2005) views it as "a perspective – a conceptual or diagnostic tool for thinking about school leadership" (p. 149).

As indicated in the diagram on the next page (Figure 2.1), leadership activity is distributed if it involves the three "essential constituting elements namely: leaders, followers and situation" (Spillane et al. 2004, p. 10).

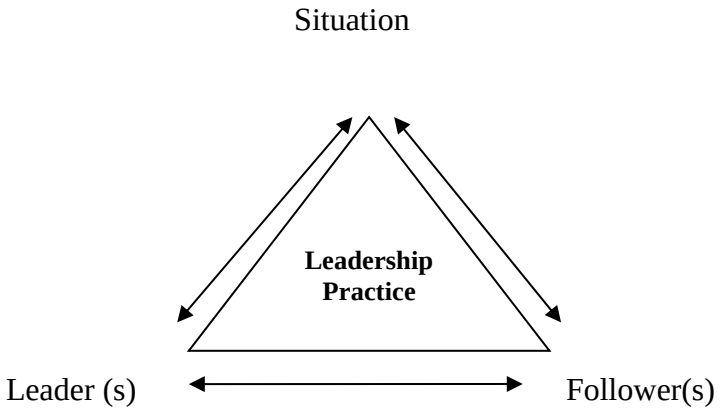


Figure 2.1: Constituting elements of leadership practice (as adapted from Spillane et al., 2004, p. 11)

In support of the above literature, I view distributed leadership as the way of placing leadership into the hands of not only one person, but to involve all individuals in order to demonstrate their expertise. This is in line with Oduro (2004), who describes that "distributed leadership is a group activity that works through and within relationships, rather than individual action" (p. 1). By selecting to investigate how teacher leadership is emerging in a school, my study will at the end inform readers on how leadership is distributed in the case study school. My study is influenced by Diamond and Spillane (2016) who view distributed leadership as "a conceptual framework for researchers studying, or practitioners and policy-makers diagnosing, school leadership and management" (p. 148).

To sum up the discussion on distributed leadership thus far, it is evident that there are varying understandings of the concept. This was also established by Harris and Spillane (2008), who mention that distributed leadership is "not a panacea or a blueprint or a recipe" (p. 33) but rather "a way of getting under the skin of leadership practice, of seeing leadership practice differently and illuminating the possibilities for organizational transformation" (Harris & Spillane, 2008, p. 33). In the next section, I discuss the significance of distributed leadership.

2.4.2 Significance of distributed leadership in schools

Various scholars suggest that for the necessary transformation in a school to take place, more than one leader is required; a call for all stakeholders to be involved is suggested. This implies that the traditional type of leadership which believes in the power of one leader in an organisation is outdated and a contemporary form of leadership, distributed leadership, needs to be instated.

Distributed leadership may be particularly useful in Namibia where the education system has shifted to a new, revised curriculum with high challenges and demands of and from stakeholders. I align this argument with Harris and Spillane (2008), who assert that a "new and more complex form of schooling requires new and more responsive leadership approaches" such as distributed leadership (p. 32). In other words, distributed leadership may be a robust type of leadership in education particularly schools where division of labour is necessary. Having said this, I concur with Lumby (2013), who states that distributed leadership "is presented as potentially replacing previous forms of leadership that are critiqued negatively in relation to their ethics and or efficacy, such as heroic, charismatic, collegial, top-down and transactional, with a novel kind of leadership" (p. 583).

What interests me more about distributed leadership, as Grant (2017a) puts it, is the fact that "it speaks not only to 'who' is involved in the distribution of leadership and 'what' is distributed, but also 'how' the distribution happens and 'why' it happens in the manner it does" (p. 2). Considering the "how" and "why" of distributed leadership, implies that what is distributed can either be good or bad; in other words, distributed leadership can have strengths and shortfalls. Nevertheless, my study supports researchers who discourage a type of managerial leadership and suggest that schools should move to a form of leadership that incorporates all participants in whatever nature of school work (Smyth, 1989; Harris, 2003; Grant et al., 2010). By distributing leadership, everyone can have an opportunity to share their views. Smyth (1989) supports the type of leadership that "allows all voices to be adequately heard regardless of class, race, gender or position in the formal hierarchy of the school" (p. 191). Moreover, I agree with Harris (2003) that "not everyone is a leader, or should be, but [what distributed leadership does is] open up the possibility for a more democratic and collective form of leadership" (p. 317).

The significance of distributed leadership is well articulated by Harris and Spillane (2008) who emphasise that" there is something powerful and important about distributed leadership" (p. 32). A school with multiple leaders has a high potential of excellent performance, as all members have an opportunity to share their expertise and views.

Building on the work of Gronn (the early guru of distributed leadership) and others, I argue for a shift from a traditional leadership model which focuses on one leader, to a more fashionable type of leadership advocating for multiple leaders and followers (Gronn, 2002; Timperley, 2005; Gronn, 2016; Lumby, 2016) in an organisation like a school. With distributed leadership, everyone may have an opportunity to lead and this means teacher leadership may be manifested.

Additionally, Gronn (2016) highlights that distributed leadership needs to be continuously understood in a collective manner. Similarly, Preedy (2016) supports the introduction of distributed leadership with multiple leaders taking responsibilities or tasks, as these may be too many for one leader in a school for example. It is against this backdrop that my study is advocating for developing teacher leadership, while opposing the one-man-show type of leadership, for qualitative change and effective functioning of the school.

Distributed leadership is very significant as it discourages the form of leadership that is dominated by "a solo or stand-alone leader" (Gronn, 2002, p. 424), as this is a huge responsibility to be left to one individual. This is to say, that the traditional leadership styles where the decisions, even those made for the benefit of others, lies within one individual leader, are no longer on par with the new education system.

I acknowledge that distributed leadership has positive and negative aspects; however, my study is well informed by literature that many more leadership approaches were pioneered but eventually lost support, while distributed leadership continues to exist. This theory's existence may imply that it is valued. Strong evidence is drawn from Gronn (2008) as he confidently alludes to that:

> Ideas come and go. Some retain their usefulness, while some fall by the wayside. Still others survive with their original integrity intact, while others undergo major surgery or revision. … Distributed leadership displays a number of the hallmarks of survival. (p. 141)

The above quote is evidence that although some models of leadership are abandoned, distributed leadership is still endorsed for its valuable contribution to the transformation of leadership in an organisation. I now turn to discuss the limitations of distributed leadership in the next section.

2.4.3 Limitations and critique of distributed leadership in schools

Scholars have acknowledged that no theory is without limitations. Although this theory, "displays a number of the hallmarks of survival" (Gronn, 2008, p. 141), distributed leadership in an organisation such as the school is not without challenges. In other words, the theory may be faced with some limitations.

The first limitation as established by Harris and Spillane (2008) concerns the fact that "different terms and definitions are used interchangeably to refer to distributed leadership, resulting in both conceptual confusion and conceptual overlap" (p. 32). For instance, the concept is associated with devolved leadership, team working, collaborative and participatory, as well as democratic leadership (Harris & Spillane, 2008). This eventually resulted in "the concept being regarded as a 'catch all term' to describe any form of devolved, shared or dispersed leadership practice" (Harris & Spillane, 2008, p. 32).

The second limitation exists in the tension between the theoretical and practical sense of the concept distributed leadership. Harris and Spillane (2008) demonstrate that theoretically, distributed leadership refers to when multiple individuals, both leaders and followers, accomplish the school leadership activities. They further explain that the practical sense of distributed leadership is viewed in terms of its potential to improve or transform the organisation. In other words, the theory is determined by the extent to which it contributes to the improvement or transformation of the school.

Another limiting factor of distributed leadership is the issue of cultural background. In some cultures, leadership can only be practiced by all categories of followers up to a certain level of authority. In support of this claim, I refer to Yuen, Chen and Ng (2015) who point out that "there might be a limit to the degree of distributed leadership in a cultural context in which authority is

highly respected" (p. 832). In addition, Wood (2016) argues that "not all organizational members will or should be accorded equality in each form of authority" (p. 159).

Distributed leadership is a well-known theory of leadership however, its effectiveness is often inhibited by certain factors. This is what Williams (2011) refers to when he alleges that "numerous factors have militated against distributed leadership becoming actualized" (p. 194). Moreover, from my observations and expertise of 22 years in teaching, not everyone in the school has an interest in taking up leadership responsibilities; hence their unwillingness is a limiting factor. By claiming this, I quote Williams who in his research also concluded that "teachers were generally not prepared for the role of educational leadership" (2011, p. 194).

Apart from the limitations discussed above, distributed leadership is criticised for some shortcomings in its implementation. For instance, Lumby (2016) makes the point that it is an "unsatisfactory concept" (p. 161). This type of critique limits the practice of distributed leadership in schools or any other organisation, as it might seem that the use of the model does not boost one's knowledge of leadership. In this regard, Lumby (2016) mentions that distributed leadership "is theoretically weak and that research and practice using the concept import an epistemic weakness" (p. 162).

Furthermore, understanding and practicing the concept of distributed leadership is another debate among researchers and practitioners, as they tend to differ in interpreting and/or applying it. This implies that schools in the Namibian context might have difficulties in applying distributed leadership. Having said this, I draw from Harris and DeFlaminis (2016) who point out that "no other leadership concept, it seems, has caused so much controversy, angst and debate as distributed leadership" (p. 147). As Oduro (2004) puts it, "the head teachers, though committed to the implementation of distributed leadership in their schools, identified some conditions that could either promote or inhibit its implementation" (p. 2).

Interestingly, the argument by Spillane (2005) that distributed leadership "is just another case of old wine in a new bottle" (p. 143), implies that distributed leadership is not a new concept but has been in existence though with different features. In other words, there might be little or no

difference in what distributed leadership can do compared to what was done before. I deemed it necessary to be aware of the critique and I now move on to the discussion of teacher leadership as a manifestation of distributed leadership.

2.5 Teacher Leadership

In this part of the chapter, I define what teacher leadership is and discuss its relation to distributed leadership. Thereafter, I highlight the necessity of promoting teacher leadership and how it may be enacted in a school. Teacher leadership may be enabled or constrained by some factors which I will also discuss later in this section.

2.5.1 Understanding teacher leadership

It is quite interesting that although the phenomenon has been researched, there is no consensus in terms of providing a definition. This notion is supported by Muijs and Harris (2003) who mention that "it is evident from the international literature that there are overlapping and competing definitions of the term" (p. 438). In addition, Grant (2008) points out that "teacher leadership is understood and defined differently by many different writers internationally" (p. 88).

Against this backdrop, I will focus on how various scholars have tried to unpack this term. Many scholars argue that teacher leadership involves leaders inspiring others to work collaboratively and that leadership should be for all, with or without positions. For Wasley (1991), teacher leadership involves "the ability to encourage colleagues to change, to do things they wouldn't ordinarily consider without the influence of the leader" (p. 23). While Harris (2003) refers to teacher leadership as "the exercise of leadership by teachers, regardless of position or designation" (p. 316), Muijs and Harris (2007) conceptualise teacher leadership as "a set of behaviours and practices that are undertaken collectively" (p. 112). Building on Hanghuwo (2014), more definitions of the concept teacher leadership will continue to emerge. She explicitly argues that "as many teachers start to engage in the practice, academics find various definitions of the practice" (p. 19).

Teacher leadership is also referred to as "a process by which teachers are becoming aware of and taking up informal and formal leadership roles both in the classroom and beyond" (Grant (2008b) as quoted in Grant, 2017b, p. 5). It is also noteworthy to capture the words of Grant (2006) who argues that

> 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 stakeholders towards a shared vision of their school within a culture of mutual respect and trust. (p. 516)

The discussion above draws on international scholars. A few Namibian scholars have also contributed to unpacking this concept (see for example: Hashikutuva, 2011; Nauyoma-Hamupembe, 2012; Uiseb, 2012; Hanghuwo, 2014; Hamatwi, 2015).

Teacher leadership seems to promote change and improvement. Along with Hashikutuva (2011), I argue that "teacher leadership is an approach where the principal and the staff members create the opportunities to generate and reflect on ideas together, share perceptions, beliefs and new information together and develop ways of implementing change together" (p. 26). This demonstrates a collaborative culture of leadership where individuals in the school approach matter and effect change collectively. This in one way indicates how teacher leadership may enable distributed leadership practice in schools.

According to Hamatwi (2015), teacher leadership "may be formal whereby teachers assume formal roles because they are mandated by the hierarchy as Heads of Departments, as members of a School Governing Bodies or as senior teachers who are made to represent their schools in circuit committees" (p. 16). It was also interesting to note that Hanghuwo (2014) could not find literature with a precise definition of teacher leadership but each defined it in their own ways. However, it is noticeable from the above literature that teacher leadership cannot be associated with positions, but is a model for all members in the organisation such as the school and in this way encourages the practice of distributed leadership. In the next section I discuss how teacher leadership relates to distributed leadership.

2.5.2 Teacher leadership as a form of distributed leadership

There is evidence in literature that teacher leadership is linked to distributed leadership. In other words, teacher leadership is a manifestation of distributed leadership. For example, Harris (2003) suggests that teacher leadership is "a form of agency that can be widely shared or distributed within and across an organization, thus directly challenging more conventional forms of leadership practice" (p. 315).

Distributing leadership in an organisation such as a school requires involving all parties, including teachers and this is how teacher leadership can emerge under the umbrella of distributed leadership. Distributed leadership and teacher leadership are closely related in the sense that without mention of distributed leadership in the development of teacher leadership, one may not effectively achieve the object. As Grant (2008) puts it, "the concept of distributed leadership is powerful in that it opens up a variety of possibilities for teachers to lead in different areas, at different times and with different purposes in their professional lives (Grant, 2008). Subsequently Grant and Singh (2009) declare that, "we work from the premise that leadership potential exists widely within an organisation and emerges from different individuals and groups of people at different times as they go about their work" (p. 290).

The fact is clear that leadership cannot be entrusted to a single individual as everyone in the school has a potential to lead. One leader may be an expert in a certain aspect but needs the support of others in some other matters. This may be what Harris (2003) is saying, that "teacher leadership is centrally concerned with the idea that all organizational members can lead and that leadership is a form of agency that can be distributed or shared" (p. 317). Furthermore, in whatever way we try to define teacher leadership, the fact remains clear that "its emphasis upon collective action, empowerment and shared agency is reflected in distributed leadership theory" (Harris, 2003, p. 317).

As an example of distributed leadership, teacher leadership has a potential to bring about change in the school. In support of this sentiment, Grant et al. (2010) argue that "teacher leadership, as but one manifestation of a distributed approach to leadership can be a powerful tool in bringing about

school change" (p. 405). If leadership is distributed among all members it is likely to bring change, for example in the school. I therefore conclude by arguing along with Harris (2003) that "we cannot continue to ignore, dismiss or devalue the notion of teacher leadership as a form of distributed leadership if we are to make a change and or difference in the accomplishment of young people" (p. 322). In the next section I am interested in looking at the reasons why teacher leadership is important in schools.

2.5.3 The necessity of teacher leadership in schools

I am quite convinced that it is necessary to create space for teacher leadership in schools if we want to see changes in schools. Having said this, I concur with Harris (2003) who insists that "teachers have the agency to lead change and to guide organizational development and improvement" (p. 322). It is also worth following Grant et al.'s (2010) sentiments that:

> Teacher leaders are agents of change and this agency should be nurtured and tapped into so that teachers learn to lead new initiatives and challenge the existing status quo in schools in the pursuit of excellence in teaching and learning. (p. 405)

Apart from being agents of change teacher leaders have the potential to make constructive decisions for the benefit of their school. This view is based on Wasley (1991), who asserts that "teachers need to be more involved in the decision making that takes place in their schools (p. 164).

The idea of one leader in the school is regarded as not enough to improve teaching and learning as it requires all education stakeholders to lead educational activities for school prosperity. I argue along with Danielson (2007), who states that "teacher leaders call others to action and energize them with the aim of improving teaching and learning" (p. 5). I therefore call for the study and/or practice of teacher leadership and equip teachers with the required skills for an improved school performance (Danielson, 2007). Furthermore, what interests me more about teacher leadership is its core focus on the improvement of teaching and learning. One of the teacher's roles within the classroom is to promote and/or improve teaching and learning (Grant et al., 2010; Grant, 2012; Grant, 2017b). The fact also remain that teachers are the direct role players in improving learning and bringing change in school performance.

The principal alone may not take the school to greater heights, but needs support from all members particularly teachers, in order to make a difference in school performance. This is evidenced by Muijs and Harris (2003), who mention that "principal leadership does not stand out as a critical part of the change process but that teacher leadership does have a significant effect on student engagement" (p. 441). They further allude, that "if we allow teachers to lead in their schools we develop their self-esteem, self-confidence and motivation to work hard leading to high school performance" (Muijs & Harris, 2003, p. 441). Grant et al. (2010) also emphasise that "it is necessary to strengthen teacher leadership in schools as its core focus is to make a difference in the school performance while improving teaching and learning" (p. 402).

Teacher leadership has a great influence in the general performance of the school, hence it is especially necessary that schools involve teachers in the leadership if they are to improve. Having said this, I follow Danielson's (2007) advise that "school districts that want to improve make a wise investment when they cultivate and encourage teacher leaders [because] school improvement depends more than ever on the active involvement of teacher leaders" (p. 6). This is not merely to benefit one group of teachers, for example those who are involved, but as teachers practice leadership either within or beyond their schools, they may have the potential to influence others too. With this conclusion, I now focus on a discussion of enactment of teacher leadership in the next section.

2.5.4 The roles of the teacher leader in the school

Literature reveals that teachers carry out different roles at various levels or zones. In addition, schools need teachers to be involved in leadership because they have major roles to play in the development and performance of the school. The role of the teacher in the school is not just confined to classroom teaching and learning, but good teacher leaders are those that go beyond their classroom and foresee improvement in all areas such as "within their department or classroom, across the school and beyond the school" (Danielson, 2007, pp. 7-8). In fact, according to Grant (2017b), teacher leadership needs to be exercised in four different zones namely: in the classroom, outside the classroom, in whole school development and beyond the school. This

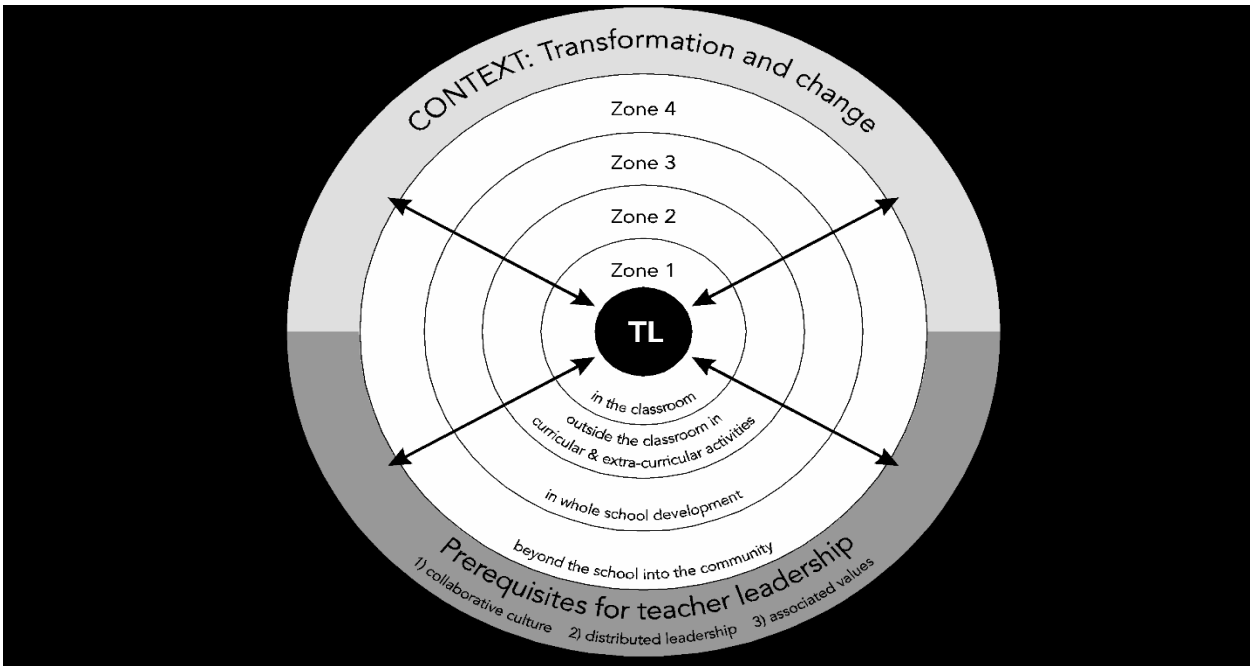
argument is supported by Grant's (2017b) teacher leadership model on which the discussion of this section is based.

The model helps us to identify the areas where teacher leadership is emerging and the roles teachers perform in each area. For instance, in zone 1, teachers are known to carry out one main role (role 1) which is continuing to teach and improving their own teaching. As indicators under this role, teachers attend workshops, design learning activities and maintain classroom discipline, among others.

In zone 2, the teacher's role goes beyond the class in working with other teachers and learners in curricular and extracurricular activities (role 2), leading in-service education and assisting other teachers (role 3), as well as assessing the performance of other teachers (role 4).

Under zone 3, teacher leaders exercise leadership for whole school development by fulfilling roles such as organising and leading peer reviews of school practice (role 5) and participating in school level decision-making (role 6). These roles are fulfilled when teachers take part in designing and evaluating the School Development Plan (SDP), School Self-Evaluation (SSE), Teacher Self-Evaluation (TSE) and Plan of Action for Academic Improvement (PAAI), as indicators.

Teacher's roles may also be observed beyond the school in the community as zone 4. In this zone teachers perform leadership activities at national, regional, circuit and cluster levels as workshop facilitators, chairing meeting and participating in sport tournaments. Fig. 2. 2. represents Grant's (2017b) teacher leadership model.



FIRST LEVEL OF ANALYSIS
FOUR ZONES

Zone 1 In the classroom	**Zone 2** Working with other teachers and learners outside the classroom in curricular and extra-curricular activities			**Zone 3** Outside the classroom in whole school development		**Zone 4** Beyond the school into the community	

SECOND LEVEL OF ANALYSIS
SIX ROLES

One: Continuing to teach and improve one's own teaching	**Two:** Providing curriculum development knowledge	**Three:** Leading in-service education and assisting other teachers	**Four:** Participating in performance evaluation of teachers	**Five:** Organising and leading peer reviews of school practice	**Six:** participating in school level decision-making	**Two:** Providing curriculum development knowledge	**Three:** Leading in-service education and assisting other teachers

THIRD LEVEL OF ANALYSIS
INDICATORS

1. centrality of expert practice (including appropriate teaching & assessment strategies & expert knowledge) 2. keep abreast of new developments (attendance at workshops & further study) for own professional development 3. design of learning activities & improvisation/appropriate use of resources 4. processes of record keeping & reflective practice 5. engagement in classroom action research 6. maintain effective classroom discipline & meaningful relationship with learners (evidence of pastoral care role) 7. take initiative & engage in autonomous decision-making to make change happen in classroom to benefit of learners	1. joint curriculum development (core & extra/co curricular) 2. team teaching 3. take initiative in subject committee meetings 4. work to contextualise curriculum for own particular school 5. attend DOE curriculum workshops & take new learning, with critique, back to school staff 6. extra/co curricular coordination (e.g. sports, cultural activities etc.)	1. forge close relationships & build rapport with individual teachers through which mutual learning takes place 2. staff development initiatives 3. peer coaching 4. mentoring role of teacher leaders (including induction) 5. building skills & confidence in others 6. work with integrity, trust & transparency	1. engage in IQMS activities such as peer assessment, e.g. involvement in development support groups 2. informal peer assessment activities 3. moderation of assessment tasks 4. reflections on core & co/extra curricular activities	1. organisational diagnosis (Audit – SWOT) & dealing with the change process (School Development Planning) 2. whole school evaluation processes 3. school-based action research 4. mediating role (informal mediation as well as union representation) 5. school practices including fundraising, policy development, staff development, professional development initiatives etc.	1. awareness of & non-partisan to micropolitics of school (work with integrity, trust & transparency) 2. participative leadership where all teachers feel part of the change or development & have a sense of ownership 3. problem identification & resolution 4. conflict resolution & communication skills 5. school-based planning & decision-making	1. joint curriculum development (core & extra/co curricular) 2. liaise with & empower parents about curriculum issues (parent meetings, visits, communication – written or verbal) 3. liaise with & empower the SGB about curriculum issues (SGB meetings, workshops, training – influencing of agendas) 4. networking at circuit/district/ regional/provincial level through committee or cluster meeting involvement	1. forge close relationships & build rapport with individual teachers through which mutual learning takes place 2. staff development initiatives 3. peer coaching 4. mentoring role of teacher leaders (including induction) 5. building skills & confidence in others 6. work with integrity, trust & transparency

Figure 2.2: Grant's teacher leadership model (2017b)

Research indicates that even though teacher leadership is being practiced in some schools, it is with restrictions in some areas of school leadership (Grant, 2017b). In other words, teachers are more involved in leadership at zone 1 and 2 but with limited occurrence of leadership roles at zone 3 and 4. This is to say, teachers are restricted to lead activities in their own classrooms and that requires interaction with other colleagues. Having said this, I argue along with Grant et al. (2010) that "in practice the leadership of teachers was mainly restricted to the classroom (p. 415).

Literature reveals that there are teachers who know it is their responsibility to improve learners' performance by means of their different expertise and by exercising various roles. For instance, Wasley (1991) indicates that there are many teachers who believe it is their responsibility to control the students and to find meaningful activities for them in order to promote learning (p. 97). One of the biggest roles that teachers play in the school is that of being a role model to both fellow teachers, as well as learners.

It is worth noting that the more opportunities that are created for teacher leaders, the more roles they may play in improving school performance (Wasley, 1991). Similarly, for democratic leadership to prevail in the school, teacher leaders need to be involved in the process of deciding what roles, if any they wish to take on (Wasley, 1991). In the next section, I shall discuss factors that limit teacher leadership in the school.

2.5.5 What limits teacher leadership emergence in the school?

As highlighted in the previous section, teachers are the key stakeholders in the development of the school and their leadership is equally important as those in leadership positions. However, it may not be an easy task to apply teacher leadership in schools as there are a number of barriers that hinder its effectiveness. Therefore, in this section I present factors from various literature sources that limit teacher leadership in schools.

- Lack of support from SMT;
- Time constraints;
- Lack of skills to carry out the roles and responsibilities;
- Teachers' unwillingness to take up leadership roles.

In agreement with the limiting factors mentioned above, literature reveals that teacher leadership does exist, but that it is confined to the classroom Based on the above factors, it is evident that the possibility of teacher leadership in schools is not an easy exercise at all. In fact, Muijs and Harris (2007) point out that "developing teacher leadership is not a straightforward process" (p. 132). Researchers have concluded that a number of factors have negatively influenced the application of teacher leadership in schools. For example, Grant (2017b) establishes that the "dominance of apartheid ideology where hierarchical and autocratic conception of school leadership precludes the practice of teacher leadership" (p. 2). Next, I should discuss in detail how each factor hinders the development of teacher leadership.

2.5.5.1 Lack of support from SMT as a barrier to teacher leadership

Literature indicates that the major contributing factor to passive teacher leadership is lack of support from the SMT making it difficult for teacher leaders to exercise leadership. It has been observed that "top down management structures in schools is a major impediment to the development of teacher leadership, as they militate against teachers attaining autonomy and taking on leadership roles within the school" (Muijs & Harris, 2003, p. 442). Literature reveals also that school managers do not support teacher leadership as they are not ready to relinquish power to teachers and were made to believe that leadership is just for those with positions. Furthermore, Grant (2008) reveals that "the major barrier to teacher leadership at this school was 'top-down' leadership and hierarchical school structure with power and decision-making firmly in the hands of the Principal" (p. 100). In some schools, teachers are still side-lined in making decisions on behalf of the school due to top down leadership in schools.

It may also be argued that in some schools there is no fellowship and collaboration between the SMT members and teachers, leaving teachers with no option than to agree with whatever comes.

This is supported by Grant and Singh (2009) who write that "a culture of authentic collegiality did not exist as decision-making processes were largely not participatory and teachers merely agreed to "go with the flow"" (p. 297). Teacher leadership may be supported if school heads encourage teachers' continuous learning by creating CPD activities for teachers (Muijs & Harris, 2003). CPD activities may include school-based workshops, induction programmes and departmental trainings, to equip teachers with the relevant skills. In other words, teachers alone may not achieve improved school performance but need support from the top leaders in the school. Similarly, Muijs and Harris (2003) allude that, "having principals as the solo leaders in the school is less effective to learners' performance than teacher leadership" (p. 441). There is a need for collaboration among staff members, as this may help teachers initiate school development programmes.

If teachers are not supported by the school management team it is unlikely that they will achieve their objective of teaching and learning improvement in schools. This may be aligned to Wasley (1991), who claims that without support, teachers "cannot reach their potential" (p. 162). Similarly, Muijs and Harris (2003) affirm that "heads need to encourage teachers' continuous learning, by providing time and resources for continuous professional development (CPD) activities and need to support and validate the concept of teacher leadership" (p. 442). Now I turn to inadequate provision of time as a limiting factor of teacher leadership.

2.5.5.2 Time constraints

Research indicates that a lack of time is really considered as a threat to teachers, who have an interest in fulfilling both academic and leadership roles. It seems as if there is no difference in time allocation to teachers with extra leadership roles and those without any other leadership responsibilities in the school. For Wasley (1991), teacher leaders need extra time "for planning, work with colleagues as well as for their own trainings" (p. 138). In view of what teachers are required to do in school, one may believe they need not only time but time management to accommodate all their responsibilities. Teacher leaders are being challenged by time constraints in that they find it difficult to lead some school programmes on top of teaching. In other words having additional leadership responsibilities adds to the teacher leaders' fulltime duties and requires a high consideration of time, as Wasley (1991) insists that, "trying both to teach and lead

creates its own tensions" (p. 144). Wasley (1991) further claims that "teachers who wish to undertake new leadership positions end up spending more time than they are contracted for" (p. 133). Apart from time constraints, lack of skills to carry out leadership roles is another inhibiting factor of teacher leadership which I discuss next.

2.5.5.3 Lack of skills to carry out leadership roles and responsibilities

While teachers might have an interest in taking up leadership roles they are often challenged by insufficient skills in leadership. As earlier mentioned, there is a limited body of literature on teacher leadership (Mthiyane & Grant, 2013) and this may result in teachers having limited knowledge about leadership. The practice of teacher leadership may only be realised if they continuously undergo professional development training, so as to gain new skills and knowledge to improve teaching and learning. As Danielson (2007) asserts: "if teacher leaders are to emerge and make their full contribution, they need opportunities to learn the necessary skills of curriculum planning, instructional improvement, assessment design, collaboration and facilitation" (p. 10). Similarly, Grant (2006) emphasises that "teachers, principals and schools need time to develop the knowledge, skills and values necessary for distributed leadership and teacher leadership to become a reality" (p. 529). I may argue that no teacher training should be without activities on leadership, as this is one way to enhance teachers' leadership skills. As argued by Grant (2008) "any teachers professional development initiative must be linked to issues of leading" (p. 86).

2.5.5.4 Unwillingness of teachers to take up leadership roles

Literature reveals that teachers themselves may be barriers to teacher leadership development in schools by virtue of their attitudes and/or unwillingness to take up leadership roles. As Katzenmeyer and Moller (2009) put it "the most important concern for teacher leaders is working with other teachers, who may perceive the teacher leader's role as threatening or at the least not meaningful" (p. 126). On the other hand, some principals regard it as a risk to entrust teachers to lead and this discourages even those who might be willing to take up leadership roles.

Sometimes, it is also true that teachers might be overloaded in such a way, that they may not be able to fit other activities into their schedule. Following Wasley (1991), "some of the teachers just

did not believe that they had the energy to do this in addition to their already overloaded schedule" (p. 50 (Grant et al., 2010). It is therefore a necessity to enhance teacher leadership in all areas.

2.5.6 Enhancing teacher leadership in the school

It is evident from literature that teacher leadership can be realised if the barriers discussed in the previous section are resolved. This is in line with Grant (2008), who asserts that "we need to build into our professional development initiatives discussions on the possible barriers that teachers may face in the take-up of the new learning in schools and ways in which these may be overcome" (p. 102) if we want teacher leadership to emerge in schools. For instance, given that limited time is a constraint to teacher leadership, this implies that proper time management is necessary. Having said this, I support Harris (2003) who also suggests that "time needs to be set aside for teachers to meet, to plan and discuss issues such as curriculum matters, developing school-wide plans, leading study groups, etc" (p. 320). Looking into what teacher leaders are required to fulfil in school, one may realise that teacher leadership needs to be strengthened in schools. Furthermore, I argue along with Grant (2008) that, "time must be allocated for discussions around teacher leadership as well for the development of strategies for teachers to initiate professional learning communities on their return to schools" (p. 104). Time must be allocated for discussions around teacher leadership as well for the development of strategies for teachers to initiate professional learning communities on their return to schools.

Besides this, teacher leadership may be enhanced if schools ensure that opportunities are created for teachers to exercise their leadership skills. My study advocates for the development of teacher leadership in all spheres. This has been emphasised by Harris (2003), that there is a need for continuous professional development of teachers that will "focus not just on the development of their skills and knowledge, but also on aspects specific to their leadership roles" (p. 320). Developing teacher leaders' confidence is also considered a crucial factor that may significantly enhance teacher leadership in the school. It is necessary for schools to set up programmes that allow teachers to meet and learn from other teachers both within and beyond their schools (Harris, 2003).

The enhancement of teacher leadership may also be realised as teachers work collaboratively, though each complete their own tasks, towards a common goal. By collaboration, teachers may achieve a lot in the development of the school, more than working as individuals. My argument may align with Harris and Muijs (2007) who indicate the need for division of labour as it "has the most potency and potential for school improvement because it is premised upon collaborative forms of working among teachers" (p. 113). One of the crucial factors that help to enhance teacher leadership in the school is "creating a culture of trust" among the teachers, as this will allow them to lead confidently and collaboratively (Harris & Muijs, 2007, p. 113). Collaboration among teachers is further supported by Harris (2003) as she claims that "schools need to build a climate of collaboration premised upon communication, sharing and opportunities for teachers to work together" (p. 321). Teacher leadership does not merely have to emerge within the school but beyond the school as well. If teacher leadership is to be significantly enhanced, collaboration with teachers in other schools so that expertise can be shared, needs to be established (Muijs & Harris, 2007).

For teacher leadership to be developed in schools, teachers must be given enough support in all types of activities they undertake in their classrooms, within the school and beyond. In line with Grant et al. (2010) "teachers require support from the principal as leader of leaders and through continuing professional development initiatives, both inside and outside the school" (p. 405). This implies that it is necessary for the SMT to create opportunities for teacher leaders to demonstrate their potential to lead others within and outside their school, if teacher leadership is to be enhanced. Moreover, as Grant and Singh (2009) posit, schools should aim for "leadership (instead of merely management or administrative tasks) to emerge from teachers who are interested in and empowered to take the lead, and who are supported and developed in the process" (p. 299).

Against this backdrop and being aware of some of the challenges to teacher leadership in schools as discussed earlier, it is necessary for this study to investigate the emergence of teacher leadership in the school set-up while advocating to bring change to its emergence in the school. CHAT with its transformative agenda was found to be a suitable theory to surface the contradictions in the emergence of teacher leadership for qualitative change. I now embark on a discussion of CHAT in the next section.

2.6 The Theoretical Framework of the Study

In this section I discuss Cultural Historical Activity Theory (CHAT), the main theory that framed my study and was employed as an analytical tool during the data analysis process. I first elaborate on the evolution of the theory as Vygotsky's original work of human mediated action. Furthermore, I discuss how CHAT may be used to examine the interaction between elements of the activity system, resulting in expansive learning and transformative agency.

2.6.1 Historical overview and background of CHAT

Cultural Historical Activity Theory (CHAT) is a multi- disciplinary research framework that has become popular in the world in recent years (Gedera & Williams, 2016). Literature establishes that several scholars have contributed to the development of CHAT. However, Vygotsky, a Jewish scholar, is known to be the original initiator who worked on the theory around the 1920s and early 1930s (Yamagata-Lynch, 2010; Engeström, 2001). He used Marxian theory as a basis for his psychology "to examine the organism and the environment as a single unit of analysis" (Yamagata-Lynch, 2010, p. 15). By creating the foundation of CHAT, Vygotsky initiated "mediated action as a concept, to explain the semiotic process that enables human consciousness development through interaction with artifacts, tools and social others in an environment" (Yamagata- Lynch, 2010, p. 16).

To explain mediated action clearly, Vygotsky introduced a triangle with three components – subject, object and mediating artefacts/tools, as shown in Fig 2.3 on the next page:

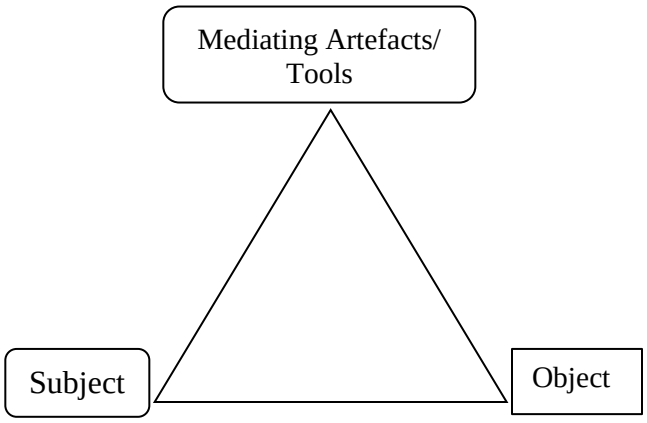


Figure 2.3: Vygotsky's basic mediated action triangle (adapted from Yamagata-Lynch, 2010, p. 17)

In the triangle, the subject represents an individual or individuals engaged in the activity with their actions as the focus of analysis; mediated artefacts or tools can include artefacts, social others and prior knowledge that contributes to the subject's mediated action experiences within the activity while the object is the goal of the activity (Yamagata-Lynch, 2010).

When I dived into the literature, I learned that Vygotsky's work was further developed by his fellow scholar, Alexei Leont'ev (1978, 1981). Additionally, literature establishes that CHAT evolved through three generations. The 1st generation drew on Vygotsky's concept of mediation which placed more emphasis on cultural artefacts as mediating the relationship between subject and object (Yuen et al., 2016). The 2nd generation started with Leont'ev's work who identified object-oriented activity to explain how humans interact with their environment. Later, the Finnish prominent scholar, Yrjö Engeström expanded Vygotsky's work to what is known as an activity system analysis (Engeström, 2006). Furthermore, Engeström developed the 2nd generation of Leont'ev to the 3rd generation, which is built on the idea of "multiple interacting activity systems focusing on a partially shared object" (Engeström, 2009, p. 307). As an interventionist researcher, I adopted the 2nd generation of CHAT which I employed as a theoretical framework and analytical tool in my study. Therefore, in the next section I particularly discuss the 2nd generation of CHAT.

2.6.1.1 Second generation of CHAT

As a qualitative researcher, my study adopted the 2nd generation activity theory that I used as an analytical tool to help me understand how teacher leadership as an activity system was perceived and practiced in the case study school. As indicated earlier, the second generation of CHAT is a result of first Vygotsky then Leont'ev's work which was extended by Engeström. This means that after his death in 1934, Vygotsky's idea of mediated action was continued by his fellow theorists Alexei Leont·ev and Aleksandr Luria who emphasise the "collective nature of human activity" (Yamagata-Lynch, 2010, p. 23). Unlike Vygotsky who used an individual as a unit of analysis, they introduced an activity theory which is "a theory of object-driven activity" (Engeström, 2009, p. 304) by focusing on human activity as the unit of analysis. Leont'ev developed activity theory further by adding (not graphically) three more components such as "community of others, rules and division of labour" to the triangle (Engeström, 2009, p. 304). However, Engeström reemphasises these elements and the importance of analysing their interactions with each other which Leont'ev's work did not consider.

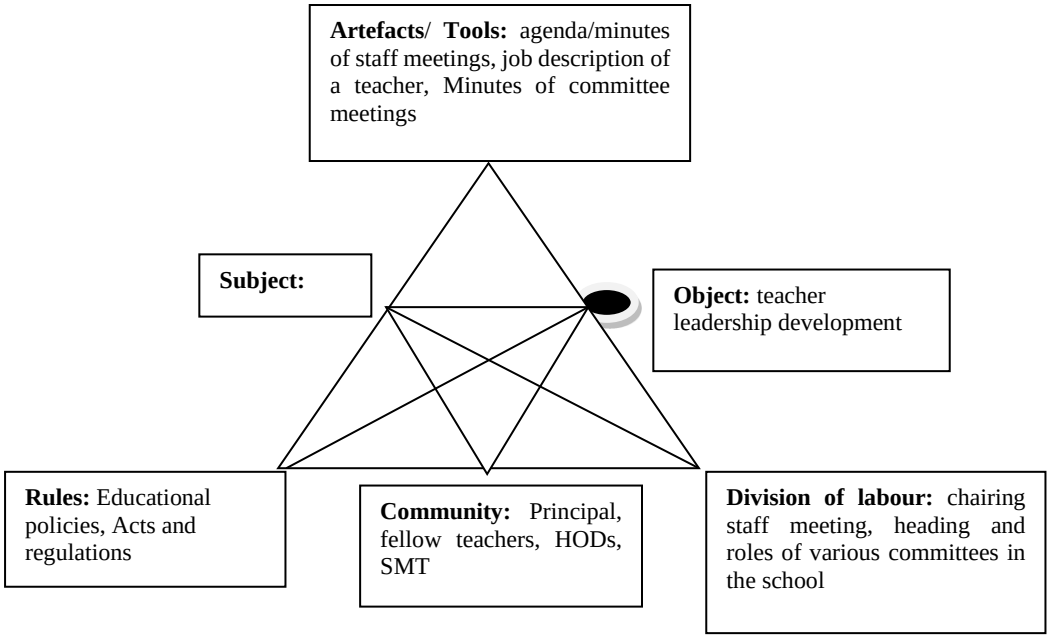


Figure 2.4: Model of activity system for CHAT second generation (adapted from Engeström, 2016, p. 108)

The rules can be a set of formal or informal regulations, norms and/or policies of the community which may constrain and enable the activity within a particular activity system (Yuen et al., 2016). Moreover, the rules make provision for correct procedures and acceptable interactions between the subject and the community sharing the same interests and or object (Yamagata- Lynch, 2010). As shown on the model above, the community represents the "social group with which the subject identifies while participating in the activity" (Yamagata-Lynch, 2010, p. 23).

In my study the subjects are the teachers in an activity system, while the object is teacher leadership development. The tools or artefacts refer to an individual's prior knowledge or the joint knowledge of all the members who make up the object (Yamagata-Lynch, 2010). For example, in my study, tools or artefacts are the documents analysed such as the minutes of staff, departmental and committee meetings, my cell phone and the voice recorder used to record interviews and all other means of data generating tools. In addition, the community are the teachers, School Management Team members, including the principal, learners and all other members of the school. Division of labour refers to how tasks were divided among the subjects and community of significant others, as determined by their power and positions (Foot, 2014). According to Yuen et al. (2016) "in the context of leadership study, division of labour may refer to leadership actions and interactions of multiple levels of leaders within the organizational structure" (p. 818). For my study, minutes of the staff and departmental meetings, TSE, an audio/video-recorder and other tools were used to aid understanding of the object, were regarded as tools/artefacts.

A school is an activity system with teacher leadership as a unit of analysis. Foot (2014) refers to activity systems as "multi-voiced in that they model collective activity undertaken by actors with differing roles, positions and perspectives" (p. 5). Engeström came up with the activity system to describe how individuals or groups of individuals interact with their environment and how they affect one another (Yamagata-Lynch, 2010).

I found the second generation of CHAT appropriate for my study because of its emphasis on a single activity system, as it aligned well with the purpose of my study which aimed to investigate one activity system, teacher leadership in a school. Furthermore, it helped me not only to focus on

the primary research participants, but also to get the views and experiences of other members in the school (community of significant others) such as SMT members, including the principal and the non-participant teachers. It was worth adopting the second generation of CHAT as a framework because "it emphasises the importance of internal contradictions caused by tensions which arise when conditions of an activity put the subject in contradictory situations that can hinder the subject's participation in the activity in trying to achieve the object" (Masilela, 2017, p. 28). In this way, it helped me to identify factors that caused tensions between teachers leaders (subjects) and teacher leadership development as an object of the activity system.

I could not extend my study to Engeström's third generation which is built on the idea of "multiple interacting activity systems focusing on a partially shared object" (Engeström, 2009, p. 307) given the time and scope of my study. The third generation would be an option to consider for a PhD study. I now turn my attention to discuss the relevance of CHAT to my study.

2.6.2 The relevance of CHAT to my study

CHAT is known to be a useful academic theory in dealing with unsettled problematic situations experienced both in formal or informal working environments and in educational activities (Roth & Lee, 2007). In other words CHAT can be useful in all sorts of studies including educational aspects. According to Gedera and Williams (2016), this theory is "most commonly used in educational investigations as a conceptual lens through which data are interpreted" (p. vii). This is why I chose CHAT to frame my study and as an analytical tool it helped to shed light in understanding the conditions that either enabled or constrained teacher leadership development in a school.

I employed CHAT theory to investigate the emergence of teacher leadership in the case study school in order to create opportunities for qualitative change. In other words, with its transformative agenda, the theory may help teacher leaders to transform the current practice of leadership in their school. By virtue of its principle of historicity, CHAT helped me to determine how teacher leadership was understood and practiced in the school. Besides, CHAT can be used as a lens to surface the possible systemic contradictions in the development of teacher leadership

of an activity system (Engeström, 2006). I found CHAT relevant to my study for the reason that "it offers the conceptual tools to investigate how the work of teachers is situated in its socio-historical context" (Grant, 2017b, p. 14).

Apart from providing ways for research participants to reflect on the past and current status of the phenomenon under study, CHAT was also useful to my study as it provided an opportunity to look into the future of teacher leadership by allowing participants to suggest how teacher leadership could be enhanced in school. This aligns with Foot (2014), who affirms that CHAT is beneficial "in developing new ideas about how to improve future practices" (p. 31), as in this case on the future practice of teacher leadership. As an interventionist study aiming to bring about change in the activity system such as leadership of the school, CHAT enabled me as an investigator to "take a participatory and interventionist role in the participants' activity to help them experience change" (Yamagata-Lynch, 2010, p. 23). In the same vein, I selected CHAT to frame my study because, as emphasised by Sannino et al. (2009) "it is essential that researchers not rest content merely to pass their research findings back to those who are affected by them, but that they remain active in helping to turn new ideas into practices" (p. 34). The value of CHAT to my study is strengthened by its principles to which my attention now turns.

2.6.3 Basic principles of CHAT and my study

My study identified five basic principles of CHAT. Engeström (2001) describes the first principle as that of a collective, artefact-mediated and object-orientated activity system which is identified as "***the prime unit of analysis****"*, which is viewed in its network relations to other activity systems (p. 136). In my study, the unit of analysis was the collective activity of the teacher leadership in the school. This means that this principle enabled me to understand the practice of teacher leadership in relation to multiple dimensions such as culture and history (Foot, 2014).

In my study I sampled a number of participants for the purpose of soliciting views from different perspectives. This is in line with "***multi-voicedness"*** of an activity system as the second principle of CHAT. According to Engeström (2001), "an activity system is always a community of multiple

points of view, traditions and interests" (p. 136) hence, I involved the principal, HODs and teachers as participants in my study for the diversity of views on the concept of teacher leadership.

Moreover, I was also interested, not only in the current status of the phenomenon under study, but also to dig deep for the past practices of teacher leadership. For this reason CHAT was relevant to my study due to its principle of "***historicity***" which enabled me to question: "where do we come from? What are the tools and signs that are available for different participants, and how are they used to construct the object of activity? What are their inner contradictions of the activity? What can and will be done?" (Sannino et al. 2009, p. 33). Literature indicates that the transformation of an activity system is something that takes time, thus we can only understand the strengths and weaknesses experienced in the long run by studying the history of that activity system (Engeström, 2001). Therefore, I visited the school earlier in order to build a contextual profile of the school and get a clear picture of its background. Following Engeström, (2001) the problems and potentials of the activity system can only be understood against their own history (p. 136).

Another reason for me to employ CHAT in my study is its fourth principle of *"**the role of contradictions**"* which has the potential to effect change and development in the activity system. Although Engeström (2006) refers to contradictions as "historically accumulating structural tensions within and between activity systems" (p. 10), I was more interested in Foot (2014), who describes contradictions as not problems to be fixed but "lenses through which participants in an activity can reflect on the developmental trajectory of the activity system and understand its dynamics" (p. 17). This implies that by presenting data to the participants (in Chapter Five), they are expected to surface the contradictions in teacher leadership while advocating for change and leadership development in their school.

There are four types of contradictions namely: primary, secondary, tertiary and quaternary contradictions (Engeström, 1987; Engeström & Sannino, 2010; Virkkunen & Newnham, 2013). By virtue of my study which employed the second generation of CHAT with a single activity system, I am interested in discussing only two types of contradictions as indicated below:

- Primary contradictions, which may be internally occurring within an element of an activity system, for example a conflict that lies in the rules or the division of labour.
- Secondary contradictions, that take place when two nodes of an activity system conflict one another, for example the object and the rules.

The fifth principle of CHAT declares the possibility of *"**expansive transformation**"* in activity systems. This principle aligns well with my study which is an interventionist study advocating for qualitative change as an object in the activity system. According to Engeström (2001), "expansive transformation is accomplished when the object and motive of the activity are reconceptualized to embrace a radically wider horizon of possibilities than in the previous mode of activity" (p. 137). The transformation of an activity system is realised when participants address the identified contradictions and collectively transform their activities (Sannino et al., 2016). In other words, the participants create new knowledge through what Engeström and Sannino (2010) call expansive learning which I discuss below.

2.6.4 A brief synopsis of expansive learning

Engeström and Sannino (2010) define expansive learning as "learning in which the learners are involved in constructing and implementing a radically new, wider and more complex object and concept for their activity" (p. 2). In short, by expansive learning, "learners learn what is not yet there" (Engeström & Sannino, 2010). As Engeström (2016) puts it "the most important outcome of expansive learning is agency, participants' ability and will to shape their activity systems" (p. 74).

By employing the second generation of CHAT my study aimed to establish opportunities for teachers to surface contradictions in the emergence of teacher leadership in an activity system through expansive learning. In other words, by learning expansively, the participants move away from the given action and take their own initiatives to transform it (Sannino et al., 2016). This is done for the purpose of transforming not only the subject (participant teachers) but all elements in the activity system, in this case the school. Having said this, I tend to agree with Engeström (2016)

that “successful expansive learning, eventually leads to a qualitative transformation of all components of the activity system” (p. 49).

Furthermore Engeström (2016) indicates that expansive learning is achieved through a series of learning actions as described below and as illustrated in Figure 2.5:

- The first action is that of **questioning,** whereby participants start to criticise or reject the existing standard of teacher leadership practice within their own activity system.
- The second action is that of **analysing the situation.** The purpose of analysing is twofold: Firstly, the participants analyse the situation in order to find out reasons by tracing the roots and evolution (historical-genetic) of the object. Secondly, they analyse in order to explain the situation by constructing a picture of its inner systemic relations.
- The third action is that of **modeling,** whereby participants construct an explicit, simplified new set of ideas that explain and offer an amicable solution to the problematic situation.
- By the fourth action, **examining the model**, the participants examine the new model to establish its dynamics, potentials and limitations.
- Action number five is that of **implementing the new solution** by means of practical applications, enrichments and conceptual extensions.
- The sixth action is **reflecting on the process**, whereby the participants reflect on and evaluate the process of the new model.
- The seventh action of expansive learning is that of **consolidating** its outcomes into a new stable form of practice.

The above learning actions form what Engeström (2016) terms an **expansive cycle or spiral** (p. 25) as depicted in the Figure 2.5.

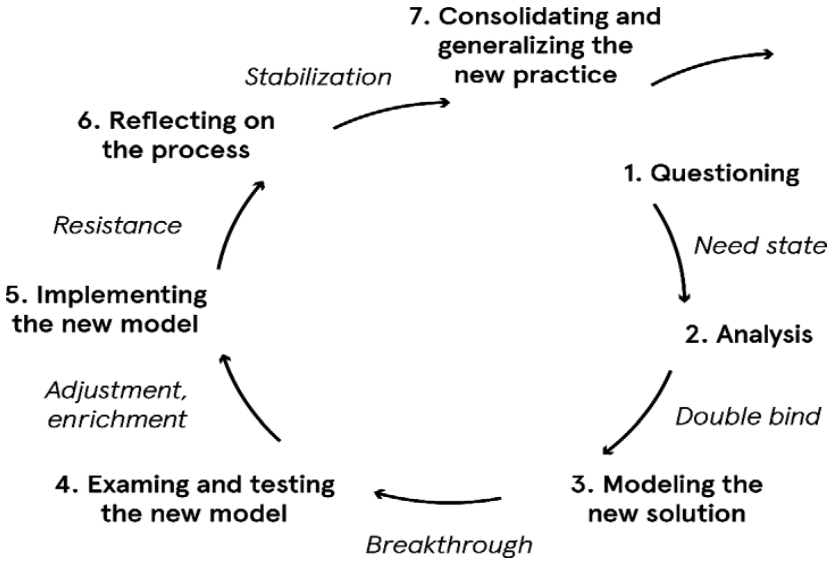


Figure 2.5: Sequence of learning actions in an expansive learning cycle (Engeström, 2001, p. 152)

For the purpose of this study, expansive learning is realised through **change laboratories** which I now turn to in the next section.

2.6.5 Change laboratory interventions

Virkkunen and Newnham (2013) define a change laboratory (CL) as "a formative intervention method for developing work activities by the practitioners in collaboration with researcher-interventionists" (p. 15). An intervention refers to an action taken for the purpose of constructing change in the activity system (Engeström, 2006). The change laboratory method commenced in 1995 in Finland, developed by the University of Helsinki before it spread to other countries (Engeström, 2006; Sannino et al., 2016). Sannino et al. (2016) writes that the method is used by designing "sessions whereby participants and researcher-interventionists use a set of representational devices designed for jointly analyzing disturbances and contradictions in their activities and for developing new solutions" (p. 4). In the same vein, during change laboratory interventions, practitioners may be able to solve problems collectively which may result in new understandings about the problem's originality (Virkkunen & Newnham, 2013). Participants may be able to identify the systemic causes of problems faced; for example in this study, what are the

root causes limiting teacher leadership development in their school. The change laboratory method is mainly used in different contexts to manage contradictions in a particular organisation by means of expansive learning (Virkkunen & Newnham, 2013). Expansive learning is created through CL for the purpose of an improved practice, for example to develop teacher leadership.

Furthermore, (Engeström, 2006), highlights that a change laboratory "is typically conducted in an activity system that is facing a major transformation" (p. 13) which in my study is the transformation of the current teacher leadership practice in the case study school. In other words, a change laboratory is used as a tool to generate data whereby participants are engaged in an intervention in order to create opportunities for them to realise the need for change. The intervention enables participants to "analyze the history, contradictions and zone of proximal development of their activity system, design a new model for it and take steps toward the implementation of the model (Engeström, 2016, p. 30). To remind the reader, my study is an interventionist study; hence the need to discuss the change laboratory. I chose to conduct a series of change laboratory workshops in my study as I was influenced by Engeström and Sannino (2010) who assert that "in CL, participants tend to move from relatively insular or individualistic positions to positions of a collective change" (p. 16) which my study was advocating for. My study aimed at creating space for teachers to work together in developing teacher leadership in their school.

2.6.6 The critique of CHAT

While CHAT is considered a relevant analytical tool, there are some critiques and/or limitations centered around CHAT and I briefly discuss them in this section.

Firstly, the original work of CHAT has been translated into multiple versions which sometimes frustrates the reader due to various interpretations of the original work (Yamagata-Lynch, 2010). Secondly, CHAT originates from Russia and now is commonly used in Finland; this might not suit all African contexts. Yamagata-Lynch (2010) posits that even in developed countries like the United States, CHAT "is not yet widely known" (p. 4). For example, its principle of multivoicedness might not be taken seriously by practitioners from a culture where only the voice of a leader should be heard. Also, CHAT is criticised for diluting the original philosophical

principle which relates individuals with their social environment (Yamagata-Lynch, 2010). This is linked to the discussion on context.

Thirdly, CHAT is based on its principle of the expansive learning cycle which might not be completed due to unequal power relations between the subject and the community of significant others. In other words, CHAT is silent on the issue of power which may have an impact on the expansive learning cycle. For example, the teachers (subject) might not be free to express themselves in front of the SMT, as in African contexts, leaders are generally regarded as having more freedom of speech than their followers. According to Engeström (2016,) Engeström and Sannino (2010) power plays a large role in expansive learning. They cited an example of how power relations may impact on learning actions which could result in a breakdown of the learning process.

2.7 Conclusion

The discussion in this chapter was based on literature that I reviewed for teacher leadership development at schools. The chapter started by exploring the origins of leadership and management. It emerged that while leadership and management may be interrelated, the fact remains that the two concepts are different entities. To understand the concept of leadership better, it was viewed through both traditional and contemporary theories. Distributed leadership theory was discussed as a contemporary theory that framed this study. The definition, significance and limitations of this theory were elaborated upon. There was evidence that distributed leadership is relevant to my study as it manifests itself in the form of teacher leadership which is the focus of this study. Thereafter, the chapter highlighted the debates pertaining to teacher leadership. In addition, Cultural Historical Activity Theory (CHAT) was discussed as the main theory that frames the study. It is through the discussion of CHAT that expansive learning as a concept was interrogated as a means or an opportunity to develop teacher leadership in a school. This may be realised through conducting change laboratory workshops, CHAT's intervention toolkit. In the next chapter, my attention turns to the methodological overview of the study.

CHAPTER THREE: METHODOLOGICAL MATTERS

3.1 Introduction

This chapter presents the discussion of the design and methodological framework employed in my study. The chapter begins by outlining the overall research goal and the research questions that guided this study. To remind the reader, the main goal of this study was to develop teacher leadership in the case study school. The design and orientation chosen for this study is described followed by a brief description of the research site. The chapter further provides a discussion on the data generating techniques in terms of participants and methods employed in the study. Thereafter, I elaborate on data analysis by briefly highlighting the inductive and abductive techniques embraced. Finally, the issues of trustworthiness are also addressed towards the end of this chapter before I conclude with ethical issues considered throughout my research journey.

3.2 Research Goal and Questions

As explained in Chapter One, the main purpose of my study is to investigate the emergence of teacher leadership in the school for the purpose of its development. The study is underpinned by the following objectives:

- To develop an understanding of the concept of teacher leadership;
- To explore the factors that either promote or hinder the emergence of teacher leadership in the school;
- To create opportunities for the emergence of teacher leadership through a series of change laboratory workshops.

In order to achieve the above goals, the study set out to answer the following research questions:

1. *How is the concept of teacher leadership understood by teachers and SMT members in the school?*
2. *What leadership roles do teachers currently fulfil in their school?*

3. *What are the factors that enable or constrain teacher leadership in a school?*
4. *How can a series of change laboratory workshop develop teacher leadership in a school?*
5. *How did the change laboratory workshops benefit the participants?*

3.3 Research Design and Orientation

My research was qualitative in nature which embraced a case study method. To remind the reader, the study sought to understand how the concept of teacher leadership was perceived in the school and to investigate the opportunities for the emergence of teacher leadership. This aligns with Merriam (2009), who posits that "the overall purpose of qualitative research is to achieve an understanding of how people make sense out of their lives, delineate the process and describe how people interpret what they experience" (p. 14). My position (which I will discuss later) as a Regional Senior Education Officer in the examination section, enabled me to work closely with teachers to research the phenomenon of the study which is the current practices of teacher leadership at the school and the transformation thereof if necessary.

In a case study, the investigation focuses in depth on a single case for a particular period of time (Leedy & Ormrod, 2005). According to Merriam (2009), a qualitative case study is "an intensive, holistic description and analysis of a single instance, phenomenon, or social unit" (p. 46). Similarly, Flyvbjerg (2006) mentions that a case study is "a detailed examination of a single example of a class of phenomenon" (p. 390). The above quotes align with the nature of my study which focused on a single case: investigating the emergence of teacher leadership in a school.

The study adopted a critical orientation of the emergence of teacher leadership while developing it for effective and improved functioning of the school. From a critical research perspective, the study advocated to create opportunities for qualitative change by challenging the status quo in the school leadership. The fact that this study sought to unpack the structural, historical and cultural aspects of reality in order to bring about change with respect to teacher leadership, is what makes a critical orientation suitable (Bertram & Christiansen, 2014). Furthermore, Cultural Historical Activity Theory (CHAT) was used to frame the study. CHAT was found appropriate to frame my study due to its transformative agenda. The underpinnings of a critical approach and CHAT had

the potential to challenge and critique with the purpose of transforming and empowering disadvantaged groups, in this case the teacher leaders.

My study adopted a formative interventionist approach aimed at "generative solutions" (Sannino et al., 2016, p. 10). A formative intervention is a purposeful action by a human agent to support the redirection of ongoing change (Engeström, 2009). This is to say, the study does not only seek to investigate how teacher leadership is understood and practiced in a school but also to engage the participants in generating solutions to challenges and contradictions in the development of teacher leadership in their school. As the interventionist researcher I played the role of a facilitator to guide and direct the intervention process. In other words, I took a participatory role in the participants' activity to help subjects experience change (Yamagata-Lynch, 2010). This change may also be in line with what Sannino et al. (2016) refer to as transformation.

The transformation advocated for in this study was realised by means of an interventionist toolkit, change laboratory workshops (CLWs). Change laboratory workshops are sessions whereby "participants and the researcher-interventionists use a set of representational devices designed for jointly analyzing disturbances and contradictions in their activities and for developing new solutions" (Sannino et al., 2016, p. 4). Through a series of CLWs the participants have an opportunity to gain new knowledge about teacher leadership by means of what Engeström (2001) termed expansive learning which was discussed in Chapter Two. In the next section I discuss the location of my study.

3.4 Location of the Study

I chose to conduct my study at a public senior secondary school in the Oshana Region, Namibia. The school is located in the semi-urban area in one of the region's towns. It is connected to the tarred road which made it more convenient to me to access the school. Being a boarding school, it attracts learners from within the region and those from other regions such as Oshikoto, Ohangwena and Omusati. There is a fairly large staff to facilitate the educational processes at the institution.

3.4.1 Case study school context

The school offers grade 8 to 12 with optional fields of studies for learners namely, Science and Mathematics and Social Sciences, to name a few. The leadership of the school is made up of the school management team (SMT) with the principal as the head and four Heads of Department. The school has a teaching personnel of about 42 teachers (including the SMT), two administrative officers, 15 cleaners and six kitchen matrons all employed permanently by the government. At the time of study, the school had two students on job attachment as administrative officers and four student teachers.

There are various committees that exist at the school, for example, the school management committee, School Development Plan Committee, Hostel Committee, Finance Committee and Sport and Culture Committee, to mention a few. Given the fact that the school is a boarding school, it has a hostel superintendent to supervise and administer all hostel related matters. Nevertheless, learners' disciplinary cases are handled by a disciplinary committee guided by the set school rules. Although the school was established in 1975 with about 110 learners and six teachers, the school has grown as its current enrolment stands at 955 learners and 42 teachers with a teacher: learner ratio of 1: 30. Having a larger teaching personnel was an advantage for me as a researcher as it gave me the opportunity to engage with more teachers in my research.

Table 1.1: The total population of staff in the school

Group	**Size**
SMT	5
Teachers	37
Administrative Officers	2
Matrons	6
Cleaners	15
TOTAL	65

According to regional statistics the school under study is known to be one of the top five best schools in the Junior Secondary Certificate (JSC) in the region, with a performance of up to 100%. The academic grade 12 pass rate although poor, is higher than other schools in the area.

As far as teaching and learning is concerned, subject lessons are allocated to teachers by means of a master time-table which is displayed in the staffroom. The school adopts a seven-day cycle and learners rotate to respective classes for specific subjects and/or lessons. Learners have a compulsory supervised study session every Monday to Thursday after lessons. Study sessions are supervised by both the management and the teachers.

In terms of infrastructure, the school has strong security measures in place as it is fully fenced with one gate controlled by a security guard. This is to control and manage movements of both outsiders and insiders. The national flag is hoisted as a symbol that national duties are performed at the school. When I entered the reception, I was attracted by the photographs of all the principals who led the school since 1975. It was evident that school leadership has been dominated by males, because out of seven principals who have led the school since 1975 to-date there was only one female principal. However, my study does not focus on gender parity in the leadership of the school. Moreover, the banner in Figure 3.1 with the school vision and mission welcomed visitors at the reception area.

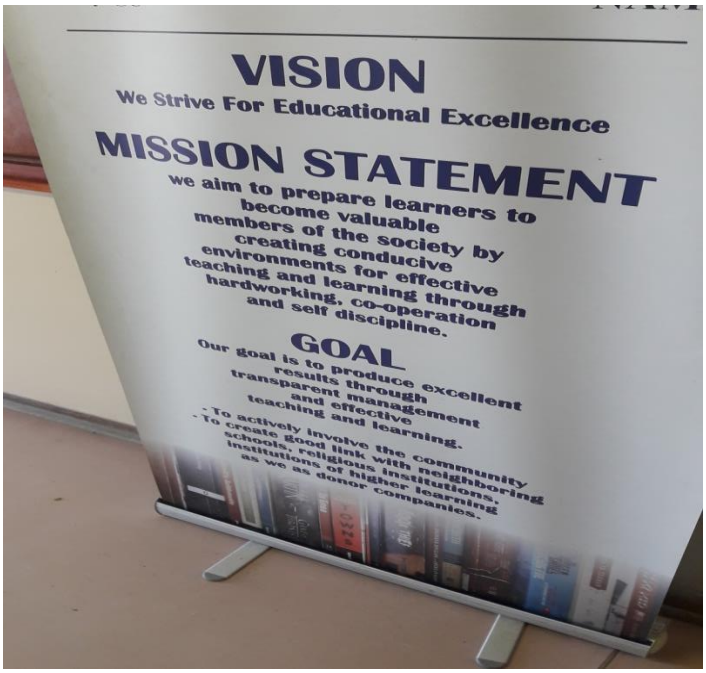


Figure 3.1: Banner with school vision and mission statement

Apart from six blocks of classrooms it is also interesting to note that the school has two laboratories (Biology and Physical Science labs) where practical lessons take place. A block of ablution facilities for both ladies and gentlemen (separate) is also available. There are two dining halls which serve as multipurpose venues as they are also used for examinations, assemblies and special events. As a boarding school, it has a total of seven hostel blocks (four for girls and three for boys). In other words, the majority of the learners are accommodated in the hostel and only a few are day learners. It is also worth sharing that the school has seven teachers' houses and only one that is not occupied. Generally, the school is kept neat and tidy as there are three teams of about 15 cleaners in total. However, some classrooms were a bit dirty with the absence of bins. There is a sports field available at the school. The sport activities are coordinated by a young male teacher who is the head of the Sport and Culture Committee. In the next section I will discuss how I sampled my research participants.

3.5 Research Sampling

In this study I sampled the participants by employing **purposive sampling.** According to Leedy and Ormrod (2005), sampling is purposeful when you select "those individuals or objects that will yield the most information about the topic under investigation" (p. 145). Additionally, Cohen, Manion and Morrison (2018) point out that in purposive sampling "researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristic(s) being sought" (p. 218). Based on this literature, I used my own judgement to select 11 participants based on their experience and positions. This means I selected: four novice teachers, four experienced teachers based on their years of teaching experience, while the principal and two HODs were selected by virtue of their managerial positions and experience. I was considerate in sampling to have a representation of both experienced and inexperienced teachers for two reasons: firstly, to have inexperienced teachers who from my experience are likely to have had limited exposure to leadership and also for me to investigate the emergence of their leadership roles in the school; secondly, to have experienced teachers who were by virtue of their teaching experience in the school, more likely to provide me with sufficient data in terms of history of teacher leadership in the school. For the sake of the reader's interest, inexperienced teachers are teachers who have been in the teaching profession for less than five years, while the experienced

teachers are teachers who have been in the profession for more than five years (Namibia. Ministry of Education, 2001).

Besides, SMT members were selected as they were regarded as knowledgeable people who have a broader knowledge in terms of history and culture of leadership in the school due to their managerial/leadership roles and long service in the school. It was interesting to learn that the principal was once a learner in the same school, so he was a good source to provide the history of the school leadership. Merriam (2009) points out that "sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (p. 77). Furthermore, my sampling was also influenced by Grant, (2014) who endorsed that "sampling of both teachers and SMT members are recommended because teacher leadership can be defined in terms of both informal and formal leadership roles that are undertaken" (p. 526). My attention now turns to a discussion on data generation.

3.6. Data Generation and Tools

The data generation process in my study was done in two phases. The process started with phase 1 on the 22nd February 2019 when I introduced the study to the participants. At the same time, invitation and consent letters were handed out to interested participants. This was done in line with Bless, Higson-Smith and Sithole (2013), who assert that "each participant may then be asked to sign an informed consent form, which is an indication that they indeed understand what has been explained to them" (p. 32). It was also necessary for me at this stage to explain to the interested participants about all the procedures and methods that were to be employed during data collection and their right to withdraw or continue with the process.

In phase 1 (contextual profiling phase), I generated data from documents, observations, questionnaires and interviews. I deliberately selected these methods as they all fitted the purpose of my study (Cohen et al., 2018). In addition, I employed multiple data generating tools for the purpose of crystallisation. Maree (2014) refers to crystallization as "the practice of validating results by using multiple methods of data collection and analysis" (p. 40). Although the term is defined with reference to "validation", I refer to crystallisation in my study as a strategy to ensure trustworthiness (Merriam, 2009). By crystallisation I was able to have a deep understanding of the

concept of teacher leadership as viewed by different participants and/or different data sets. Following Merriam (2009), "the use of multiple methods of collecting data can be seen as a strategy for obtaining consistent and dependable data, as well as data that was most congruent with reality as understood by the participants" (p. 222).

During phase 2, I generated data through a series of change laboratory workshops. This was necessary because my study was an interventionist study, by which I needed to create platforms for participants to learn expansively while resolving contradictions in the development of teacher leadership in their school. Furthermore, the CLWs were conducted so that my research question 4 and 5 were answered. Below I discuss the data generating tools as employed in phase 1.

3.6.1 Document analysis (Appendix G)

As a qualitative interventionist researcher, I aspired to combine research methods in order to produce evidence from multiple sources starting with document analysis. Document analysis was administered first in order to guide me on how to conduct the next tools. Merriam (2009) defines document analysis as "a wide range of written, visual, digital and physical material relevant to the study at hand" (p. 139). Similarly, Flick, Kardorff and Steinke (2000) refer to documents as "written texts that serve as a record or piece of evidence of an event or fact" (p. 284). During my data collection at the research site I requested permission to have access to some documents which I later analysed. Bowen (2009) defines document analysis as "a systematic procedure for reviewing or evaluating documents - both printed and electronic material" (p. 27). However, I was only able to gain access to printed and not electronic documents.

The document analysis (see guideline - Appendix B) provided input into whether teacher leadership was emerging in the school. Although document analysis can be used as a "stand-alone method" of data collection, in my study, document analysis was used as "a compliment" to other data collection tools (Bowen, 2009, p. 29).

While in the process of data collection I analysed the minutes of staff meetings/briefings; departmental meetings, as well as various school committee meetings; records of events/project management at the school; teachers' code of conduct and job descriptions (legislative document)

and the school calendar of activities. I also analysed documents, including photographs that were displayed on the notice boards. This was done to inform me as a researcher on the history of teacher leadership in the school, the teachers' role in the school and whether opportunities were created in the school for teachers to practice leadership. According to Engeström (2001), "activity systems take shape and get transformed over lengthy periods of time. Their problems and potentials can only be understood against their own history" (p. 136). It is for this reason that I asked permission from the school principal and committee heads to get access to some documents such as school policies, minutes of various meetings, including those of the past years. Bowen (2009) regards document analysis as a realistic method for researchers who aim to dig deep for the historical background of a phenomenon under study. Similarly, Merriam (2009) posits that data from documents "offer historical understanding, track changes and development on a particular case/phenomenon under study" (p. 155). This corroborates well with CHAT, the theory which underpins my study, for its principle of historicity. For this reason, document analysis fits well with my study as it enabled me as a researcher to understand the "historical roots" of teacher leadership in the school (Merriam, 2009). Lastly, document analysis helped to answer my research question 2: *What leadership roles do teachers currently fulfil in their school?* 3: *What are the factors that enable and/or constrain teacher leadership in the school?*

Although, document analysis is a valuable low-cost method of data collection, like any other method it has its shortcomings. This is evidenced by Cohen et al. (2018), who argue that documents have "differential survival rates and those which do survive do not always provide all the information required" (p. 325). Literature also revealed, that the researcher does not always get all the documents wanted, as "documents are sometimes difficult to locate and obtain" (Creswell, 2012, p. 223). It is for this reason that I could not regard document analysis as a stand-alone method but only as a supplementary one to other methods. In the next section, I turn my attention to questionnaires as a data gathering tool.

3.6.2 Questionnaires (Appendix J)

A questionnaire is defined by Irwin (2003) as "a series of questions set out on paper, and to be answered on paper rather than verbally" (p. 6). Since there are two types of questionnaires, I opted

to use a semi-structured questionnaire with both closed- and open-ended questions (Creswell, 2012; Bertram & Christiansen, 2014). The open-ended questions were used in line with Creswell (2012) in order "to enable the participants an opportunity to give reasons or detailed responses that were not given during closed ended questions" (p. 220).

I administered a questionnaire to all 25 interested participants by allowing them to work freely, take their time to understand the questions and work on their own, while getting to know each other before I engaged with them face to face in an interview. Having said this, I am arguing along with Cohen et al. (2018) that

> The absence of the researcher may be helpful in enabling respondents to complete the questionnaire in private, to devote as much time as they wish to its completion, to be in familiar surroundings and to avoid the potential threat or pressure to participate caused by the researcher's presence. (p. 502)

Furthermore, "completing a questionnaire can be seen as a learning process in which respondents become more at home with the task as they proceed" (p. 492). Questions were sequenced in such a way that participants had to answer closed-ended questions first then open-ended questions at the end. This was done to put them at ease as they were to start from simple to complex questions. Participants were given about two weeks to complete the questionnaire and this was necessary because my study as a qualitative research "requires robust data collection" (Bowen, 2009, p. 29). It is through the questionnaires that I generated data to respond to my research questions 1-3 namely*:*

1. *How is the concept teacher leadership understood by teachers and SMT members in the school?*
2. *What leadership roles do teachers currently fulfil in their school?*
3. *What are the factors that enable or constrain teacher leadership in a school?*

The answers from questionnaires were used to determine the questions for the individual interview. It was fairly easy to administer the questionnaire. However, although I administered a questionnaire to all 25 participants, only 17 were returned. I am aware of the fact that this method might not surface sufficient rich data and I argue along with Maxwell (2008) that "not every

strategy will work in a given study, and even trying to apply all the ones that are feasible might not be an efficient use of your time" (p. 243). Furthermore, I was also aware that participants might present unrealistic responses to questions as they completed the questionnaire in my absence (Cohen et al., 2018). This is the reason why I employed a third data generating tool, an interview.

3.6.3 Interviews (Appendix H & I)

In order to generate rich and in-depth data in my study, I employed a third tool, an interview, to support the data generated from questionnaires. The term interview is defined by Bertram and Christiansen (2014) as "a structured and focused conversation where the researcher has in mind particular information that he or she wants from the respondent, and has designed particular questions to be answered" (p. 80). I may say, that this tool enabled me as a researcher to have an opportunity to converse with the individual participants. Following Rule and John (2011), one may also refer to an interview as a platform where the researcher engages an individual participant in a structured conversation.

I conducted individual interviews with eight teachers who were the primary participants, as well as three SMT members (principal and two HODs) during the week of 3-7 June 2019. All interviews were conducted after school hours on the school premises. As the questionnaire, the purpose of the interviews was to generate data that could help me answer my research questions 1-3. Before the commencement of the interview sessions, I made an introductory remark, describing the purpose of the study, as well as that of the interview, and ethical considerations and confidentiality were prioritised and made explicit. This was done to assure the participants that they were protected from any type of harm as their real names were not used in the interviews and the information provided was not to be used for any other purpose than in the study. Having said this, I agree with Patten and Newhart (2018) who claim that "participants must be protected from both physical and psychological harm" (p. 35). Based on this argument, pseudonyms were used to maintain confidentiality during the interview. This literally emphasised the ethical issues as outlined by Cohen et al. (2018), that "a standard protection for participants is often the guarantee of *confidentiality* and *privacy*, withholding participants' real names and other identifying characteristics" (p. 306).

Although there are three types of interviews, I conducted a semi-structured interview with only open-ended questions, for instance, "*How do you personally understand the concept of teacher leadership?*" However, these as predetermined questions were just a guide and more probing questions were asked thereafter (see for example Appendix H & I). I eventually considered Merriam (2009), who argues that the interview can only succeed as determined by the type of questions that the interviewer asks and the relationship created between the interviewer and the interviewee. I found semi-structured interviews more beneficial due to the room for flexibility. Moreover, semi-structured interviews enabled me as an interviewer to probe with additional follow up questions, in order to dig deep for more data especially when the responses were too brief (Patten & Newhart, 2018).

Upon obtaining permission from interviewees, all interviews were recorded. Recording interviews was very beneficial to me as it enabled me to listen and follow consciously the interviewee's responses in order to have appropriate follow up questions. As Patten and Newhart (2018) assert, "that researchers are not simply following a predetermined script but are listening for cues to follow up with questions that may elicit important information on issues that need clarification" (p. 162). Recording the interview was also necessary for data analysis in the next chapter, as I would then have another opportunity to listen to raw data and transcribe them.

As I was aware of the fact that devices can get lost and/or misplaced, I immediately transferred the voice recordings from my phone to Google drive on my laptop for safe storage of the data. Thereafter, I started with the transcription of each interview. This was a challenging stage during my data collection process. It was a time-consuming process. Patten and Newhart (2018) argue that "sometimes, transcription is challenging because of technical difficulties or participants not speaking distinctly" (p. 157). Merriam (2009) cautions about transcriptions: "be forewarned, however, that even with good keyboard skills, transcribing interviews is a tedious and time-consuming project" (p. 110). Therefore, despite the challenges I was determined to finish transcribing as I knew the transcriptions were necessary during the process of data analysis.

Similar to the questionnaires, the data generated through interviews might also not be trustworthy enough as they were likely to be influenced by factors such as power relations, inundated data and

inaccuracy (Bertram & Christiansen, 2014). Thus, I also employed **observation** which I discuss next.

3.6.4 Observations (Appendix K)

Observation was employed as another method of data generation in my study which was done concurrently with other tools. Nieuwenhuis (2007) defines observation as "a systematic process of recording the behavioral patterns of participants, object and occurrence without necessary questioning or communicating with them" (p. 83). Observation is also defined by Creswell (2012) as the process of generating raw data through observation of people, events or places at the research site. Before I started with observation of the teachers, I put strategies in place in terms of how, when and why I needed to observe. I used both formal and informal (casual) observation (Yin, 2011), to investigate how teacher leadership development was emerging in the school, but selectively. This literally means that I could not observe all the teachers on all the occasions, but had to be selective as cautioned by Yin (2011), that "you also cannot watch everything that was going on" (p. 144). Therefore, I observed teachers during morning assembly and staff briefings and primary participants were observed inside their classrooms to check how they interacted with learners and their general classroom management. Moreover, I kept observing them outside the classroom in whole school development to see the roles they were engaged in as leaders. Throughout the observation process, I took notes of what was emerging as teacher leadership development in my personal journal.

I started the initial observation at the research site during the week of 26-29 March 2019 and continued from 3-7 June 2019, focusing on the teachers' practice of leadership in their school. The motive to schedule my observation at the site for a longer period was influenced by Maxwell (2008) who states that "long term participant observation provides more complete data about specific situations and events than any other method" (p. 244).

The purpose of employing observation as a data generation tool in my study was to allow me as a researcher to see and record exactly what was happening in reality in terms of teacher leadership practices in the school, in comparison to what was said during the interviews. In other words,

observation enabled me to record natural or fresh data which are more genuine than those reported or heard (Cohen et al., 2018).

My interest in observing teachers was more on the leadership roles that they were involved in and to investigate the zones in which they carried out their leadership roles. Following Grant (2010b), I observed teachers using an observation schedule (see Appendix K) in four zones namely: in the classroom (zone 1), interacting with other teachers and learners outside the classroom in curricular and extracurricular activities (zone 2), **o**utside the classroom in whole school development (zone 3) and between neighbouring schools in the region (zone 4).

Figure 3.2: Teachers assisting parents

SMT and teachers assisting parents to complete application form for learners' admission in school in 2020

Figure 3.3: Teachers supervising learners

Principal and teachers supervising learners at dining hall

Teachers and learners at the morning assembly

Figure 3.4: School morning assembly

It is worth sharing with the reader about the challenges I experienced at some stages throughout my observation particularly in zone 4 (between neighbouring schools in the region). I had a good opportunity to observe teachers while they were attending a regional examination setting workshop, but regrettably the workshop was taking place at my workplace. This had a major influence on teachers' behaviour and attitudes as they regarded me not as a student, but as a Senior Education Officer from the regional office which reminded me of the impact of positionality on the participants. In the next section I present the 2nd phase of data collection through change laboratory workshops.

3.6.5 Phase 2 of data collection

3.6.5.1 Change laboratory workshops

To remind the reader, this study was a formative interventionist study which advocated for creating space for transformation. As Sannino, Engeström and Lemos (2016) put it, my study "aims at generative solutions" (p. 10) that may lead to transformation. This implies that by generativity, my study did not aim to solely interpret data but to further create a platform for the participants to dig deep into possible solutions to the contradictions on the emergence of teacher leadership in the school. I engaged the participants in an intervention by means of change laboratory workshops (CLWs). CLW is a CHAT based intervention toolkit which was developed in the mid-1990s by researchers in the Center for Activity Theory and Developmental Work Research at University of Helsinki (Engeström, 2006).

It emerged from phase 1 of data collection, that teacher leadership was faced with some challenges that needed an intervention of both the researcher-interventionist and participants, hence CLWs were necessary. It was against this backdrop that I designed change laboratory workshops as interventions to allow the participants to analytically discuss not only the causes of the problems, but also to design a new form for the activity to overcome the root cause of those problems (Virkkunen & Newnham, 2013). Moreover, CLWs were designed to create a space for expansive learning among the participants. In each change laboratory workshop, participants were engaged

in learning actions namely: questioning, analysing, modeling and examining the model. The intervention was made up of four CLWs aimed at surfacing and resolving contradictions in the development of teacher leadership. My attention now turns to discuss the change laboratory sessions conducted.

3.6.5.2 Change laboratory workshop 1

This CLW was conducted on the 16th of July 2019 in the school Science laboratory and it lasted for about 1hr45m. This was the room allocated to me by the principal as it was the only room available for the workshops. I invited all primary participants (eight teachers) and three SMT members to the session, however, only five teachers were available to attend. All three SMT members attended the session. I guided the participants to formulate the house keeping rules, for example equal opportunities, active participation and respect of others' ideas just to mention a few.

I started by introducing my study to them then moved on to explain the rationale and potential value of the study. The meaning and process of CLWs was clearly explained for the participants to make informed decisions of whether to partake or withdraw from the study (Virkkunen & Newnham, 2013). This was also done to enable the participants to develop a clear perception of each step in the CLW sessions. At this stage, I also explained the use of CHAT as an analytical tool in the session.

To remind the reader, the purpose of recording data during phase 1 was to help make CLW sessions possible. In other words, it was this data from phase 1 – namely from questionnaires, interviews, observation and document analysis – that provided the findings of challenges experienced in the school with regards to the phenomenon of the study. This data or findings were mirrored as the first stimuli in this session. Engeström (2016) refers to these mirrored problems as stimuli because they are used "to stimulate involvement, analysis and collaborative design efforts among the participants" (p. 64). The main purpose of the session was therefore to present the emerged challenges of teacher leadership development to the participants and allow them to learn expansively.

In terms of the expansive learning cycle, I mirrored data to the participants by using a Power Point presentation as a mediating tool and then started questioning them. Questioning is the first learning action of the expansive learning cycle whereby participants may criticise, accept or reject the mirrored problems as informed by their current practice and experience (Engeström, 2016). In this session, the participants questioned the current practice of teacher leadership in their school in relation to their experience or the history of leadership in their school. During the session, with permission from participants, I asked one non-participant to take photos with my phone while I recorded their discussions with the voice recorder. After a lengthy discussion, participants accepted the mirrored challenges as the existing practice in the leadership of their school. I then informed them about the next CLWs whereby the group was to be split into two sub groups. Next I discuss CLW 2 and 3.

3.6.5.3 Change laboratory workshop 2 and 3

I combined CLW 2 and 3 in this section as they were all conducted for the same purpose. CLW 2 was conducted on the 18th July 2019 and was meant for the teachers only, while CLW 3 took place on the 19th July 2019 and it was meant for the SMT only. Five teachers attended CLW 2, while three SMT members attended CLW 3. Each session lasted for two hours. Although I invited all eight primary participants to the workshop, only five teachers were available.

The purpose to split the group was twofold: (1) To eliminate the influence of power relations and enable participants to have a free discussion in their respective subgroups, (2) To have a manageable size in the CLWs while sourcing diverse views. The idea of splitting the group was based on Virkkunen and Newnham (2013) who suggest that "if the number of participants exceeds 15-20 people, the participants can no longer work effectively throughout the process as one group and have to be divided in smaller groups during some parts of the process" (p. 66). Although the group was not more than 15 participants, I still felt it was advisable to split them as they were likely to participate actively and freely in their respective groups as determined by their positions.

I started the session by explaining the purpose of the session, which was to allow participants to analyse the problems mirrored during CLW1. By demonstrating the expansive learning cycle, I

explained analysis as a second learning action in the cycle. I also reminded the participants about the CHAT triangle model which they had used as a lens to surface contradictions resulting from the mirrored problems in the development of teacher leadership. CHAT and the expansive learning cycle were used as the second stimuli of double stimulation which helped the participants in constructing novel concepts without being influenced by the researcher- interventionist (Engeström, 2006). In other words, in their sub groups, participants were given a copy of listed problems and analysed the historical causes of each problem that hampered the development of teacher leadership. As a researcher-interventionist, I played the role of a facilitator during the discussions. My other role during the session was to take photos and videos for the purpose of easy analysis for the findings chapters. I made sure my facilitation role did not interfere in the participants' discussions as guided by Engeström (2006), who establishes that the role of the researcher is "to provoke and sustain an expansive transformation process led and owned by the practitioners" (p. 8). Each group jotted down their suggestions or ideas and nominated the presenter.

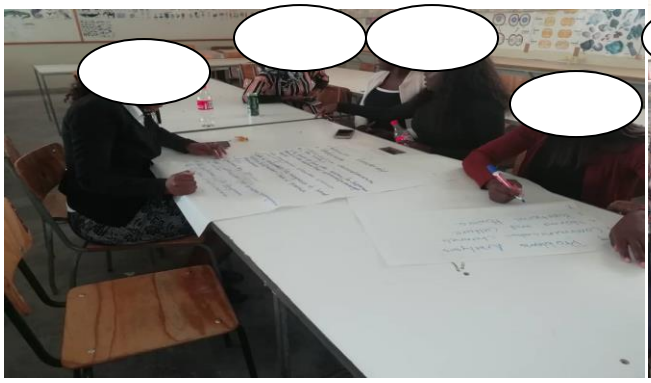


Figure 3.5: Group 1: Teachers during CLW 2

Figure 3.6: Group 2: SMT during CLW 3

3.6.5.4 Change laboratory workshop 4

This workshop was conducted on the 11th September 2019 and it was attended by five teachers and three SMT members as one group. The session started with a short recap and it lasted for two

hours as scheduled. The purpose for the workshop was twofold: firstly to allow the groups to present their surfaced contradictions, and secondly, to create space for the participants to generate solutions to the surfaced contradictions in the development of teacher leadership (modeling the solution).

During the session, the two groups presented their surfaced contradictions after which the group realised the need to transform the practice. Therefore, the participants went on to review the contradictions and generated solutions which they prioritised in terms of what mattered most to them. This is what Virkkunen and Newnham (2013) term modeling the solution, the third learning action of the expansive learning cycle. Besides this, the participants examined the new model to determine its limitations and doability. My role as a facilitator was to guide the research participants to generate the possible solutions on the surfaced contradictions while noting and recording the discussions. I once again requested one teacher as a non-participant to take photos with my phone. During the session, various competing ideas were brought forward concerning the next action of the new model. As Virkkunen and Newnham (2013) mention "the action of modeling the new solution and examining the model in the CL merge … modification of the original ideas and examining them until an acceptable model has been reached" (p. 98). Therefore the participants after a lengthy discussion, agreed on one model which they would implement. At the end of the session I distributed session evaluation forms to all the participants which they completed and submitted back to me. This was done to answer my last research question: *How did change laboratory workshops benefit the participants?* In the next section, I discuss data analysis.

3.7 Data Analysis

I was well aware that the empirical data I was collecting in both phase 1 and phase 2 had to be sorted and organised in a way they could make sense to my study. As Cohen et al. (2018) posits, "data are neutral, an unsorted collection of any information or facts" (p. 176). It was therefore necessary for me to start analysing data simultaneously with data collection (Merriam, 1998; Maxwell, 2008). This was beneficial to me because it enabled me to recall easily what the participants narrated, particularly during the interviews or questionnaires in relation to what was recorded or noted. Data analysis is defined by Merriam (2009) as "a process of making sense of

the data which involves consolidating, reducing and interpreting what people have said, and what the researcher has seen and read" (pp. 175-176). Data analysis was essential to present and discuss the findings in a meaningful manner to the reader. This stage was also necessary to connect data to the theories underpinning my study as discussed in Chapter Two. As a qualitative study, I analysed my data both inductively and abductively as discussed hereunder.

a) Inductive analysis

The main purpose of this analysis was to allow me to immerse myself in the data and develop a clear picture of how teacher leadership was understood and practiced in the school. This phase also helped me to identify from the data the factors that either promoted or inhibited teacher leadership. Using inductive analysis, I started analysing the data from documents which I considered as the most accessible source of data. As Merriam (2009) puts it, document analysis is considered the best source of data on a particular subject and is better than observations or interviews (p. 155). For example, I analysed data from documents such as minutes of staff meetings, committee and departmental meetings, among others and organised them into categories and later developed them into themes. Thereafter, I analysed data from other tools. I did this to have data that was manageable and easy to access, as they were grouped according to particular relationships (Bertram & Christiansen, 2015). In other words, it was necessary for me to immerse myself in data and sort out only those that were relevant to my research questions and/or study. This was done by means of coding which is defined by Creswell (2012) as "the process of segmenting and labelling text to form descriptions and broad themes in data" (p. 243). When coding, I sorted data into smaller groups of similarities and differences using colour coding, whereby I used sticky notes of different colours to label them accordingly. Simply put, I allowed the data to speak for itself without imposing any theory. Furthermore, I summarised data and then coded them by highlighting related data with similar colours. However, as indicated by Maxwell (2012) coding was "an iterative process of moving from categorizing to contextualizing strategies and back again" (p. 122). Having analysed data inductively, it was also necessary for me to analyse data abductively as discussed next.

b) Abductive analysis

Reichertz (2000) regards abduction as a "cerebral process, intellectual act, a mental leap that brings together things one had never associated with one another" (p. 162). Similarly, Danermark, Ekström, Jacobsen and Karlsson (2002) established that abduction "can be re-describing and giving meanings to events taking one's starting point in a theory" (p. 89). Based on this literature, my purpose to analyse data abductively was to link the data to theories. A discussion now follows.

This study was theoretically framed by Cultural Historical Activity Theory (CHAT). I employed CHAT due to its principle of the role of contradictions, in order to surface contradictions in the development of teacher leadership in the school. In other words, CHAT was used as an analytical tool in identifying the underlying factors resulting in challenges in the development of teacher leadership. These challenges emerged from data generated from all data sets. It was through CHAT that the participants could discover what was contradicting their object of teacher leadership development as they learned expansively during the change laboratory workshops. Expansive learning or learning what is not yet there may be aligned to Leichertz (2000) who asserts that, abduction "is intended to help social research or social researchers to be able to make new discoveries in a logically and methodologically ordered way" (p. 162). The surfaced contradictions were not known by participants in the teacher leadership activity system until expansive learning was realised during change laboratory workshops.

The second theory I employed during this abductive phase of analysis was Grant's (2017) teacher leadership model which I linked to data generated on the leadership roles that teachers currently fulfilled in their school. As indicated earlier in Chapter Two the model helped me to identify the areas where teacher leadership emerged and the roles teachers performed in each area. Moreover, by analysing data during this phase, I was able to answer my research question 2: *What are the roles that teachers currently fulfil in their school*? I organised data according to the zones of the model by labelling similar data with sticky notes of the same colour then categorising them into themes on the flip chart. This strategy of data analysis is what Maxwell (2008) terms coding and thematic analysis which is used to "rearrange data into categories that facilitate comparison between things in the same category and between categories" (p. 237).

Distributed leadership was another theory that framed my study. I used distributed leadership theory as an analytical tool to unfold data generated and describe how leadership was distributed in the school.

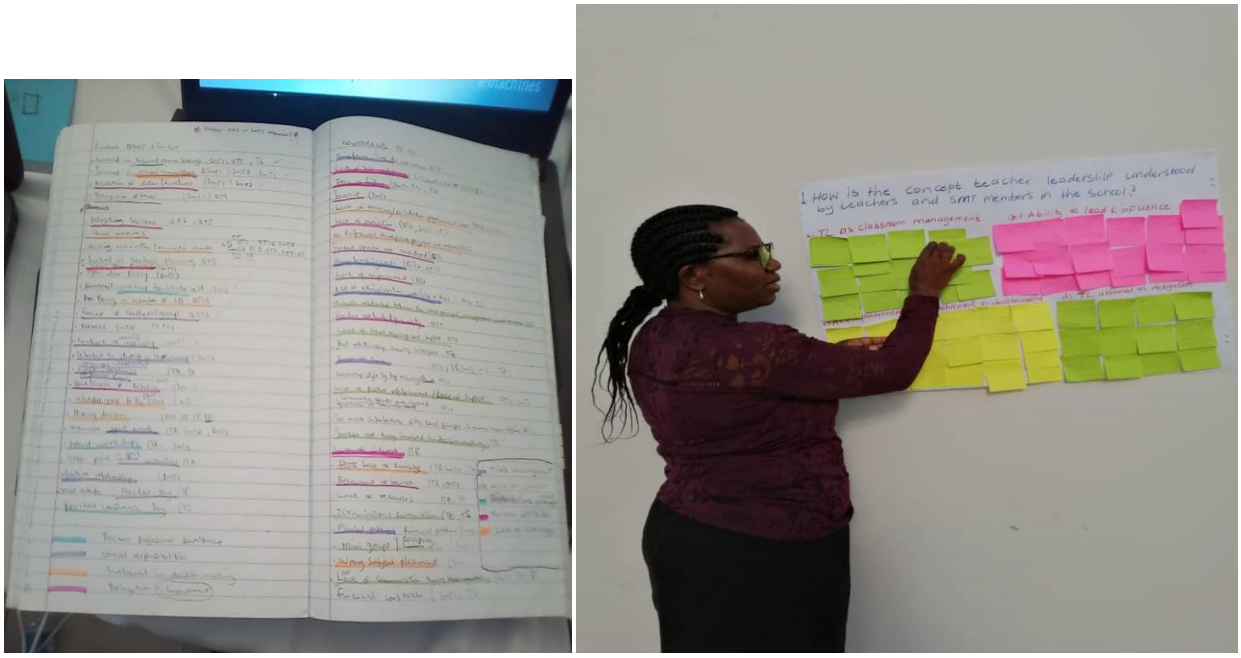


Figure 3.7: Coding process during data analysis

3.8 Addressing Issues of Trustworthiness

I am aware of the fact that the quality of my research is determined by the degree of trust in the data I collected and analysed in relation to the phenomenon under study. Thus it was imperative for me to ensure trustworthiness of my research process and authenticity of its findings by considering multiple strategies as described by Leedy and Ormrod (2005) and Maxwell (2008), and as discussed below.

3.8.1 Piloting

I employed this strategy by administering the same questionnaire to fellow students before giving it to both the SMT members and teachers (including the secondary participants) (Maxwell, 2008).

I also requested my colleagues at work to pilot my interview questions with them. This was done to ensure that questions were clearly phrased so that participants would have a common understanding of the questions (Berg & Howard, 2017).

3.8.2 Crystallisation

In order to achieve trustworthiness in my study and its data, I practiced crystallisation throughout the data collection and data analysis processes. This was done to demonstrate that data collected and analysed were a representation of multiple realities that emerged from participants' multiple views and/or views from all data sets about the phenomenon under study. I did not measure data to draw conclusions from a single reality but allowed data to speak and reveal its own reality. In other words, this is the way of describing and analysing the reality as it emerged from data and as understood by the participants (Nieuwenhuis, 2014). It was imperative for me to consider the views of the participants according to their understandings, as there is no single reality but multiple realities on a particular phenomenon (Meriam, 2009).

3.8.3 Transcription and respondent validation or member-checking

All the data collected by interviews were transcribed and given to respondents to read through and confirm their answers (Merriam, 2009). The participants who were interviewed were given their transcriptions to confirm whether what was transcribed was a true reflection of what was said in the interview. Patten and Newhart (2018) also refer to member checking as the process whereby participants are exposed to the recordings or research findings to determine trustworthiness.

3.8.4 Reflexivity and positionality

I was well aware of my position as a Senior Education Officer from the Regional Office and the influence that this might have on the participants. It was for this reason that I tried my level best to be as reflexive as possible in order to avoid my study disadvantaging any member of the school or the system itself. According to Creswell (2012), reflexivity "refers to the researcher being aware of and openly discussing his or her role in the study in a way that honors and respects the site and participants" (p. 474).

Bearing this in mind, I made it clear to the participants that I was in their school for the purpose of my study and not as an official to assess their performance. I emphasised that my intention was to investigate how teacher leadership is understood and practiced in their school. I kept on reminding the participants about the purpose of the study and the procedures I was following in generating data. I ensured that there was no interruption of the school programme or normal teaching and learning in the school. I approached my participants as a researcher throughout our interactions and ensured that my position did not influence their responses to the questions, in particular during the interviews and change laboratory workshops. I had to ensure that the participants developed trust in the data generation process. I dressed casually and wore my student card to remind them that I was just a researcher and they should feel free to interact with me. This was done to eliminate the potential biasness in the study and maintain trustworthiness.

According to Cohen et al. (2018) "one typical response to asymmetries of power is to try to reduce the power differentials, enabling participants to have power over decision making in the research" (p. 136). In addition to their right to make decisions, participants were also given the right to withdraw any time they felt they wanted to.

Lastly, I tried to secure a healthy relationship with the participants by allowing flexibility to prevail throughout my schedule, so as to reduce power relations between me and the participants.

3.8.5 Feedback from supervisors and colleagues in the field

I ensured trustworthiness by sharing experiences and ideas on the procedures of conducting a research with my fellow students in the established study group, while considering confidentiality by means of anonymity. I also kept regular contact with my supervisor for her advice and comment on every piece of writing.

3.9 Research ethics

The fact that my study engaged with human beings, the teachers that were the focus of my investigation, I was fully aware of the ethical implications of this study. Merriam (2009) refers to ethics as all the issues that may arise as a result of the study and how they are dealt with. Therefore,

I considered the ethical issues as stipulated in the Rhodes University Faculty of Education Ethical Guideline for Educational Research and those of other national and international universities (see ethical clearance certificate attached Appendix A). I ensured that participants were not subjected to any disadvantages or dangers as a result of my study by conducting my study in accordance to the following codes of ethics.

3.9.1 Respect and dignity

My study was conducted in an ethical manner in the sense that I sought permission from the gatekeepers namely, the Regional Director and the school principal to enter the school for the purpose of the research (see Appendix B, C, D, & E). I considered gaining permission as the first and crucial step before I commenced my study in the school. At all levels I gained permission first verbally and later in writing. Prior to any engagement with the participants, I informed them of their rights of participation in the study, for instance their right to take part or withdraw at any time if they felt uncomfortable. As emphasised by Bless et al. (2013), "no person should be forced, either overtly or covertly, to participate in research" (p. 30). Participants were informed well in advance about data generation. This was done to demonstrate respect and integrity of the participants. Merriam (2009) points out that if observation is conducted without informing the participants, it is a sign of violating ethics. I tried by means of confidentiality to protect the participants from the mental harm of exposure, criticism, embarrassment and loss of self-esteem that might be a result of my study (Leedy & Ormrod, 2005). This was done by avoiding using the real names of participants during interviews and the change laboratory workshops; instead, I gave them pseudonyms which were used throughout. Furthermore, I tried to avoid creating platforms for discussing personal issues while collecting data. In other words, no questions were asked in any way to "solicit private information that is not related to the research questions" (Stake, 2010, p. 207). I also exercised respect for my participants by asking their permission to record interviews and take photos during the data generation process.

3.9.2 Transparency and honesty

For the sake of transparency and honesty, I made it clear to the participants that the purpose of my study was not in any way to assess their performance, but to help me understand how teacher leadership was enacted in their school. I was well aware that some of the participants knew me as a Senior Education Officer; I explained my capacity in their school as a researcher and ensured that my position did not in any way influence the focus of my study, teacher leadership development. I clearly outlined the methods that I would use to generate data and thereafter, participants were made aware of their right to participate or not; that it was on a voluntary basis. I also disclosed the risks and benefits and the time commitment of participating in the research to all the participants. All forms of communication, findings and presentations were conducted in an honest and transparent manner. For instance, I employed member checks as a way of giving the participants an opportunity to go through the transcribed interviews and confirm their responses (Merriam, 2009). Moreover, all the participants signed a letter of consent upon agreement to participate in the study (see Appendix F). This was done along with Leedy and Ormrod (2005) who point out that it is required of any research "to present an informed consent form that describes the nature of the research project as well as the nature of one's participation in it" (p. 101). This implies that only participants who signed consent letters were allowed to participate in the study.

3.9.3 Accountability and responsibility

I was fully aware of my responsibility as a researcher to ensure the participants were comfortable with the purpose and procedures of the study. This is to say I had the responsibility to ensure the validity and reliability of my study by considering all ethical issues throughout the study (Merriam, 2009). I took responsibility to explain to the participants that my study did not have any conflicts of interest of any nature, neither with the research site nor with the participants. I adhered to the ethical standards of the Namibian Ministry of Basic Education, Arts and Culture and that of the school, as I was required by the university. I ensured that no loss of teaching and learning time occurred as a result of my research, hence all participants were engaged in the study after school. I was therefore accountable to all the codes of ethics stipulated in this study.

3.9.4 Integrity and academic professionalism

To ensure integrity and academic professionalism I conducted my study by applying and maintaining the methods and procedures as indicated earlier in the study and as determined by the situation at the school. Yin (2011) alludes that "research integrity means that you and your words can be trusted as representing truthful positions and statements" (p. 41). I exercised academic professionalism by repeating the purpose of my study at all phases of data generation. The site of my case study was a school, just like any other organisation, with rules and culture; therefore, I ensured that no transgression of any school rule or regulations occurred simply because of my study. Furthermore, as previously highlighted, I refrained from disturbing the process of teaching and learning at the case study school.

3.9.5 Data storage and security

Data storage was also one of the ethical standards that I maintained throughout my study. White (2011) emphasises safe storage and security of raw data and all results of the research for easy retrieval and access of data. Therefore, I kept all answered questionnaires, interview transcripts, and all my research drafts in a strictly inaccessible file which I stored in a lockable cabinet. In addition, data collected by means of voice recordings was saved on a USB, as well as on an external hard drive and backed up on Google drive of my computer with a protected password. The storage is planned for a period of five years or until raw data is requested by the university.

3.10 Conclusion

I conclude this chapter by reminding the reader about all the methodological aspects that were discussed in the chapter. These included the research design and orientation which enabled me to investigate the emergence of teacher leadership in a senior secondary school in Namibia. I presented all data generating tools and procedures as well as methods of data analysis that were employed. Furthermore, I explained how the trustworthiness of data was maintained while consideration of ethical issues was emphasised throughout the research process. My attention now turns to presenting and discussing the findings of this study.

CHAPTER FOUR: TOWARDS AN UNDERSTANDING OF CURRENT TEACHER LEADERSHIP PRACTICES: A PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The previous chapter provided the reader with the methodological overview of the study. In this chapter I present and discuss the findings from the various data sets which include document analysis, questionnaires, interviews, and observation. To remind the reader, the study aimed to investigate the practice of teacher leadership at the case study school with the intention to create opportunities for the development of teacher leadership. As indicated in earlier chapters, the study is guided by the following questions:

1. *How is the concept teacher leadership understood by teachers and SMT members in the school?*
2. *What leadership roles do teachers currently fulfil in their school?*
3. *What are the factors that enable/or constrain teacher leadership in a school?*
4. *How can a series of change laboratory workshops develop teacher leadership in a school?*
5. *How did the CLW sessions benefit the participants?*

This chapter aims to answer research questions 1-3 (which is the contextual profiling phase) while questions 4 and 5 will be answered in Chapter Five. The model of teacher leadership drawn from Grant (2008, 2010b, and 2017b) helped me to analyse the data while answering my second research question. The data generated was analysed and organised in terms of categories and themes.

4.2 Data coding

Consideration of ethical issues was deemed essential in the study; hence the data was coded for the purpose of anonymity and confidentiality.

The table below illustrates the coding system representing the tools utilised and participants as a source of raw data:

Table 4.1: Coding system for tools and participants

INTERVIEW CODE	PARTICIPANTS	INTERVIEW CODE	PARTICIPANTS
ISMT1	Interview Principal	ITPa	Interview Teacher
ISMT2	Interview HOD	ITS	Interview Teacher
ISMT3	Interview HOD	ITT	Interview Teacher
ITA	Interview Teacher	ITM	Interview Teacher
ITB	Interview Teacher	ITAV	Interview Teacher
ITP	Interview Teacher		

OTHER CODES	DATA SOURCES	CLWs CODE	PARTICIPANT
QT1- QT14	Questionnaire Teacher 1-14	SMT1	Principal
QSMT 1-3	Questionnaire SMT 1-to SMT 3	SMT2	HOD1
O1- O4	Observation 1- Observation 4 O1- Kitchen supervision O2- Morning assembly O3- Staff briefing O4- Admission meeting with parents	SMT3 T1 T2 T3 T4 T5	HOD2 Teacher1 Teacher2 Teacher3 Teacher4 Teacher5
D1-D5	Documents 1- 5 D1- SDP and PAAI D2- Minutes (staff, management, department, committee) D3- Schedule of school cleaning campaign D4- Invigilation time table D5- Set of job descriptions		

Apart from the above codes I also used different codes for the evaluation forms which were also a source of data after the change laboratory workshops. For example, E1 - Evaluation form 1, E2 - Evaluation form 2 and the list goes on to E5 - Evaluation form 5.

4.3 Data Presentation and Discussion

In response to my research questions 1-3, the data will be presented and discussed in accordance with the following themes:

- Towards an understanding of the concept of teacher leadership
- Teacher leadership roles currently practiced by teachers in the school

- Factors enabling or constraining teacher leadership in the school

I now turn to the presentation of findings on the understanding of the concept teacher leadership.

4.3.1 Towards an understanding of the concept teacher leadership

The concept of teacher leadership is viewed differently and there seems to be no single definition in this regard. In this section I present the SMT and the teacher's perceptions of the concept teacher leadership at the case study school. The SMT and teachers expressed a diversity of understandings which supported my argument that there is no distinct definition of the concept. Literature highlights a similar tendency. For example, Muijs and Harris (2003) highlight that "it is evident from the international literature that there are overlapping and competing definitions of the term" (p. 438). Similarly, Grant (2008), writing in an African context, also points out the existence of different perceptions of the concept. Next, I shall discuss the views of the participants on the understanding of the concept categorised as, the ability **to manage the class**, **ability to lead and influence**, **teachers' involvement in decision-making and teacher leadership assumed as delegation.**

4.3.1.1 Teacher leadership as classroom management

The participants' common response to my question of their understanding of the concept teacher leadership was that teacher leadership is more classroom management than leadership. Most of the participants understood teacher leadership as engaging in classroom management. They referred to teacher leadership using common terms such as manage, teaching and learning, as well as control (ISMT2, ISMT3, ITS, ITP, QT1, QT4, QT5, QT10, QT13, QT14).

Evidence drawn from the response of one teacher during an interview indicated that: *"teacher leadership involves managing and controlling or to be in control of the class, be in control of the learners and all aspects that has to do with teaching and learning"* (ITS). Similarly, an HOD during an interview posited that "*when teachers are managers in their classroom, they give instructions to learners when teaching in their classroom, that is leadership"* (SMT2). Aligning

to this view, another teacher defines teacher leadership as *"*the *situation where the teacher is in the driving seat of the teaching and learning process"* (QT14). This tendency also manifested in a questionnaire where two teachers raised a similar point and I captured one who wrote that *"teacher leadership has to do with activities that a teacher is liable to do starting from managing, teaching, learning and resource allocation"* (QT4). The above data emphasised that to the participants, teacher leadership is about managing the teaching and learning process in one's classroom. In other words what matters to them seems to be only their pedagogical consciousness in the classroom environment which demonstrates a form of a restricted understanding of teacher leadership. Nevertheless, I argue that teachers need to focus on leadership roles which extend beyond their classrooms. I concur with Grant (2008b, 2012, 2017b; Grant et al., 2010) who points out that teacher leadership is referred to as a process by which teachers carry out those roles both in the class and beyond the class.

Furthermore, it was evident that participants conflated and viewed the terms management and leadership as synonymous. The two concepts are distinct concepts. For example, Coleman (2003) argues that leadership and management are not synonymous terms as one can be a leader without being a manager (p. 156). This implies that the terms are two different roles, as what the leader does may be different to what the manager is responsible for in an organisation. In short, the leader focuses on tenets of influence and inspiration while the manager channels his/her energy into managing and controlling.

My experience in the teaching fraternity has informed me that teachers do carry more managerial tasks than the leadership roles in their schools, which might be a reason why the participants termed teacher leadership as management. Having said this, I concur with Chikoko (2018) who claims that the two concepts "are seen as two sides of the same coin" (p. 13). In addition, Coleman and Earley (2005) assert that the two concepts "are often used interchangeably in everyday speech" (p. 7) and that when looking at what people do in a school for example, " it may be difficult to decide which of their functions and actions could be labeled leadership and which [are] management" (*ibid.*). I now move to the next category: Ability to lead and influence others.

4.3.1.2 Ability to lead and influence others

Teacher leadership was also understood as the extent to which teachers can lead and influence fellow teachers and learners, as well as leading a particular activity in their school. Evidence takes the form of descriptions provided by participants (ISMT3, ITM, ITP, QT1, QSMT1, QT5) who mostly referred to words such as 'influence' and 'lead' when giving their understanding of the concept. To illustrate this point, one SMT mentioned that, "*teacher leadership means teachers leading in the school, leading fellow teachers, leading committees and leading learners in the school or leading parents towards a school goal"* (ISMT3). In addition, another respondent indicated that, "t*he teacher leadership concept has to do with capability in the influence that the teacher has outside the classroom towards other teachers or stakeholders"* (QT1). Supporting this notion, the principal responded that, *"teacher leadership is a process where the teacher has a role to influence fellow teachers in taking lead, initiatives and being responsible for the task entrusted with [them]" (*QSMT1).

In summary, the research participants understood teacher leadership as the ability to lead and/or influence other members of the school community to attain a desired goal. These views may be linked to Lieberman and Miller (2004) who posit that "when teachers lead, they help to create an environment for learning that influences the entire school community" (p. 91). Similarly, Chikoko (2018) illustrates that "leadership is about influencing the behaviour of teaching and non-teaching staff towards achieving school goals" (p. 156). The view of teacher leadership associated with influence is also in line with Mthiyane and Grant (2013) who assert that "teacher leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, influence others towards improved educational practice" (p. 212).

The participants' understanding of the concept as discussed in this category is worth considering because the teacher who is able to lead has a higher potential to influence others. My attention now turns to empowerment and involvement in decision-making as a way of understanding teacher leadership.

4.3.1.3 Teacher leadership as empowerment and involvement in decision-making

Teacher leadership is also understood as the way of involving teachers in making decisions for a common goal. This was evident from the participants who responded that: "*Teacher leadership is more of teachers being involved in decision-making, for example the principal came up with a proposal and asked all teachers to give their suggestions* (ITS). "*Teacher leadership is when teachers make key decisions considering the colleagues and entire school community" (*QT7*).*

The above excerpt indicates that teacher leadership is about their opportunities to make decisions as a way of empowering them. Empowering teachers and involving them in decision-making may contribute to the emergence of teacher leadership in all spheres. Harris and Muijs (2005) suggest that there is a need to involve teachers in decision-making while supporting them for an improved school performance. In this regard, Barth (1990) argues that "the greater the participation in decision making, the greater the productivity, job satisfaction and organizational commitment" (p. 130).

While the above respondents concentrated their thinking on decision-making. I coupled their ideas with those who referred teacher leadership to empowerment as a consequence of being afforded the opportunity *(*QSMT3, ISMT1, ITM, ISMT2). The principal suggested that, *"it is important to allow teachers to make decisions as it is the way of empowering them"* (SMT1). In addition, one teacher revealed that, "*I understand teacher leadership is when the headmaster or headmistress is not present at school, so a teacher will be asked to be in the office of the principal, just to empower the teacher"* (TM). *"We are more into a democratic leadership where teachers are empowered to make decisions for example decide what can be done to improve school results"* (TS).

This group of participants expressed the need to involve teachers in decision-making through empowerment, and if teacher leadership was to emerge it would result in the improvement of the school performance. Blasé and Blasé (2001) suggest that principals empower teachers by encouraging them to participate in school decision-making at all levels.

These excerpts allude to this notion of democracy, which is advocated by the Namibian Education Act, Act 2001 which accorded teachers opportunities to lead and have their voices heard in school governance through the School Board. Empowering teachers and involving them in decision-making is also endorsed by Blasé and Blasé (2001) who argue that:

> Teachers' sense of empowerment is enhanced by setting the stage for discussing and solving the metaproblems of a school through effective communication, openness and trust, action research, group participation in decision making and effective procedural methods for solving problems. (p. 143)

In summary, participants shared their views on the way they understood the concept of teacher leadership. There were explicit responses captured in questionnaires where 15 out of 17 respondents either strongly agreed or agreed that the concept teacher leadership was clear to them. Moreover, the participants' views of involving teachers in decision-making and empowering them reinforces the practice of distributed leadership in the school, which is a manifestation of teacher leadership. By distributing leadership, a theory underpinning this study, all members are involved in leadership for the purpose of sharing ideas and experience irrespective of their positions, for an improved school performance. This is what Muijs and Harris (2003) refer to when they describe distributed leadership as "fluid and emergent rather than a fixed phenomenon" (p. 439).

4.3.1.4 Teacher leadership assumed as delegation

Delegation was seen as a form of teacher leadership development. However, literature reveals otherwise. In this section, I present findings on how teacher leadership was assumed as delegation in the case study school. Although teacher leadership was practiced mostly on a voluntary basis in the school, there were some tasks that were delegated by the SMT to teachers. Grant and Singh (2009) argue that if a task is delegated to teachers, it is not teacher leadership. Evidence that delegation was assumed as teacher leadership is captured in questionnaire data from SMT members: *"When the principal or HOD is not around, he/she delegates one teacher to act in the principal or HOD's office. And also when there was the NANTU sport tournament, teachers were delegated to go and help with organisation of the tournament"*(TM).

Similarly, the principal also mentioned that: "*Our school organogram indicates delegation of tasks through various committees. You know, we are moving away from static teachers who always listen to the principal. We delegate tasks for teachers to practice leadership*" (SMT1). This idea of delegation was also highlighted by one HOD who mentioned: "*Teacher leadership refers to delegation of tasks by management to the teachers. The school management sometimes delegates a teacher to chair the morning briefing or chair the staff meeting*" (SMT2).

It is evident that when SMT members delegated tasks to teachers they assumed they practiced teacher leadership. Delegation of tasks such as acting in the principal's office, chairing staff briefings and staff meetings, were some of the examples found across the data sets. Although delegation of tasks could imply the practice of distributed leadership, this notion is challenged by Timperley (2005), who argues that distributed leadership "is not the same as dividing task responsibilities among individuals … but rather it comprises dynamic interactions between multiple leaders and followers" (p. 396). The argument is further endorsed by Harris (2008) who posits that "teacher leadership literature challenges the notion that distributed leadership is simply delegation by another name" (p. 11). Although teachers were willing to accept the delegated tasks, I still argue along with Muijs and Harris (2003) who write that, "teacher leadership roles cannot be successfully imposed by management" (p. 442) but rather teachers must be intrinsically motivated to take up leadership roles which benefit both their personal and professional development.

My attention now turns to a discussion of the theme, the leadership roles currently fulfilled by teachers.

4.3.2 Leadership roles currently fulfilled by teachers in their school and beyond

Although teaching and learning ought to be the teacher's primary duty, teachers have other different roles to play in the school. In this section, I present and discuss my findings across various data sets on the roles that teachers currently fulfil in the school. I used the teacher leadership model by Grant (2017b) for the purposes of soliciting answers to my second research question: *What leadership roles do teachers currently fulfil in the school?.* As Grant (2017b) puts it, the model

"offers a tool to describe the practice of teacher leadership in terms of the zones or places where teacher leaders are most likely to lead, the roles they are most likely to take up in each of the zones and the indicators attached to each of these roles" (p. 7). In the discussion hereunder, I present my findings organised in four categories with reference to the four zones of the model: teacher leadership in the classroom (Zone 1), working with other teachers and learners outside the classroom in curricular and extracurricular activities (Zone 2), outside the classroom in whole school development (Zone 3), and beyond the school into the community (Zone 4). Furthermore, in each of these zones, in trying to identify the roles fulfilled, I considered the various indicators as per Grant's (2017b) model (see Chapter 2).

4.3.2.1 In the classroom-Zone 1

Most of the teachers devoted much of their time fulfilling their leadership roles on different aspects within the classroom which I discuss as follows.

a) Teachers lead as experts in teaching and learning

The majority of the participants centered their views on teaching and learning as their main role in the classroom (QT4, QT3, ITP, ITS, ISMT3, ITT, O3, D3, D1, D2b). A good example is captured in the quote from one teacher who expressed that: *"I have to make sure that although I have to carry out some other duties teaching is my every day task"* (ITP). Another teacher also responded in an interview that "*During the classroom environment, when I am teaching, I am in charge of the class. I make sure the lesson at hand is going successfully by making sure that all the learners in the class are following*" (ITT). Apart from teaching during school hours, some teachers indicated their initiatives to organise extra classes for their learners. This was still a demonstration of a teacher's role within the classroom. For example, one teacher revealed that: *"I have a responsibility to organise weekend and afternoon classes for my learners*" (QT4).

The teaching and learning role of the teacher with regards to the provision of extra lessons was also supported in the staff meeting of 3rd March 2018, when it was agreed that *"teachers should initiate holiday and afternoon classes to improve school results"* (D2a). Similarly, the document: 'Strategies to improve performance in Grade 8-12, PAAI 2019' indicates that *"the purpose of*

holiday classes is to maximise teaching and learning" (D1). The above quotes indicate that teachers are going the extra mile in providing teaching and learning through holiday, weekend and afternoon classes. In other words, the school considers the teacher leadership role by providing extra teaching and learning as the teacher's core duty within the classroom. This aligns with Grant (2008), who argues that "leadership is fundamentally linked to issues of teaching and learning" (p. 101). Furthermore, Davidoff and Lazarus (2002) highlight that "the core purpose of a school is teaching and learning and that the curriculum comprises all the strategies required to make this happen" (p. 22). In view of the findings, holiday and weekend classes may be one of the strategies to fulfil the purpose of the school which is indicator 7 on Grant's (2017b) teacher leadership model.

b) Teachers lead by maintaining classroom discipline

While the above respondents focused more on teaching and learning, there were also those who noted that much of the teacher leader's role is in terms of general classroom management such as maintaining learners' discipline (ITT, ITS, ITB, ITP, D3). One respondent indicated that "*One of our roles or core duties of the teacher is to maintain discipline in the class"* (ITB). The other teacher also mentioned that, *"My role is to make sure that every learner obeys the rules and regulations either of the school or the classroom"* (ITT). With reference to managing learners' punctuality in getting to class, one teacher added that, *"I exercise classroom management where I make sure that the school work is done and then the learners are also punctual* (ITS).

The above data revealed the role of the teacher in maintaining discipline, punctuality and cleanliness in the classroom. The role of the teacher in the classroom does not only lie within academic endeavours, but may also be linked to general conduct of the learners in their surroundings. This may be what Wasley (1991) describes, as the belief of many teachers who view it as "their responsibility to control the students and to find meaningful activities for them in order to promote learning" (p. 97). In fact, by having control measures put into place, a teacher may create a conducive environment for effective teaching and learning to take place.

In the case study school, measures to mitigate ill-discipline in the classroom were in place. This was evident from the minutes of a staff meeting on the 8th June 2019 which suggested that

"teachers should bring learners who are not cleaning their classroom to the disciplinary committee" (D2d). This implied that although there is a disciplinary committee in the school, it was still the responsibility of the teacher to ensure learners who transgress were disciplined.

c) Teachers lead by keeping abreast of new developments

Some teachers in the case study school were doing further studies to keep themselves updated with new developments. It was interesting to come across a participant who indicated his/her role in pursuing further study on a Leadership and Management Master's degree. *"I am pursuing a Master's degree in leadership at a local institution to upgrade my qualification"* (QT10). In an interview some participants indicated how workshops helped them to improve their classroom teaching: "*I don't miss workshops because that is where we learn new teaching strategies. Like now that the curriculum has changed, we attend workshops to be updated on new matters in our subjects* (QT7).

This implies that apart from the classroom role of teaching and learning, teachers had to further their studies in order to enhance their own knowledge and professional development (indicator 2). Attending workshops was also an indication that teachers were ready to adapt to new changes in the system like curriculum reviews (Grant, 2017). Additionally Lieberman and Miller (2004) assert that "teachers who lead inspire their peers through their commitment to continual struggle to improve their practice" (p. 91).

4.3.2.2 Zone 2: Working with other teachers and learners outside the classroom in curricular and extracurricular activities

Teachers were committed to various important roles outside the classroom. In this zone, I present findings on three roles the teacher leaders played while working with other teachers and learners outside the classroom in curricular and extracurricular activities namely: **Role 2: Providing curriculum development knowledge; Role 3: Leading in-service education and assisting other teachers; Role 4: Participating in performance evaluation of teachers.**

a) Teachers lead by providing curriculum development knowledge

In this section, I will briefly describe some of the indicators such as attending workshops and meetings, involvement in committees and co-curricular engagement amongst others, in addition to providing curriculum development knowledge to provide a clear picture of role 2 as per the Grant model.

There was evidence that teacher leadership emerged in providing curriculum development knowledge, a role that teachers played outside the classroom. As evidence of being involved in **role 2,** a teacher gave feedback from a workshop to others during a Mathematics and Science departmental meeting. The minutes read as "*Ms Kambo* (pseudonym) *gave feedback from a recent workshop for Mathematics that she attended. The main purpose of the workshop was to address the new curriculum [issues]. She brought a new syllabus for Mathematics to be shared in the department"* (D2c). On a different platform, another teacher provided feedback during the staff briefing on a cluster parents' meeting she attended, and she reported *"On 17 May 2019, I attended a cluster parents' meeting. The purpose of the meeting was to strategise on how to improve performance and to inform parents on the new curriculum and what they were expected to do as parents"* (O3).

The study established that departmental and staff meetings were platforms where teachers shared feedback from workshops to benefit those who did not attend the workshop/meeting (**indicator 5)**. Learning from others during workshops and/or meetings is a crucial aspect in helping teachers to inquire into their own practice for improved performance. In support of these findings Lieberman and Miller (2004) mention that "teachers commit themselves not only to teaching what they know but also to learning from others" (p. 39). In addition, sharing feedback from workshops or meetings was an opportunity for teachers to acquire new knowledge and change their practices. This can be characterised as transformative leadership. For Shields (2003), transformative leadership is defined as a joint process whereby individuals interact with one another as a way to improve and move to the next level.

Teachers had opportunities to participate in activities outside the classroom through various committees (**indicator 3**). The excerpt below is indicative of this: *"I am a member of the examination committee which runs and executes internal examinations in the whole school*"

(QT2). *"I am also a member of the entertainment committee"* (QT12). *"As a head of Finance Committee, I assist in preparation of termly or monthly financial reports of the school and I am a secretary of the hostel committee"* (QT2).

The above excerpts are an indication that the school committees were operational, and members took full responsibility for the different activities within their committees. Establishment of school committees, in one way demonstrated that teacher leadership was emerging outside the classroom and teachers' ideas could be valued. Having said this, I argue along with Duignan (2012), who points out that it is advisable to consider others' ideas and involve key stakeholders in making decisions on various matters.

I observed that the school has about 12 committees and each committee has a different leadership responsibility or focus which could lead to an overall improved school performance. Evidence from the minutes of the meetings were indicative of this (D2d). It is necessary to establish school committees, as this demonstrates collective responsibility over school leadership where ideas are sourced from all members of the group. The allocation of teachers to different committees demonstrated that leadership is distributed in the school, which according to a CHAT principle (which is a theory underpinning this study) refers to division of labour. Furthermore, committees may be an indication that there is democracy in the school in terms of leadership. Democracy is associated with transformative leadership which advocates for a change in an organisation. Following Shields (2009), a school as an organisation needs to exercise democratic authority, whereby various groups have an opportunity to discuss issues of their interest.

It was also interesting to learn that teachers were committed to extra and co-curricular activities within their school. There was evidence that teachers were leading activities such as cleaning campaigns, debating club, educational tours and hostel supervision. One example is reflected in a quotation from a teacher: *"We normally lead extra mural activities, for example a cleaning campaign where we spearheaded this whole project* (ITS). Citing a different activity that teachers lead, another teacher declared, *"Organising the educational tour to Swakopmund last year and this year with learners was my personal initiative"* (ITP).

The findings revealed that teachers took part in coordinating extra and co-curricular activities in their school, which as per the teacher leadership model is **indicator 6.** Moreover, the participants demonstrated that teachers do not only have the responsibility of academic learning but social responsibility as well. In one way, this is what Lingard, Hayes, Mills and Christie (2003) suggest, that "the task of school leadership is, above all, to lead learning by creating and sustaining the conditions which maximize both academic and social learning" (p. 2).

b) Teachers leading in-service education and assisting other teachers

The study found that teachers performed activities particularly related to assisting other teachers (**role 3**). This was evident from my general observation when teachers were seen assisting one another, in particular stapling question papers for the midyear examinations (O5). One may conclude that teamwork was driven by the remark by the principal in the minutes of the staff meeting of 12 January 2019 which reflected: "*Let us have a spirit of teamwork"* (D2a). Teamwork was also endorsed in the agenda of the Mathematics and Science Department meeting of 10 July 2018, which had a very inspiring quote by Henry Ford: *"Coming together is a beginning, staying together is a progress and working together is success*" (D2c). The word "together" is emphasised to invite collaboration and teamwork among the staff members in all they do for the success of their department, if not their school. The culture of working together is what Lieberman and Miller (2004) advocate, for "working together as a cohort rather than as individual teacher leaders can build a new collaborative culture (p. 25).

c) Teachers lead performance evaluation of other teachers

Evidence of teachers taking **Role 4** was also noted in the case study school as reflected in the following excerpt from the minutes of department of Mathematics and Science:

> *HOD reviewed with attendees the percentage of A-C symbols in each science subject from grade 8-12. Subjects which were poorly performed were identified. The HOD called for teachers to assist one another in their subjects to improve poor marks. She also called for teachers to share worksheets and tests through a departmental subject file. (D2c)*

In the same document there was evidence that the department promoted the moderation of the end of term tests for junior and senior secondary phase in all subjects. This role was also reflected in the minutes of a staff meeting on 3 March 2019 when the way forward for improving school results was taken as, *"more assessment, homework and mastery tests should be emphasized"* (D2b). In view of the findings it was convincing that teachers assessed one another and major tests were moderated before being administered to learners. This highlighted that they fulfilled indicator 1 and 3 of role 4 according to the teacher leadership model (Grant, 2017b). In the next section I present findings of teacher leadership roles in zone 3.

4.3.2.3 Outside the classroom in whole school development (zone 3)

It was noted from data sets that teachers undertake two leadership roles outside the classroom within their school. These were analysed as **Organising and leading peer reviews of school practice (Role 5)** and **Participating in school level decision-making (Role 6)** which are discussed on the next page.

a) Organising and leading peer reviews of school practice

Findings from data sets revealed that engaging with the School Development Plan, organising a school bazaar, involvement in sport tournaments, as well as facilitating school tours were some of the leadership roles that teachers undertook in whole school development. For example, one teacher indicated in a questionnaire that: "*Apart from teaching I am a member of the School Development Plan"* (QT9). Taking part in the development of a SDP was evidence that teachers were able to deal with change processes (the first indicator under this role). In other words, it was an indication that teachers take part in reviewing the performance of their school with the intention of bringing about change. The documentary evidence in the form of a copy of the SDP was available at the case study school (D1). The national policy 'National Standards and Performance Indicators for Schools in Namibia' (2005) requires the principal, management and teachers to do a school self-evaluation and review a school development plan in October every year. It is therefore necessary for staff members to evaluate their own performance and that of their school and develop a new SDP and PAAI for the following academic year. Davidoff and Lazarus (2002) assert that

for the sake of planning "it is essential to identify who is affected or who should be involved in which aspect of school life, and to ensure that those people are optimally involved in the process of a planning action to achieve goals relating to that aspect (p. 83). What the above findings indicated was evidence of indicator 1 and 2 under role 5 of the teacher leadership model (Grant, 2017b).

Another example of this role was illustrated by a teacher who in an interview, indicated teachers' involvement in trade union affairs (ITB, ISMT1). For example, the teacher remarked: *"We have NANTU [Namibia National Teachers Union] members in our school, like this coming weekend there will be NANTU conference in our school. Some teachers in our school are members of the conference organising committee"* (ITB). In this view, NANTU as a mediating role (indicator 4) provides an opportunity for teachers to practice their leadership skills.

A similar activity was evident from document analysis, in that the school has a school bazaar committee or organisers consisting of 10 teachers (D2b). This was also reflected in the School Development Plan 2019, where "*Fundraising and Entertainment Committee has a responsibility to generate funds for the provision of resources for school and hostel*" (D1a). Furthermore, one teacher endorsed role 5 by mentioning in an interview that "*when organising school tournaments and school tours we take initiatives to look for sponsorships and/or initiate any other form of fundraising like a bazaar*" (TM).

The above initiatives were a demonstration that teachers participate in the development of their school by generating funds for educational programmes. Sometimes schools have a limited budget and programmes may not have enough funding for their functioning. As a result, it becomes necessary for teachers to be innovative and creative for the realisation of school programmes including teaching and learning. Naidu, Joubert, Mestry, Mosage and Ngcobo (2008**)** posit that schools should advocate for an environment that encourages creativity, team building and participation in problem solving. Schools with platforms that enable creativity for example, fundraising to generate money are likely to excel, as limitations due to budget constraints are minimised. Besides, through hosting school bazaars/fundraising and sport tournaments, teachers have an opportunity to interact and learn from one another as a community. This is in line with

Katzenmeyer and Moller (2009) who argue that "leading beyond the classroom provides an opportunity for teachers to interact with other adults in the school" (p. 7).

It also emerged that teachers who work hard and contributed to the effectiveness of their school were not left unrecognised. This stands to reason why the school organises school awards ceremonies with the purpose to reward the hard-working teachers, learners and non-teaching personnel (SMT2, D2a, QT4, QT8, QT10). A teacher mentioned: "*As a strategy to motivate teachers and learners who performed good, the school organised a school-based awards ceremony. This event used to be organised by teachers at school through the Social Committee* (SMT2). It appears that although the award ceremony was meant to reward teachers, which is a motivation to them, teachers were spearheading the event. This was also evidence of the teachers' role outside the classroom in whole school development. Rewarding teachers through an award ceremony may be one of many other ways, as Blasé and Blasé (2001) argue, that "the variety of opportunities and methods of praising teachers seems to be unlimited" (p. 123). I now move to role 6: teachers' participation in school level decision-making.

b) Participating in school level decision-making

It was evident from the respondents that teachers had platforms to make decisions for instance through school committees. Almost all the respondents strongly agreed or agreed that teachers head or are part of school committees (QSMT1, ISMT2, ISMT3, QT1, QT11, QT12, QT13, QT14, QTT, QSMT3). One teacher indicated in an interview that: *"In school there are so many examples of leadership roles like many committees where we are involved as teachers; to be specific myself I deal with discipline"* (ITT). Similarly, the principal confirmed during an interview that committees do exist in the school as indicated in this excerpt: "*In our school the structure is divided into different committees for responsibilities, for example, committee for discipline in the school, school admission committee, library committee, examination committee school garden* (ISMT1).

The existence of various committees in the school clarified the argument that teachers were in one way or another involved in decision-making. It also emerged from the responses of all the

participants in the questionnaire, when all of them either strongly agreed or agreed that teachers do take part in decision-making at the school (SMT1-3, T1-T14). Involvement of teachers in decision-making through various committees revealed a distributed form of leadership which recognises the involvement of multiple leaders (Harris & Spillane, 2008). The data presented above alludes to the notion that there is participatory leadership in the school. This implies that democracy in terms of decision-making had transpired in the school which could be indicator 5 of role 2 under this zone. Participatory democracy is defined by Shield (2009) as an arrangement in which those who are directly affected by a decision have direct input into it. The establishment of committees may also demonstrate the practice of transparency in the school as sharing of feedback from committees enables all the other school members to be aware of what is happening in the school (Shield, 2009).

It is heartening to conclude that teacher leadership had emerged in all the roles in zone 3 which promises the likelihood of an improved school performance. Following Grant (2017b), I concur that "if teachers are also able to lead, not only in zones 1 and 2, but also in issues of whole school development (zone 3), then the opportunities for school improvement and transformation are far more likely (p. 59).

In the next section I present the leadership roles of the teachers beyond the school into the community.

4.3.2.4 Zone 4: Beyond the school into the community

Like in all the other three zones, there was sufficient evidence to indicate the emergence of teacher leadership in zone 4. Teachers took two leadership roles similar to those in zone 2 as P**roviding curriculum development knowledge (role 2)** and **Leading in-service education and assisting other teachers (role 3)** and are discussed hereunder.

a) Providing curriculum development knowledge

It emerged from data that teachers lead beyond their school in terms of providing curriculum development knowledge. Evidence of leadership indicators under this role were the involvement

of teachers in co- and extracurricular activities. Reference was made to the teacher's role in coordination/facilitation of circuit and cluster workshops, attending regional, circuit or cluster workshops, evaluating national curriculum and participating in regional exam setting and national marking (ISMT1, ISMT3, QT3, QT5, QT8, QT9, QT12, Q13, Q14, TA, QSMT1, TS, QT5). In an attempt to respond to the question of whether teachers in their school were involved in activities outside the school, one teacher said: "*Well, here and there we receive invitations to go for workshops. I remember like last year we attended various workshops in different regions due to a revised curriculum"* (TA). In line with the above quote, both teachers and SMT members strongly agreed in a questionnaire that teachers in their school facilitate circuit/cluster workshops and meetings (eg. QSMT1, QT3, QT8, QT9, QT12, QSMT1, ,QSMT3, QT3, QT8, QT9, QT12). The above responses implied that while teachers attended workshops when invited, they also had an opportunity to facilitate the workshops both at cluster and circuit levels. Workshops were considered as a professional development initiative where teachers had the benefit of engaging with new ideas as they interacted with teachers from other schools. This view is in line with Grant (2008), who posits that "the benefits of cross-school interaction, the sharing and the learning, ended for some at the end of the professional development initiative" (p. 98).

Another evidence of teachers' involvement in co-curricular roles beyond their school was endorsed by one HOD who posited: *"Teachers are involved in regional examination setting as well as in marking of national examinations"* (ISMT1). A similar idea was also noted from another teacher: *"To some extent teachers used to interact with different teachers from other schools in the region either in setting up the exam papers or just discussing different aspects of teaching and learning"* (ITS). The above quotes were a clear suggestion that teachers take up leadership roles beyond their school in an attempt to provide curriculum development knowledge (role 2).

Under this role 2, teacher leadership may also be indicated in terms of how parents liaise with and are empowered in curriculum issues. This was evident when a meeting was called for parents to come to school and apply for their children's admission to school for 2020. The Namibia *Education Act, Act 11 of 2001* makes provision for the involvement of parents in school governing through school boards. Meeting with all stakeholders in education may also be a strategy for the establishment of an ethical learning environment as alluded to by Duignan (2012).

The data was replete of examples of teachers being involved in the organisation of extramural activities at circuit and regional level. For example, one teacher described: "*Teachers are involved in organising teachers Fun Day at a circuit level or National Teacher' Day where teachers participate in sport activities, some are netball players while some are soccer players"* (ITP). Another teacher mentioned: "*We have colleagues that are involved in sport committees at the regional level where they can meet with different schools to discuss on issues related to sport such as soccer and netball"* (TB). The above quotes suggested that teachers take leadership roles in the development of extra/co-curricular activities beyond their schools. Through the development of social activities such as sport, teacher leaders learn to collaborate with others and develop both professionally and socially.

b) Leading in-service education and assisting other teachers

Evidence from data sets indicated that teachers in my case study school used to take part in leading in-service education and assisting other teachers (role 3). The occurrence of teacher leadership under this role was evidenced by one teacher who remarked that: "*Apart from setting examinations, we used to team up with teachers from other schools for example meeting with the best teachers in a certain subject from the neighbouring school"* (TS). The above view implied that teachers' level of expertise in a particular subject may differ, thus school networking is necessary. In fact, when teachers come together and share ideas, the likelihood of their professional and curriculum knowledge development increases. The coming together of teachers for the purpose of sharing new knowledge indicated mutual learning which is one of the focus areas in this zone. This stands to reason why Grant (2008) asserts that:

> While the professional development courses were particularly valuable for the curriculum knowledge and methods learnt, an additional benefit was that they gave educators a chance to work closely with educators from nearby schools, some with different racial and cultural backgrounds. (p. 98)

The need for professional networking is highlighted by Katzenmeyer and Moller (2009) as any formal or informal teacher communication focusing on a particular subject area or teaching techniques for improvement.

In addition, teachers also take part in organising the circuit and regional awards ceremony. To support this, one SMT mentioned: "*Teachers are assigned roles and they always accept such as awarding ceremony, either school or circuit based. In March [2019] there was a colleague who was assigned to be the director of the ceremony at the circuit award ceremony"* (SMT2). This was strengthened by one teacher who remarked: "*Teachers from our school used to assist with the preparation of the circuit award ceremony*" (TM). In view of the above quotes, it emerged that teachers were willing to take up leadership roles outside their school when assigned. However, the question remains: can we call this teacher leadership? I argue not, as that may depend on the level of initiative taken by the individual teachers on the assigned tasks. As Grant and Singh (2009) put it: "What was delegated to teachers was often not leadership but instead management or administrative functions" (p. 299).

In summary, the evidence highlighted that teachers in the case study school lead both in the classroom, outside the classroom, in whole school development and beyond their school. Additionally, it emerged that teachers had undertaken many leadership roles in different zones that might have contributed to the development and/or improvement of school practices.

These initiatives embarked upon and the agency displayed by teachers across all zones is indicative that teacher leadership does indeed exist in the case study school. It is therefore against this backdrop that in the next section I discuss factors that enabled teacher leadership in the school.

4.4 Enabling Factors of Teacher Leadership in the School

As indicated earlier in this chapter and in the previous chapter, this section is organised in response to my third research question: *What are the enabling/constraining factors of teacher leadership?* The question has two parts and, in this subsection, I will only focus on the enabling factors and in the subsequent section I will discuss the constraining factors. Data to respond to this question was sourced from all data generating tools: document analysis, questionnaires, interviews and observations.

There was sufficient evidence from the data that certain factors fostered teacher leadership in the school. What emerged from all data sets as enabling factors was categorised and discussed

hereunder as: **Teachers' professional development opportunities created, Teachers' involvement/participation in decision-making** and **Involvement in social activities**.

4.4.1 Teachers professional development opportunities created

A designed professional development programme may be a mechanism to promote teacher leadership in schools. In the case study school, teachers are afforded opportunities to lead professional development activities and programmes such as workshop facilitation, curriculum evaluation and national examination marking (SMT1, SMT 3, QT8, TS). On this point, one SMT had the following to say: *"Some teachers in our school are involved in drafting and evaluation of national subject curriculum; some are national markers and workshop facilitators while some are regional examiners* (SMT1).

More evidence of professional development opportunities in the school was confirmed by one teacher who mentioned that*:*

> *Teachers get involved in setting regional examinations where we get a chance to engage with other teachers. This enhances my knowledge in the subject. Much of the work is left in teachers' hands; we monitor 90% of what is happening in the school* (TS).

Opportunities like workshop facilitators, examiners or markers were thought to be professional development initiatives that enabled teacher leadership in the school. This was not only to enhance the teachers' knowledge in their respective subjects but also an opportunity for improved school performance. The fact that teachers do lead professional development activities within their departments and beyond the school was interesting. Professional development is defined by Mosoge (2012) as, "all activities that aim to empower an educator to perform his or her duties better and more effectively to achieve enhanced learner performance" (p. 169). The professional development opportunities meant to promote the emergence of teacher leadership within and beyond the school may result in transformative agency. As teachers engage with others during workshops and examination settings, they in one way or another learn new skills that may help them realise a need to change their usual leadership practice. Teacher leadership is not a flat profession where teachers live with a fixed knowledge, but a continuous learning process where they gain new leadership skills. This thinking is advanced by Harris and Muijs (2006) who assert

that "teacher leadership is a model meant to create conditions in which people work together, learn together, where they construct and refine meaning, leading to a shared purpose or set of goals" (p. 17).

4.4.2 Establishment of committees as teacher leadership enablers

Teacher leadership can be enacted through the establishment of school committees. In the case study school, all the teachers were part of either one or two committees while some were serving as head of a committee. In this regard, an HOD explained: *"There are many committees in school to enable teachers to contribute to the development of our school. For instance, a committee that usually organises school holiday classes develops a time table to allocate time for each subject"* (SMT3).

The above excerpt highlighted how the emergence of teacher leadership was enacted through committees. It revealed the roles played by various committees in the school and how SMT members could be under the leadership of the teacher which opposed the bureaucratic leadership in the school.

> *There are colleagues that are serving in the organising committee of the regional awards ceremony where they decide on the items of the programme. Some colleagues are members of circuit sport committee. They organise and decide on activities to be part of the sport tournament … if a certain committee comes up with an idea, they bring it to the staff then we all agree on what should be done* (TB).

It is clear from the above extract that teacher leadership was enacted beyond the school through committees with the teachers organising the regional awards ceremony as a form of evidence. This was also an indication that distributed leadership was not only exercised in the school but prevailed beyond the school as well. Leadership in the 21st century embarks upon distributed leadership in the schools as a way of effective functioning of the school. One could see how the establishment of committees in the school made possible the distribution of leadership, a theory underpinning this study. Harris (2008) defines distributed leadership as "a form of leadership practice that involves many organizational members" (p. 33).

4.4.3 Communication through social media promotes teacher leadership

Communication through social media can be the most convenient way of communication in schools. In this section I discuss how the participants referred to communication through social media as one of the enabling factors of teacher leadership in their school. They enthusiastically singled out a WhatsApp group which was created to mediate fast communication among staff members. One teacher remarked on the use of the social media platform saying: "*Our school has a WhatsApp group which was created for us to share ideas especially when urgent matters need to be communicated. When it is urgent we can also make decisions through this platform"* (QT6).

In the same vein, another teacher commented on the use of the social media platform: *"So through WhatsApp we teachers were able to give our views, for example, choosing which uniform, especially for the girls, whether a skirt or a dress that fits well for the girls"* (TM).

The excerpt above is evidence that the school had an advanced communication method which facilitated teachers' discussions and, in a way, promoted their initiatives with regard to teacher leadership. The revised National Curriculum reinforces the use of information and communication technology (ICT) as a means of communication. The term 'information and communication technology' (ICT) comprises all technology and media used for the management and communication of information (Namibia National Curriculum, 2018, p. 14). The use of ICT through social media was observed being highly used by staff members in the case study school.

At times, staff members used WhatsApp to share pastoral care information and community-related matters such as the passing away of a past student (O5). I was then encouraged to create a similar platform for all the participants in my study as a method of communication with the research participants. Nevertheless, I concur with Davidoff and Lazarus (2002) who established that "keeping in touch with what is happening requires a good communication system" (p. 109). WhatsApp or any other means of communication in the school was necessary to keep all members up-dated on school matters. Moreover, it might be less time consuming than other means of communication such as calling a meeting (Davidoff & Lazarus, 2002). Having discussed factors

that enabled teacher leadership I now turn to the conditions that inhibited teacher leadership in the school.

4.5 Factors Constraining Teacher Leadership

While teacher leadership was enabled in the school as discussed in the previous section, the data also revealed that some factors had constrained it. It is for this reason that in this section I present the emerging factors that restricted teacher leadership development in the school. Heystek (2012) affirms that leadership "is a complicated function with contextual factors that need to be taken into account within every action and decision (p. 13). For this reason, it was necessary for this study to identify these contextual factors which could pose as challenges to teacher leadership. A discussion in this regard follows.

4.5.1 The notion of top-down school management structure

School management may be structured in different ways and in some cases the structure can restrict the development of teacher leadership. The organisational hierarchy seems to be one of the significant barriers to teacher leadership. The remarks by some of the participants captured the essence of how top-down school management constrained the emergence of teacher leadership. For instance, one participant mentioned: *"In most cases at school, leadership is centered around the school principal, even though there are teachers selected to lead certain committees. You find teachers reporting cases to the principal instead of reporting to the one leading the committee"* (QT12). Another participant cemented the claim by mentioning that, "*There is too much interference of the top management in the school activities that the ordinary teachers and sometimes teachers' opinions are not considered"* (QT14).

Data revealed that the influence of those in managerial positions was significant in the overall leadership of the school. The interference of the school's managers in most activities, affected teachers' willingness to take the lead in school activities. Furthermore, it was evident that teachers were discouraged in taking up leadership roles as their opinions were not valued by SMT members. It is noted from literature that a hierarchical type of leadership is as a result of apartheid and in this case, Namibia is no exception. This thinking is endorsed by Grant (2014), who mentions that:

> the legacy of apartheid with its entrenched bureaucratic-managerial model of leadership and its devaluing of teacher voice is only one of the factors which have contributed to the exclusion of teachers from authentic decision making at a whole school level. (p. 533)

Another barrier resulting from hierarchical leadership was that the SMT members tended to exercise autocratic leadership. It was captured from some respondents that:

> *Sometimes our leaders are too autocratic. There are times they impose ideas even if there is no consensus agreement between all parties. We understand one can be a leader but we also need to accept other people's ideas as a way of exercising democracy* (TS).

A similar claim was made by another participant that: "*sometimes yes we do make decisions, but sometimes it is also not easy to reject the decisions made by the SMT. The school management structure itself gives more power to those with positions*" (TM).

The traditional understanding that SMT members have more power than teachers without positions as depicted above, is a threat to the emergence of teacher leadership in a school. Autocratic leadership, inherent from the apartheid regime, paralyses the transformation of school leadership. The intention of this study was to set the context for the emergence of teacher leadership while advocating for transformative leadership in the school. Central to the principal's role it should be re-emphasised that as Grant (2012) puts it, "engaging teachers in the practice of leadership does not mean that the role of the principal becomes redundant" (p. 63).

In addition, there is a need for distributed leadership which calls for multiple leaders. This may be realised by the practice of teacher leadership which seems to be a hidden torch in schools, though it "offers a radical departure from the traditional understanding of school leadership" (Grant & Singh, 2009, p. 290). Now I turn to limited time as a constraint and teachers' demanding workloads as factors constraining teacher leadership.

4.5.2 Time constraints and demanding teacher's workload

The amount and type of work that teachers are required to perform in school may depend on the time allocated to each activity. This implies that teacher leadership may be affected when the two

factors are integrated. Based on the responses from participants and drawing from their experiences, time amongst others, was found to be the most dominant barrier to teacher leadership development. Many teachers felt limited time restricted them from taking up leadership roles. The participants had the following to say:

> *Sometimes it is too difficult to lead a certain committee while having the responsibility of teaching and marking learners' work* (QT8).

> *There is a lot of administration work, starting from collection of funds and a lot of files* (QT4).

> *Time is one of the factors that may hinder the effectiveness of teacher leadership, especially when serving many committees* (SMT3).

> *Sometimes workloads do not allow time for other responsibilities. Sometimes you have too much to accomplish within a short time* (TS).

The above excerpts indicated that the issue of time was definitely hindering the emergence of teacher leadership in the school. In as much as teachers want to take up leadership roles, they were challenged by the issues of limited time and their demanding workloads. For this reason, I concur with Muijs and Harris (2006), who claim that "lack of time for teachers to engage in activities outside of classroom teaching and administration appears to be a key inhibitor to teacher leadership, as it is to other educational initiatives" (p. 970). Data also made it clear that classroom duties such as teaching and marking learners' work seemed to be what mattered most to them. In other words, teachers felt taking up leadership roles would increase their workload, leaving them with less time for teaching and learning activities. This literally means teachers were both leaders and administrators which was a challenge to them given the limited time at their disposal. On the other hand, Muijs and Harris (2003) understood the challenge of workload to teachers, and suggested that time needs to be set aside for teachers to be able to engage and explore other leadership roles outside the classroom, within and beyond the school. Furthermore, Wasley (1991) conveys that more time is required by the leaders in order to fulfil both academic and leadership roles such as planning and training. Next is the discussion on how limited knowledge about leadership constrains teacher leadership development.

4.5.3 Limited leadership knowledge

There is a limited body of knowledge about teacher leadership in an African context. As a result, limited research on and limited exposure to the concept, restricts knowledge on the concept. The following data quotes supported this notion. One teacher indicated that: "*There is a lack of training and no induction or Professional Development Programme at school. Some of us are still less experienced and we do not have enough knowledge about leadership"* (QT5). This view was supported by the HOD who mentioned that*: "We teachers, we are not trained. We are trying to lead but we don't have enough knowledge on leadership"* (SMT3).

It is evident from the data quotes that teacher leaders had limited exposure to knowledge in terms of leadership. It was impressive to observe that teachers were willing to take up leadership roles. Sadly, a lack of leadership knowledge constrained the emergence of teacher leadership as teachers may not feel confident to take up leadership roles until knowledge is acquired. As one teacher put it: "*Teacher leadership seems to be an interesting topic but as I said, we are not well acquainted with it. Sometimes you might volunteer to lead an activity but you may fail to do it effectively due to lack of leadership skills"* (TA).

Of course, teachers might have specific knowledge as they are not empty vessels, but that knowledge needs to be nurtured (Davidoff & Lazarus, 2002). In support of this claim, Grant (2006) emphasises that "teachers, principals and schools need time to develop the knowledge, skills and values necessary for distributed leadership and teacher leadership to become a reality" (p. 529). To elaborate more, Muijs and Harris (2007) ascertain that while leadership can be learned, at the same time it can be developed. It is therefore against this backdrop that my study aimed to create opportunities for expansive learning with the hope of developing leadership knowledge among teacher leaders. In the next section I pay attention to the lack of motivation to lead as a constraining factor to teacher leadership.

4.5.4 Teachers' lack of courage and motivation to lead

When teachers are motivated to lead it is likely to result in a transformation of leadership in the school. Transformative agency is what this study advocated for and I argue that there is a need for

motivation of teacher leaders to develop their agency. This section provides evidence that teachers in the case study school had poor motivation to take up leadership roles. There was evidence from data sets that while some teachers were motivated to lead, there were those who opposed the initiatives and this discouraged teacher leaders. Some of the remarks by participants indicated that teachers resisted taking up leadership roles because, *"People do not want to be labelled poor leaders. They do not want their weaknesses to be known"* (TM). Another participant had the same observation on the resistant colleagues *"Sometimes, it is teachers' attitudes. One may say, I don't care as long as I get my salary"* (TA). Similarly, one teacher mentioned that, *"sometimes one loses courage to partake in leadership as others do not support you. You come up with an initiative, others discourage you"* (TB).

It is clear from the above respondents that not all teachers were intrinsically motivated to carry out leadership roles. In other words, there were those who were not eager to learn from their mistakes, if any. Muijs and Harris (2007) affirm that to some extent there may be an estrangement among teachers as a result of a disagreement between those who are for and those who are against teacher leadership. Grant (2012) also observed that some teachers may refuse to lead or reject the leadership roles simply because of the assumption that it is not their duty. In a similar vein, Muijs and Harris concluded that "some teachers saw themselves only as classroom practitioners and therefore could be very reluctant to see themselves in a leadership role or indeed, to take on such a role" (p. 120).

The lack of motivation for teacher leadership contradicts the tenets of distributed leadership as advocated for in this study, as the leadership roles may end up on one group's shoulders, the SMT.

Teachers' motivation to carry out teacher leadership roles needs to be increased. In line with Grant et al. (2010b), I argue that "teachers require support from the principal as leader of leaders and through continuing professional development initiatives, both inside and outside the school (p. 405). With this support, their motivation to undertake leadership roles may be stimulated.

4.6 Conclusion

This chapter presented the data and the discussion of findings from all data generating tools as discussed in Chapter Three. Data was analysed and categorised into themes in response to the first three research questions. The findings revealed that varying understandings of the concept of teacher leadership existed. The chapter also illustrated the zones in which teacher leadership emerged and the roles they were engaged in each of these zones. There is a need to strengthen teacher leadership in all areas (zones) as this has the potential for transformative leadership. Although there were enabling factors that promoted teacher leadership in the case study school, challenges that hampered teacher leadership were also identified.

CHAPTER FIVE: SURFACING CONTRADICTIONS TO TEACHER LEADERSHIP DEVELOPMENT & MAPPING A WAY FORWARD: A PRESENTATION AND DISCUSSION OF FINDINGS

5.1. Introduction

As a formative interventionist, this study was underpinned by distributed leadership which manifests itself in the form of teacher leadership, the focus of the study. Along with Lieberman and Miller (2004), I argue that, "teacher leadership is one powerful way to make our schools work for everyone in them - students and teachers" (p. 90). However, the development of teacher leadership in schools appears to be faced with certain challenges as discussed in Chapter Four. In order to identify and understand the systemic causes of these challenges, Cultural Historical Activity Theory (CHAT) was found to be an appropriate theory in surfacing the cultural historical contradictions in the development of teacher leadership. A brief discussion on the significance of CHAT will be presented, followed by the heart of the chapter, a presentation and discussion of findings from the intervention phase. The structure of the presentation and discussion of findings in this chapter will be organised in relation to phase two of data generation, change laboratory workshops, and will address the following research questions:

4. *How can a series of change laboratory workshops develop teacher leadership in schools?*
5. *How did the change laboratory workshop sessions benefit the participants?*

CLWs were conducted to provide opportunities for expansive learning; this principle of CHAT encourages participants to realise their transformative agency (Engeström, 2006). The findings are presented in terms of change laboratory workshops conducted, by drawing on particular learning actions of the expansive learning cycle. In the next section my attention turns to a brief discussion on the significance of CHAT in my study.

5.2 The significance of CHAT in my study

As indicated in Chapter Two, I employed the second generation of Cultural Historical Activity Theory (CHAT) as an analytical tool to surface the contradictions in the development of teacher leadership which I present in this chapter. One of the reasons why CHAT was employed in my study is because of its fourth principle of ***the role of contradictions*** which has a potential to effect change and development in the activity system. Foot (2014) describes contradictions as not problems to be fixed, but "lenses through which participants in an activity can reflect on the developmental trajectory of the activity system and understand its dynamics" (p. 17).

CHAT's intervention method, CLWs were conducted to provide opportunities for expansive learning as transformative agency (Engeström, 2006). The striking significance of CHAT in my study is that it has a potential to enable research practitioners to dig deep for the systemic causes of the current practice in their school. Figure 5.1. below is the model of CHAT as adapted for this study.

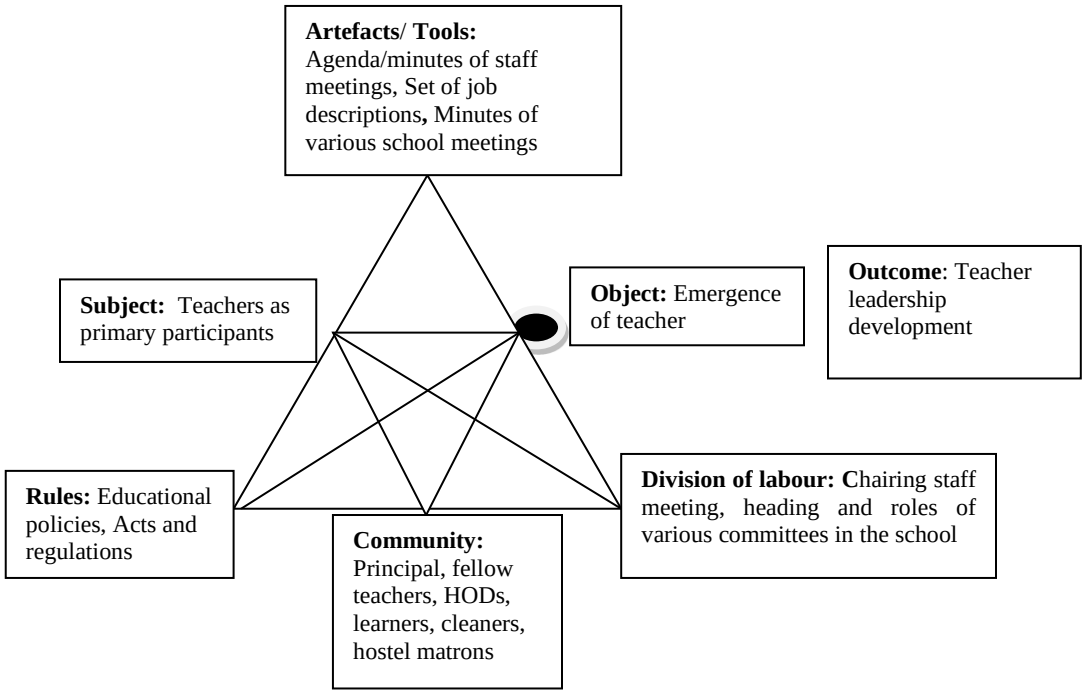


Figure 5.1: Model of activity system for CHAT second generation as (adapted from Engeström, 2016, p. 108)

In the next section I present a brief summary of the change laboratory workshops.

5. 3 Change Laboratory Workshops

As presented in Chapter Four, teacher leadership is constrained by a number of factors that required a researcher-practitioner intervention such as a change laboratory in order to realise leadership transformation in the school. In addition, CLWs were necessary to present the mirrored data to participants and facilitate an expansive learning process. Following Sannino et al. (2016), I conducted four CLWs designed as "sessions whereby participants and researcher- interventionists use a set of representational devices [for example CHAT] designed for jointly analyzing disturbances and contradictions in their activities and for developing new solutions" (p. 4). Details of CL sessions are summarised in Table 5.1. In each CLW session, I drew from a particular learning action for example questioning, analysing, modeling, testing the model, implementation, reflection and consolidating and generalising.

To remind the reader, the CLW sessions aimed to provide answers to my last two research questions namely: *1) How can a series of CLWs develop teacher leadership? 2) How did CLW sessions benefit the participants*?

The table below illustrates the plan for the CLWs:

Table 5.1: CLWs' plan

CLW session No.	**DATE**	**Duration**	**Purpose**	**Expansive Learning action**	**Participants**
1	16 July 2019	2 Hrs	To mirror data generated across data sets that posed challenges to teacher leadership development.	Questioning	All the participants
2	18 July 2019	2 Hrs	To accord the participants an opportunity to analyse challenges and surface contradictions to each challenge.	Analysis	Primary participants
3	19 July 2019	2 Hrs	To accord the participants an opportunity to analyse challenges and surface	Analysis	SMT

			contradictions to each challenge.		
4	11 September 2019	2 Hrs	1. Group presentation on systemic causes or inner contradictions of teacher leadership development. 2. A space for the participants to generate solutions to the surfaced contradictions.	Modeling solution and Examining the model	All participants

5.3.1 Change laboratory workshop 1: Learning action 1 – questioning

This change laboratory session aimed to mirror data to the participants as emerged and analysed during the contextual profiling phase in Chapter four. The mirrored data were challenges used to surface contradictions to the development of teacher leadership in the next session. By means of a Power Point presentation as a mediated artefact in CHAT language, the challenges as discussed in Chapter Four were mirrored to the participants as follows:

1) The notion of top-down school management structure;
2) Time constraints and a demanding teacher's workload;
3) Limited leadership knowledge; and
4) Teachers' lack of courage and motivation to lead.

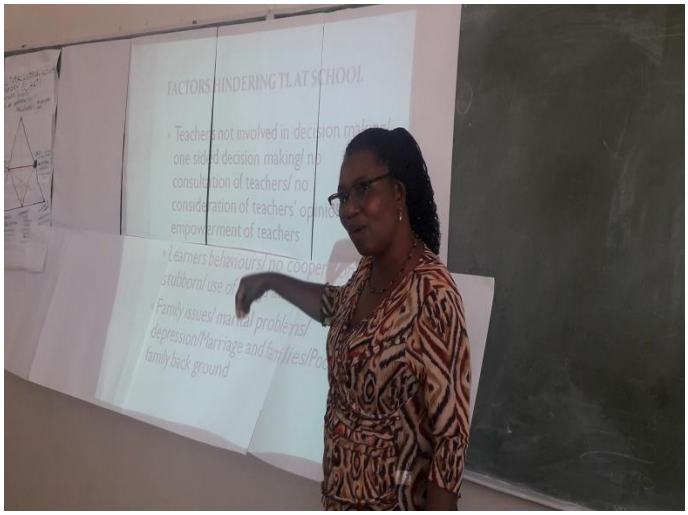


Figure 5.2: Mirroring data during first change laboratory workshop

Engeström and Sannino (2010) refer to these problems as 'mirror material' serving as a first stimuli in the change laboratory sessions which "stimulate involvement, analysis and collaborative design efforts among the participants" (p. 15). The (mirror material) triggered expansive learning as such, because participants started **questioning** the data as the first expansive learning action. For example, one SMT member commented on the mirrored data saying: "*This seems to be an eye opener. I never knew whether we have all these challenges in our school. I really learned something new"* (SMT2). One teacher joined their colleague in expressing his feelings about the problems identified and remarked: "*I think we should use this platform wisely to learn more about these challenges. We might bring a change in our style of leadership"* (T3). I played my role as researcher-interventionist to stimulate their questioning by asking if the mirrored data was a true reflection of the current practice in their school. What follows is a video transcription as a source of data on the learning action, questioning.

Table 5.2: Video transcription of 16 July 2019

Researcher: I can see you want to deliberate more on the data but let me first ask: Are the mirrored problems a true reflection of the current practice in your school? **SMT1**: Just to find out how these problems were sourced? Is it a general observation or are from us as participants? **Researcher**: All these problems were sourced from four data sets I employed: questionnaires, interviews, observation and document analysis. **SMT1**: [Satisfied] Alright. But bullet no. 5, lack of motivation, I don't agree with it. We have a strong evidence of motivating teachers in our school. **Researcher**: Alright, that is an SMT point of view, teachers what are you saying on that? **T2**: That may be an individual perspective but we have evidence of motivation in our school. **Researcher**: May you please give examples of this evidence you are referring to. **T5**: Award ceremony is one strategy to motivate best performers in school. **T3**: But sometimes recognition does not only come as an award but even a word from the mouth like 'job well done' can be recognition. Maybe that is what we don't consider as important as an award. **Researcher**: Alright, are you now in agreement with the rest of the mirrored problems? **T1**: I think all do exist in our school. **T4**: I support the colleague. These are really problems in our school and I think we need to find ways to address them. **Researcher**: Alright, in the next session you will be in groups to discuss the root causes of these problems and suggest what can be done.

The above table demonstrates that the participants understood what they were supposed to do in the session. They used the platform to make sense of what was transpiring through questioning for a common understanding on the current practice in their school. The participants were critical in understanding how data were generated, which was one way for them to establish "trustworthiness" of mirrored data (Cohen et al., 2018). In view of their comments and questions, it stood out that they appreciated the platform and were eager to learn more on the mirrored

problems. Furthermore, the participants were interested to look into the mirrored problems and find ways to change the practice. Their expansive learning action of questioning seemed to pave the way for my study's object, teacher leadership development which on the other hand may be an attempt to answer my research question "*How can a series of CLW develop teacher leadership in school?"*

It was interesting to observe how one participant's point of view triggered others' expansive learning. Subsequently, the participants were made aware of what to expect in the next change laboratory workshop which I now turn to.

5.3.2 Change laboratory workshop 2 and 3: Learning action 2 – analysing

These sessions took place on the 18th and 19th July 2019 respectively with a similar purpose in each workshop and that was: to allow the participants to look into the identified challenges as indicated earlier and **analyse** them applying both actual empirical and historical analysis (Engeström, 2016). **Analysis** is the second learning action of expansive learning.

A model of CHAT was also displayed for them to make reference to in the process of analysing. The main ideas in the group discussions were recorded and transcribed and some were captured as evidence. A discussion of the contradictions highlighted in the challenges now follows.

a) Education system was structured as bureaucratic and hierarchical

In this CLW, the existence of the notion of a top-down management structure which posed a challenge that hampered leadership development was interrogated. The participants identified that a possible contradiction could be that the e**ducation system was structured as bureaucratic and hierarchical**. This was found to be a secondary contradiction between the subject (teachers) and the community of significant others (SMT). However, it can also be a primary contradiction within the community of significant others in the sense that if an SMT member believes that he/she is the sole leader it might be difficult to relinquish power to others. As a result, this may contradict the object of teacher leadership development. In the process of analysing, I captured one teacher

pointing out that, *"every time you want to initiate something you are forced to follow the communication channel, first HOD then the principal"* (T3). Another teacher supported the argument and said: "*The school leadership structure has put us teachers in an awkward position in terms of leadership. There is nothing that you can do without the top managers' input. I think the structure is depriving us the opportunities to lead."* (T1). One teacher continued the discussion and remarked:

> *The point of the SMT being autocratic, favouritism and discriminatory is a result of the hierarchical structure in the school. They lead the way they lead because the structure made them to believe that they have the supreme power over things in the school* (T5).

The above discussion illustrates that **bureaucracy** and a **hierarchy of school structure** which is a result of structures in the education system in Namibia, were the root causes of other related challenges such as an autocratic SMT, favouritism and discrimination. The system places more power on those in positions, hence the SMT members were made to believe that they are accountable for all programmes in the school. By virtue of bureaucracy, Foster (1989) also establishes that leadership occurs as a result of position.

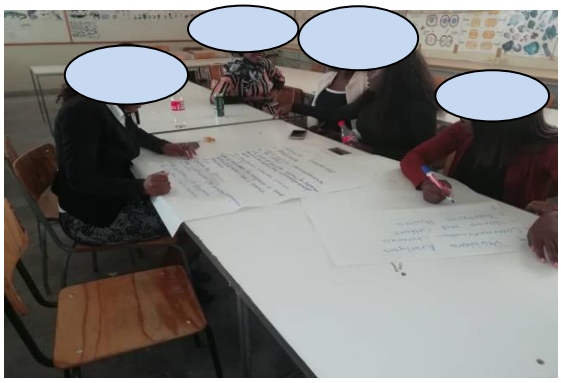


Figure 5.2: Group 1 (teachers) during CLW2 ***Figure 5.3: Group 2 SMT during CLW3***

The pictures above show the discussion process of two groups carrying out expansive learning action 2 (**analysing**) "the origin and context of the problem in the activity system" (Virkkunen & Newnham, 2013, p. 82).

b) Policy documents set as regulations in school

Another striking point of discussion from all the groups was the issue of **policy documents being set as regulations in the school**. This was surfaced as an underlying factor which gave rise to the challenge of **time constraints and demanding teachers' workload**. This inner contradiction may cause tension as a secondary contradiction between the subject and division of labour, or between artefacts and the object. In this case artefacts may be the 'Set of Job Descriptions for Principals, HODs and Teachers'. One teacher from group 1 remarked:

> *In as much as I want to take up leadership roles other than my daily teaching role, the policy requires me to do this and that. Take for example, the policy that says I should supervise afternoon study sessions is the same that requires me to mark learners' books, plan next day's lesson after school. I think policies complicate things* (T2).

This discussion was elaborated upon by another teacher who had a similar concern and mentioned: "*It is just too much that … too much administrative work. We have no time to manage or lead everything. Policies just made work life tough to us. They require us to do this and that within a limited time*" (T5).

In their analysis, SMT members also identified similar ideas. For example, it was mentioned, "*perhaps our job description covers a lot than time available, but what else can we do because that is set policy documents, we comply*" (SMT 1).

Another SMT member alluded to how policy documents set as regulations in schools contradict teacher leadership development: "*Look, some leadership programmes were in place but due to time constraints the activities could not be carried out. Take for example, induction and CPD programme is in place. Perhaps we need to relook into the allocation of responsibilities among ourselves"* (SMT3).

One teacher raised a concern about policy documents as a contradiction to teacher leadership development by indicating that, "*like me, the fact that I teach languages … I have no free period at all. Too many responsibilities require more time. Policies need review*" (T4).

Time as a constraining factor to teacher leadership was also identified in the work of Muijs and Harris (2006) who posit that "a lack of time for teachers to engage in activities outside of classroom teaching and administration appears to be a key inhibitor to teacher leadership, as it is to other educational initiatives" (p. 970). One may conclude that the development of teacher leadership is not instantaneous but its realisation requires time and collaboration. Having said this, I concur with Grant (2006) that teachers, principals and schools need time to develop the knowledge, skills and values necessary for distributed leadership and teacher leadership to become a reality (p. 529). This implies that until sufficient time is available for teacher leaders to practice teacher leadership, the phenomenon will remain restricted. For this reason I argue that contradictions to teacher leadership development need critical reflection for the development of amicable solutions.

c) Limited Continuous Professional Development

In the previous chapter, the findings indicated that teacher professional development opportunities were created. This included drafting and evaluation of curricula and facilitating a few workshops. None of these tasks were specifically focused on leadership. The reason why I highlight this, is to alert the reader that those ad-hoc tasks differ from teachers engaging in a Continuous Professional Development programme. The engagement in such a programme is long-term, includes all staff members and provides the necessary knowledge.

Limited Continuous Professional Development (**CPD**) as one of the underlying factors in the development of teacher leadership was also surfaced as a systemic cause of the challenge of limited leadership knowledge. In CHAT language, this was found to be a secondary contradiction between subjects (teacher leaders) and rules. In this case, the rule could be the school, circuit, region or ministry who might fail to organise leadership training for teachers. As a result, the object of teacher leadership development cannot not be achieved. During the discussions one teacher expressed that:

> *I can remember when CPD was first introduced in our school some years back, but the programme just died naturally before we benefitted from it. No leadership training that I can remember attended for the past five years* (T1).

Finally, another teacher suggested: "*We should take **limited continuous professional development** as a contradiction because through CPD we could have gained knowledge about leadership*" (T2).

Similar views were expressed by SMT members also. For example, the HOD explained: "*I have noticed that teachers and even us, like myself did not benefit much from CPD. The program is no longer active in school. It is the reason why we have no sufficient knowledge on teacher leadership*" (SMT2).

In response the principal added: "*Then why can't we take limited CPD as a cause of lack of leadership knowledge. I think limited CPD activities can be a contradiction to teacher leadership really*" (SMT1).

Another HOD agreed to the idea, "*I too support that idea. Lack of Continuous Professional development is the reason why knowledge about teacher leadership is lacking. We used to hear about teachers going to workshops but not on leadership, I wonder why?*" (SMT3).

The conversations above demonstrate how the two groups applied analysis as a learning action to surface limited Continuous Professional Development as an inner contradiction in the development of teacher leadership.

As Yamagata-Lynch (2010) puts it, "secondary contradictions take place when two nodes of the activity system conflict with one another" (p. 22). Furthermore, limited Continuous Professional Development was surfaced as a contradiction from the challenges such as limited knowledge on leadership, lack of training and lack of induction, especially for novice teachers. As highlighted earlier, one may acknowledge that teachers as indicated in Chapter Four have opportunities to attend workshops, but that those workshops might be in their respective subjects only and not necessarily about leadership. Having said this, I quote one teacher who indicated that, "*Of course I once attended a Geography workshop but that did not equip me with leadership skills. It was more of subject content. I still need training in leadership"* (T1).

My experience has also informed me that in Namibia, more attention has been given to leadership training of principals, such as instructional leadership training offered to principals some years back. Instructional leadership does not accommodate transformative and distributed leadership which my study advocates for. It views leadership as a positional aspect which to some extent encourages "solo leadership" in schools.

d) Socio cultural power

The groups kept on zooming in on the mirrored data to surface more contradictions. I maintained my role as a researcher-interventionist in each group to "provoke and sustain an expansive transformation process led and owned by the practitioner" (Engeström, 2006, p. 8). Analysis as an expansive learning action continued and s**ocio-cultural power** was surfaced as another contradiction to teacher leadership development. This was found to be the systemic cause of t**eachers' lack of courage and motivation to lead**.

The participants revealed that culture played a major role in the way members of the school interacted with one another. They expressed that although in a school people share a common object, culture may determine how they act or react to a particular activity. For example, one teacher reflected that:

> *Sometimes you know you are heading a committee where there are senior teachers in terms of age, experience and so you may not be free to talk to them as colleagues because in our culture an elder is just an elder my dear. You have to be kind of … humble, you know* (T3).

This could be linked to what was discussed in the SMT group when one HOD remarked that:

> *Cultural beliefs are really existing and have to be respected otherwise you will be seen as rude and disrespecting elders. Since my childhood a community is only led by one person either a king, queen or headman/headwoman. You cannot run away from that* (SMT2).

The above excerpt indicated that while the participants wanted to embark upon teacher leadership development, they were in one way or another influenced by **culture**. Apart from culture, some social factors were also seen as challenges to teacher leadership. One teacher alluded that:

"*Sometimes we are also challenged by social aspects like family background. If you are known to be from a poor family background, it is by God's grace that people follow or listen to you"* (T1).

Socio-cultural power as a contradiction to teacher leadership development was surfaced from challenges such as traditional beliefs, age differences of teachers and family backgrounds. This is in line with Danermark et al., (2002) who assert that, a "characteristic of the social world, culture is its significance passed on by tradition" (p. 158). Similarly, Foot (2014) endorses that "humans are enculturated, and everything people do is shaped by and draws upon their cultural values and resources (p. 3). This implies that culture, as alluded to by the participants earlier, may have more influence on the development of teacher leadership. From the CHAT perspective, culture in this case is regarded as a secondary contradiction between the subject (participants) and the community (senior staff members in school). It may also be a secondary contradiction between the rules and the object. This means that what is believed to be acceptable attitudes or behaviour for example, elders talk while juniors listen and obey, contradict the object of teacher leadership development where all members are supposed to have equal opportunities to lead. Participants revealed also how the school's culture of not supporting one another hampered teacher leadership. For example one teacher mentioned that:

> *There are times when one leads an activity for example organising a school tour, bazaar, weekend or afternoon classes but only few teachers that render support because the majority believe that there are no other leaders in the school but the principal* (T4).

In the excerpt below, one SMT member also pointed out how other teachers may inhibit the development of teacher leadership: "*I have been in this school for more than 10 years now and I have noticed that our people react to the instruction of the principal than to any other teacher*" (SMT3). One SMT further remarked: "*I think our practice is influenced much by culture. Now that we have these types of studies, we should really try to change the practice*" (SMT2).

In the above excerpts participants indicated how challenges such as teachers' lack of courage and motivation to lead were used to surface s**ocio-cultural power** as a contradiction to teacher leadership development. Nevertheless, it was interesting to note that despite the contradictions, participants were looking forward to formulate turnaround strategies for teacher leadership

development. This literally implied that this CLW session enabled participants to realise the need for transformation in their leadership practice, for example, when a participant indicated: "*we really need to look into strategies that motivate teachers to lead school programmes*" (SMT3.) They demonstrated their transformative agency towards the development of teacher leadership. Participants of this calibre are what this study aimed for, teachers with passion to lead their schools. Along with Niemann (2012) there is a need for these type of leaders who take responsibility to discover tensions and intervene to resolve them.

Having discussed how the contradictions were surfaced in CLW2 and 3, I now turn to present findings from the change laboratory workshop 4.

5.3.3 Change laboratory workshop 4: Learning action 3 and 4 – modeling the solution and examining the model

The purpose of this session was twofold: Firstly, to allow the groups to present the surfaced contradictions. Secondly, to create a space for the participants to generate solutions to the surfaced contradictions in the activity system. For this session, they (participants) were to learn expansively by employing learning action 3, **modeling the solution**.

Arguing along with Sannino et al. (2016), "learning expansively requires breaking away from the given frame of action and taking the initiative to transform it" (p. 7). In this session, participants were exposed to the contradictions of teacher leadership and in the process their potential capabilities to resolve these tensions was developed. In other words, the participants initiated some generative solutions to the contradictions. Generative solutions are what Sannino et al. (2016) refer to as "locally initiated appropriate solutions, which can lead to practical systemic transformation" (p. 10). My study advocated for transformation in the current practice of teacher leadership, hence this CLW demonstrated a potential to achieve the object of the activity system which was teacher leadership development.

Although a lot was discussed in the groups during the previous session, they all reported **four contradictions** that emerged as critical and they are as follows:

a) Education system structured as bureaucratic and hierarchical;
b) Policy documents set as regulations in school;
c) Limited Continuous Professional Development;
d) Socio-cultural power.

My role as facilitator was to guide the research participants to generate the possible solutions on the surfaced contradictions by asking them to suggest what they thought could be done to solve the presented contradictions.

Figure 5.4: Group 1: Teachers' presentation

Figure 5.5: Group 2: SMT's presentation

The participants learned expansively and possible solutions were sourced. I captured some participants' views while modeling the solution to the contradictions. For example, one teacher suggested "*We have some clubs in school, but they are just for the learners. When will we have a club for us as teachers? I think it is high time that we teachers establish our own club where we can learn new things like leadership*" (T3). Another teacher excitedly supported the idea of establishing a CPD club "*Brilliant idea! I really like to see a teachers' club in our school. This might help us to even get an opportunity to invite experts to come and talk to us about leadership"*

(T5). The idea was further supported by SMT members who indicated: "*The idea is fully supported we should just start thinking of who to be the head of the club, who can be members of the club etc"* (SMT2).

As Engeström (2009) puts it, a change laboratory creates the opportunity of expansive learning in which existing contradictions and tensions within the activity system are resolved by the participants. In addition, Heystek et al. (2012) convey that "people in an organization have to work through diversity issues with the responsibility, integrity and willingness to resolve tensions" (p. 38).

The table below indicates the summary of emerged contradictions and possible solutions suggested during the session.

Table 5.3: Emerged contradictions and possible solutions

Emerged contradiction	**Possible solutions**
Limited Continuous Professional Development (CPD)	➢ Establish Teachers' CPD club in school ➢ Identify critical ministerial/curriculum documents for their content interpretation in the club ➢ Create opportunity for discussion of leadership activities through mini onsite training on leadership ➢ Initiate CPD activities/programmes for teachers every year
Bureaucracy and hierarchical school structure	➢ SMT should consult teachers for an opinion before their final decisions ➢ Equal leadership roles should be given to all teachers ➢ Respect committee heads' role in the committee ➢ SMT to empower the teachers
Socio-cultural power	➢ Establish team building programmes ➢ Create a supportive and collaborative culture of leadership ➢ Reinforce committees and support of committee heads ➢ Encourage delegated tasks in pairs or groups
Teachers' workload versus time constrain	➢ Review allocation of co- and extracurricular duties ➢ Enroll for short courses on time management ➢ Heading a committee should be a shared responsibility

Thereafter, the participants went on to review the contradictions and generative solutions in order to prioritise them in terms of what mattered most to them. After an intense discussion, the idea to establish a Teachers' Leadership Club (TLC) outweighed others. The club was meant as a platform for teachers to come together and learn leadership skills which they could then apply in their daily practice. They however, started **examining the new model** (Teacher Leadership Club) (expansive learning action 4) in terms of when and how to implement it. In other words, the practitioners started to model the new solution focusing on its feasibility while anticipating the implications that might be encountered in its implementation (Virkkunen & Newnham, 2013). Although the participants were passionate to establish the club they started **questioning** their current demanding workload versus their intention to implement the new model and realised its limitations. During the session, various competing ideas were brought forth concerning the next action of the new model. This is captured in the excerpt below:

Table 5.4: Video 1: 12.09.2019

Teacher 4: If we take time and introduce the club, this will help us in many ways like for example, improve our language proficiency, boost our confidence and on top of all enhance our professional development.
Teacher 3: Of course. The club will definitely help us learn more about teacher leadership.
Teacher 2: But how should we go about it?
Teacher 5: In as much as I want us to try implementing the solution, time is not just on our side. Imagine we are already caught up with these external oral examinations. When will we get time for this practice?
SMT2: I think we need to park this exercise until the end of the year when we are done with teaching and learning.
Teacher 1: That seems to be a good idea. Because you know leadership development really need time. We need more time to plan… and even consult other teachers, you know.
Researcher: Now I am capturing different ideas. Which one is your way forward?
Teacher 3: I endorse the implementation but in November this year when we are done with most of teaching and learning activities.
Researcher: Can you perhaps suggest then what you want the club to focus on.
Teacher 4: I suggest the club should have a committee to organise leadership activities.
Teacher 5: Yes and my suggestion is that training on teacher leadership should be organised by the club committee for us to learn more about leadership.
Teacher 2: I think we need a club organiser and assistant for them to lead the club. I nominate Ms (Teacher 3) to be the organiser.
MT 1: I second the nomination. And Mr. (T1) as an Assistant, yes.

It was evident from the conversation above that the participants were concerned about testing and implementation of the new model. Time and their demanding workload as expressed earlier, were challenges. This had also featured in the evaluation form of the sessions whereby some participants

when asked to give any comment, one participant wrote: *"There is a challenge of time constraints which affects [our] availability as participants"* (E6), and the other one was captured as *"We need enough time for proper discussion and planning of all actions"* (E2). It also stands to reason that testing could not be done before the consultation of other staff members. As Virkkunen and Newnham (2013) emphasise:

> It is important to notice that the examining and testing of the new model should not be confined to those who take part in the Change Laboratory. On the contrary, the examination of the model can partly take the form of interviewing and negotiating the new solution with the management and those with whom the practitioners collaborate. (p. 99)

The participants resolved to continue with the learning action of **implementation** after they completed teaching and learning activities towards the end of the year. This would be realised through the establishment of a CPD club to enable teacher leadership development in the school.

As a result my study could not witness the last four expansive learning actions namely, testing, implementing, reflecting and consolidating as I was required to go back to work. However, the participants made a resolution to keep in touch with me, at the time they start with the implementation, so that I may help them with their leadership development plans and activities. As Foot (2014) posits, expansive learning is not linear, actions may start and end anywhere. This argument is endorsed by Yamagata-Lynch (2010) that "in some cases, the activity may collapse altogether and the subject may not be able to attain the object (p. 23). Findings had also informed my study that the contradictions in the development of teacher leadership had a long history from the apartheid era, hence it required more time to resolve (Engeström, 2006). Nevertheless, it emerged from evaluation of the sessions by participants that the CLWs had benefited the participants as presented next.

5.4 The Benefit of a Change Laboratory in Developing Teacher Leadership

In this section I present the views of participants in reflecting on the CLW sessions considering the impact made by CLWs on their personal and professional development. This helped me to answer my research question 5: *How did CLW sessions benefit the participants?*

Due to unaccomplished expansive learning actions, particularly learning action no. 5 of implementation, the participants could not reflect on the new model. They, however, could still express how they benefited from the study especially participating in the change laboratory sessions. This was evidenced through the administering of an evaluation form which was completed by the participants.

In response to what was the most interesting part of the sessions, participants had the following to say: "*What stood out for me was the discussion and analysis of problems identified as well as finding possible solutions to problems" (*E3). One more remark captured was "*the sessions were interesting and I learned something new, CHAT theory*" (E1).

The above comments demonstrate that CLWs enabled participants to find solutions to problems identified which may also help them to cope with those problems (Sannino et al., 2016).

By answering the question of whether CLW sessions had any positive impact on them, one participant remarked: "*Personally, I have developed confidence and high self-esteem. Professionally I have learned new concepts such as Teacher leadership and CHAT, a theory that can be used to locate causes of leadership problems in school"* (E1). To cement the positive impact of CLWs on the participants, another participant mentioned that it was "*an eye opener, as it really helped us to see the revealed problems of leadership in our school and have an opportunity to look for possible solutions to the problems. This has expanded my leadership knowledge*" (E3).

The above views indicated that CLWs benefited the participants by not only according them the opportunity to discuss problems in their school, but also to dig deep for transformative actions (Engeström, 2006).

The participants' evaluation of the CLW sessions also served as evidence that the participants were still willing to participate in future sessions. Responding to the question of whether they would avail themselves for any CLW session in the future, some participants wrote: *"Yes, the workshop is knowledgeable. It can prepare a teacher to become a good leader, so I will not hesitate to participate again if I happen to be invited"* (E2). Similarly, another participant responded: *"Yes I*

will be ready to attend, provided that we are given sufficient time for arrangement, otherwise I am ready for future workshops" (E6).

In view of the evaluation, the change laboratory process was beneficial to the participants in various ways. There was evidence suggesting that further CLW sessions were essential as the sessions resulted in an exposure to new knowledge. This aligns well with Virkkunen and Newnham (2013), who posit that a CLW should focus on the current, essential problems and realistic possibilities for further development of the activity (p. 69). The participants showed interest and willingness to participate in future workshops in order to develop themselves as teacher leaders. It was also interesting to conclude from the evaluation that participants had learned new concepts, such as teacher leadership and CHAT, which is evidence that expansive learning was to some extent achieved. The resolution by the participants to test the new model and implement it towards the end of the year, was also a strong indication that the study may, though on a long-term basis, achieve its objective, teacher leadership development.

5.5. Conclusion

In this chapter I presented the findings from change laboratory workshops, the second phase of data collection. Findings revealed that challenges identified in the school emanated from underlying factors which were surfaced as contradictions to the development of teacher leadership. The chapter highlighted how a series of change laboratory workshops were conducted to create a space for teacher leadership development through expansive learning actions.

It was evident in the chapter that CLWs was not only a space for surfacing the contradictions to teacher leadership development but also a space for the development of generative solutions to the contradictions. The chapter further indicated how the CLWs facilitated the achievement of the first three learning actions of expansive learning. This chapter concluded with the participants' reflections indicating how they benefitted from the change laboratory workshops. The next chapter (Chapter Six) concludes by summarising the findings of the study.

CHAPTER SIX: FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

It is almost the end! In this concluding chapter, firstly, I briefly summarise the findings in response to the research questions that guided this study. Secondly, the significance of CHAT to my study will be interrogated. Thirdly, the possible limitations of this study and where possible how I tried to address them, are highlighted. Finally, recommendations for practice and future research are provided.

6.2 Key Findings of the Study

6.2.1 Understanding the concept of teacher leadership

The study revealed that the majority of teachers and School Management Team (SMT) understood the concept teacher leadership from different perspectives. This is quite common as literature alludes to the notion that varying understandings of the term teacher leadership exist (Muijs & Harris, 2003; Grant, 2008). Although the concept was defined differently, it emerged that the dominant perspective was that teacher leadership was viewed in relation to teacher's abilities and skills to manage a class; both these perspectives informed my understanding of the concept. My attention now turns to the roles currently fulfilled by teachers in different zones.

6.2.2 The 'where' and 'what' of teacher leadership roles

This study has revealed in Section 4.3.2 that teachers fulfil various leadership roles in all four zones of Grant's (2017b) teacher leadership model. It emerged in the findings that teachers take up leadership opportunities in their classrooms, outside the classroom, in whole school development and beyond. This aligns to Danielson (2007) who asserts that "teachers can find a wealth of opportunities to extend their influence beyond their own classrooms to their teaching teams, schools, and districts" (p. 14).

The study established that in the classroom (Zone 1) the teacher leaders perform two dominant roles, namely teaching and learning, as well as general classroom management. Teaching and learning was found to be at the heart of teacher leader activities. They went the extra mile to organise weekend and holiday classes for the purposes of teaching and learning. This aligns with Davidoff and Lazarus (2002), who consider teaching and learning as a significant aspect in the school culture. Teacher leaders were also found taking up leadership roles to manage their classrooms in terms of learners' discipline, punctuality and class cleanliness.

By working with other teachers and learners outside the classroom (Zone 2), teacher leaders had opportunities to perform some leadership roles. The findings revealed that there were three leadership roles that teachers performed namely: **Role 2: Providing curriculum development knowledge; Role 3: Leading in-service education and assisting other teachers and Role Four: Participating in performance evaluation of teachers**. My study indicated some leadership roles, such as teachers sharing feedback from workshops and meetings, practice of teamwork in assisting one another and moderation of end of the term tests to evaluate fellow teachers' work. In addition, teacher leadership roles have been fulfilled through the establishment of 12 committees in the school. Findings evidenced that teachers had the opportunity to exercise democracy through participation in various committees. Angula and Lewis (2002) advocate for democracy, as it is a way of providing for decision-making opportunities for responsible individuals both at national, regional, community and school level.

The study further revealed evidence of leadership roles which teachers took outside the classroom in whole school development (Zone 3) (see Section 4.3.2.3). In this zone, the dominant roles fulfilled were organising the school bazaar/fundraising, participating in the completion of the School Development Plan (SDP) and organising the school awards ceremony. The findings indicated that teachers were contributing to the mitigation of the financial crisis in their school as some of the activities such as educational tours and sport tournaments were supported financially by funds generated from the school bazaar/fundraising. Additionally, teacher leaders took part in evaluating their own work and that of fellow teachers through the completion of the School Development Plan. It was also evident that the school recognised the good work of the teachers through the school awards ceremony and teachers took the lead in organising the ceremony. This

implied that teachers were actively taking part in the development and improvement of their school performance. This is supported by Harris (2003), who insists that "teachers have the agency to lead change and to guide organizational development and improvement" (p. 322). The findings highlighted how leadership was not a positional role but a distributed aspect, where all teachers had equal opportunities to lead the school activities.

In the case study, school teacher leadership extended beyond the school, into the cluster, circuit, regional and national levels. This was revealed in the data as discussed in Section 4.3.2.4. that teachers undertook leadership roles outside the school by providing curriculum development knowledge (Role 2). It emerged from the findings that under this role, teachers mainly engaged in activities such as coordinating or facilitating workshops at both circuit and cluster level, which created an opportunity to learn while sharing new curriculum development knowledge. Apart from facilitating workshops, teachers also responded to invitations to attend regional, circuit and cluster workshops positively. There were also teacher leaders who participated in evaluation of the national curriculum, as well as taking part in national marking. These findings were indicative of teachers taking the lead in providing curriculum development or instruction through information sharing processes during workshops.

I should also indicate to the reader that my study highlighted evidence of teachers leading in-service education and assisting other teachers by teaming up with best teachers in particular subjects. In summary, as per Grant's (2017b) teacher leadership model which I employed as an analytical tool, findings revealed that teachers performed different leadership roles beyond their school. My attention now turns to the factors enabling teacher leadership.

6.2.3 Enabling factors of teacher leadership in the school

My study has shown that teacher leadership was enabled in the case study school through the creation of professional development opportunities such as workshop facilitation, examination setting and marking. This implied that teachers from the case study were team leaders in marking of national examinations and some took the responsibility to organise other markers in terms of transportation. At workshops, teachers believed they had the opportunity to lead other teachers,

assist one another and learn new things together. In summary, opportunities were created for teachers to lead professional development activities or programmes in school and beyond. This aligns with Muijs and Harris (2003), who posit that teacher leadership may be supported if school heads encourage teachers' continuous learning by creating Continuous Professional Development activities for the teachers. My study further revealed that establishment of committees was another opportunity to promote teacher leadership in the school, through which teachers made valuable decisions on different school matters.

It also emerged that the school had a clear and accessible communication system to improve communication channels. This was enabled by creating a WhatsApp group as a medium of communication. The idea of introducing a proper communication system to keep updating members of the school is supported by Davidoff and Lazarus (2002), who assert that "keeping in touch with what is happening requires a good communication system" (p. 109).

Although some teachers indicated that being delegated to carry out some activities, such as acting in the principal's office, or participating in circuit or regional awards ceremonies, my study did not consider these as teacher leadership but delegation. With this view I argue along with Harris, (2004) that teacher leadership cannot be equated with delegation.

Now my attention turns to present the factors that hindered teacher leadership development.

6.2.4 Factors constraining teacher leadership

This section presents findings from question 3, where about four factors emerged as hindering the emergence of teacher leadership in the case study school. The notion of top-down school management structures was found to be a dominant constraining factor. The findings of the study revealed that the organisational hierarchy was one of the constraining factors of teacher leadership. Factors such as interference and autocratic nature of the School Management Team in most school programmes and the undermining of committee heads were expressed as barriers to teacher leadership. The findings also revealed that teacher leaders have limited time for programmes or activities, other than teaching and learning. It became evident that teachers had a lot of administrative work in addition to their usual daily routine of teaching and learning.

The study also revealed that there were teachers who were willing to undertake leadership roles, but lack of knowledge was their challenge. Data indicated that the absence of leadership training and/or induction caused lack of leadership knowledge among teacher leaders. The last constraining factor for teacher leadership development emerged as lack of motivation for teacher leaders. In as much as teachers want to lead school programmes, there is no motivation from others. In other words, it came out that apart from teachers who were in support of teacher leadership, there were those who were against it. These challenges informed the study to conduct the change laboratory workshops as discussed hereunder.

6.2.5 Change laboratory workshops (CLWs) and the learning actions

In this study, four change laboratory workshops were conducted as an intervention to promote teacher leadership in school. In each CLW, participants applied a particular learning action namely: questioning, analysing, modeling and examining the model.

Findings from the CLWs indicated that participants learned expansively (Engeström, 2016) and discovered contradictions in the development of teacher leadership. As CHAT's intervention tool, the CLWs enabled participants to analyse their own practice and surface the systemic causes of challenges in the development of teacher leadership in their school. This is in keeping with Vennebo and Ottesen (2014) who mention that "CHAT provides a perspective to investigate leadership as emergent in historical activities and situated actions and operations" (p. 268).

Table 6.1: A summary of the surfaced contradictions and challenges identified during CLWs

Surfaced contradiction	**Zone of tension**	**Associated challenges**
Bureaucracy and hierarchy of school structure	Between subject and community	-Teachers felt powerless in heading activities -Slow communication channel -Autocratic SMT

Policy documents set as regulations	Between subject and division of labour -Between artefacts and the object	-Time constraints and demanding teachers' workload -Negligence of some teacher's roles -Teachers complain of no time for personal life -Less time left for teaching and learning
Limited CPD	Between subject and the rules	-Limited leadership knowledge -Teachers unwillingness to lead
Socio-cultural power	Between subject and the community Between subject and the rules	-Young teachers cannot lead elder teachers (traditional beliefs on age difference) -No leaders from poor family background (traditional beliefs)

Findings also indicated that possible solutions to the contradictions were suggested by participants as learning action 3 (modeling the solution) during change laboratory workshop 4, when teachers suggested the establishment of a teachers' CPD Club.

Data revealed that although not all the learning actions were attempted, CLWs made a great impact on the participants. Findings revealed that the participants had benefitted from the CLW sessions, as their perceptions of the concept of teacher leadership had changed, their self-esteem had increased and their self-confidence was enhanced. CLW data further suggested that a Teachers' Continuous Professional Development Club (TCPDC) would be established to address the challenges of limited Continuous Professional Development in the school. It emerged that solutions to challenges were suggested, both to be addressed in the short and long term basis which demonstrated that transformative agency among teacher leaders was enabled by the CLWs (Haapasaari & Kerosuo, 2015). Furthermore, as Virkkunen and Newnham (2013) point out,

"participants had a strong … motive for and emotional involvement in changing their activity system" (p. 67) as they were looking forward to the implementation of the idea to establish a teachers' CPD club. In this section, I highlighted the key findings from data on teacher leadership development in the school. My attention now turns to discuss the implications of the theoretical underpinning of my study.

6.3 The significance of CHAT in my study

In this section I reflect on Cultural Historical Activity Theory (CHAT) as an analytical tool. Firstly, I reflect on the positives in adopting this theory and then my attention focuses on some of the drawbacks I experienced.

Through CHAT's second generation, the participants surfaced and understood the underlying factors such as bureaucracy and hierarchical organisational structure, limited Continuous Professional Development, socio-cultural power and teachers' demanding workload and time constraints.

It is also worth recommending the use of CHAT in future research as it is a useful academic theory in dealing with unsettled problematic situations experienced both in formal or informal working environment and in educational activities (Roth & Lee, 2007).

However, some drawbacks in utilising this theory do exist. As highlighted earlier in Chapter Two, CHAT originates from Russia and was extended by Engeström to Finland where it has been widely used through its intervention toolkit the change laboratory (Yamagata-Lynch, 2010). This fact and perhaps many others stand to reason why my study pauses to alert the reader on some weak points about CHAT.

It was evidenced during the first CLW when I exposed the participants to concepts such as the change laboratory, expansive learning and CHAT. The participants were not well acquainted with these concepts and it took a bit of time to explain the basics of the methodology they were involved in.

Additionally, CHAT's principle of expansive learning cycle has seven learning actions which require the practitioner to devote more time to it. Time required for the accomplishment of learning actions was found to be a challenge, as the study was done part time, and there was limited time available for the study. Also CHAT is silent on the issue of power relations between the subject and the community of significant others, who might be required to participate in one particular CLW. For example, the teachers' (subject) autonomy to express themselves in the presence of the SMT members was limited by their presence. As a result, I suggested the two groups to attend separate CLWs namely CLW2 and CLW3. This had implications for the learning process as captured in an expansive learning cycle.

The other challenge was the conducting of CLWs after school. Participants were exhausted and ended up either arriving late or missing sessions. As a result, time scheduled for the session was reduced and all steps of the learning cycle were not reached.

6.4 Possible Limitations of the Study: Some Strategies Embraced

White (2011) establishes that "no method or methodology is without flaws" (p. 302) and my study is no exception. In this sub-section, I acknowledge that some things went as planned but I should also regrettably indicate that the study was not without limitations. To remind the reader, my study was oriented as a qualitative case study focusing on teacher leadership development in one case study school. By **employing the 2nd generation of CHAT**, the study was limited to a single activity system of teachers. More findings could be generated should the study be extended to include a learner or parent activity system respectively.

Sampling the participants was another limitation to the study as only nine out of 42 teaching staff were sampled, a number that was disproportionally low compared to the whole staff of 42 teachers including the principal and four HODs. I am aware that a sample of nine participants cannot fully represent the whole population of teachers in the school due to individual differences in understanding, experiences and perceptions. However, I used various qualitative data generating techniques to triangulate the findings.

I should also indicate to the reader that the **issue of positionality** might be a limitation for participation in the study. The targeted teacher leaders could have hesitated to participate in the study if they considered the purposes of my study linked to me as an official from the regional office. However, I made it clear throughout the study that I was just a student and that my study did not have any affiliation or interest in the regional activities.

Time constraints was another limitation experienced during the study. I experienced a challenge of time for conducting the CLWs which required about two hours each after school. Merriam (2009) points out that while the researcher intends to produce a rich, thick report of findings on the case, time will not allow it. Time was also a limiting factor, as even after school hours, there were some scheduled school programmes for example, study supervision, remedial programmes and some extramural activities.

6.5 Recommendations for practice

Findings from this study indicate that although at some point teacher leadership was enabled, there were some contradictions in its development. Literature reveals that leadership is for everyone and that commitment to it may contribute to improved performance in our schools (Grant, 2008). Therefore, the following recommendations may serve as turnaround strategies for the promotion of teacher leadership in schools.

- Extensive research needs to be conducted in order to create knowledge about this concept. This may help address the challenge of limited leadership knowledge that teachers are experiencing.
- Continuous Professional Development programmes need to be introduced in schools as opportunities for teachers to enhance their leadership skills.
- It is necessary that awareness should be created in schools for the SMT to relinquish power and advocate for and promote a collaborative culture.
- Teachers should be encouraged to enrol for short courses on time management and leadership. This may address the challenge of time constraints and teachers' demanding workload.

- School Management members and teachers need to undergo workshops with regards to teacher leadership and the contemporary forms of leadership.
- Policy makers and higher authorities in education should consider teacher leadership enactment in policy documents, in particular the *Set of job descriptions: Principal, head of department, teacher and subject/phase head*. This could be done in a consultative manner which is supported by research.

Now I turn to the recommendations for future research.

6.6 Recommendations for future research

It is worth acknowledging the work of the previous authors or scholars both national and international in the field of ELM. Their work informed my study's argument that teacher leadership is under researched, hence the following recommendations for future research:

- This study investigated the emergence of teacher leadership in a state secondary school; therefore future research on the investigation of the emergence of teacher leadership in a state primary school may be conducted
- There is room for further research on the same phenomenon using CHAT or any different theory in order to fill the gap that my study might have not considered. This will facilitate the expansion of the body of knowledge on this phenomenon in the field of ELM.
- With the exception of the two recent interventionist studies of Iyambo (2017) and Ndakolonkoshi (2017), most of the previous Namibian studies (Nauyoma-Hamupembe, 2011; Hashikutuva, 2011; Uiseb, 2012; Hanghuwo, 2014; Hamatwi, 2015) were interpretive studies. For this reason, an opportunity still exists for more interventionist studies on this phenomenon in the Namibian context to be conducted.

In the next section, I present my final thoughts on this research journey.

6.7 My final thoughts on the research journey

"I shall be telling this with a sigh
somewhere ages and ages hence:
two roads diverged in a wood, and I
took the one less travelled by,
and that has made all the difference."
Robert Frost

Figure 6.1: Research week at Rhodes University , Grahamstown, SA in 2018

In this section I consider it necessary to reflect on my research journey which started in January 2018 when I was just a novice researcher. The journey was challenging and at times I was very anxious. You can imagine how I struggled to adopt a culture of "***read, read, read then write, write, write even if you have little to write about***". These words of my supervisor echo in my thoughts.

My grappling with concepts and methodological issues throughout the research journey was captured in my self-reflective journal. The struggle was real and I learnt. Despite the potholes, I continued on this journey as I was reminded of the words of an unknown author who posits that "success is not final, failure is not fatal; it is the courage to continue that counts" (unknown author).

It was my secret wish for this journey to benefit me personally and academically and this was indeed realised. As I travelled within and between Namibia and South Africa's Grahamstown, I personally learned how to plan, manage time and resources, as well as be an organised researcher.

I should also briefly describe how this journey has benefitted me academically. I was exposed to a great body of knowledge in the field of Education, Leadership and Management (ELM), in particular teacher leadership. I feel indebted if I do not in these concluding thoughts, acknowledge the epistemology gained from the work of the teacher leadership gurus such as Harris (2003, 2007), Muijs and Harris (2003, 2007), Harris and Spillane (2008) and our own African guru, Grant (2006, 2008, 2012, 2014, 2017b) just to mention a few. Their work made my research journey authentic. Without these readings, my research journey would be incomplete. Step by step, the journey moved me from a novice to where I see myself today as a self-assured researcher. Little by little the study enriched me with a new theory, Cultural Historical Activity Theory (CHAT) which helped me to realise the need for transformative leadership and empowerment of teacher leaders in the school governance. The journey was not a means in itself but a means to an end.

The journey finally is about to reach its destination. The restless days and sleepless nights are about to end. Nevertheless, I have more questions than answers about the status of teacher leadership in schools. Who are the teacher leaders? Where are the teacher leaders? Are the teacher leaders ready? I am still concerned that our school corridors might be filled with many unrealised, unfulfilled and shattered dreams of our torch bearers in education, the teacher leaders.

Nevertheless, I am optimistic that this research shall be used to discover the hidden dreams before they die in their infancy, never to be realised again. A hidden torch, teacher leadership in schools shall at the end of this journey shed light to the outside world. It shall emerge expansively. A sleeping giant will be awakened for a change in leadership of schools (Katzenmeyer & Moller,

2009). Grant (2012) shall continue inspiring us, that “teacher leadership has a potential as a mechanism of change in schools” (p. 51). Without teacher leadership, transformation in school governance remains at stake.

6.8 Conclusion

This chapter summarised the research findings in terms of firstly, the understanding of the concept teacher leadership. The summary indicated that the concept of teacher leadership was understood differently by both teachers and management members, as it was at some points equated with management (as presented in Chapter Four). Secondly, the roles currently fulfilled by teachers in the four zones of Grant’s (2017b) teacher leadership model, were also summarised with roles in zone 1 and 2 more dominant. Thirdly, the chapter presented a brief summary of factors promoting teacher leadership in the school. Fourthly, in relation to Chapter Five, this chapter informed the study on how CLWs enabled the participants to identify contradictions in the development of teacher leadership. The study found out that teacher leadership development is necessary in schools, thus an establishment of Teachers’ Continuous Professional Development Club was suggested.

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Appendices

Appendix A: Rhodes University ethical clearance letter

RHODES UNIVERSITY
Grahamstown • 6140 • South Africa

EDUCATION FACULTY • PO Box 94, Grahamstown, 6140
Tel: (046) 603 8385 / (046) 603 8393 • Fax: (046) 622 8028 • e-mail: d.wilmot@ru.ac.za

PROPOSAL AND ETHICAL CLEARANCE APPROVAL

Ethical clearance number 2018.5.04.02

The minute of the EHDC meeting of 6 September 2018 reflect the following:

2018.5.04 CLASS B RESTRICTED MATTERS
MASTER OF EDUCATION RESEARCH PROPOSALS

To consider the following research proposal for the degree of Master of Education in the Faculty of Education:

Nakafingo, Saara (18N5994)

Topic: An investigation into the emergence of teacher leadership: A case study in an urban state senior secondary school, Namibia.

Supervisor: Professor C Grant
Co-Supervisors: Dr F Kajee

Decision: *Approved*

This letter confirms the approval of the above proposal at a meeting of the Faculty of Education Higher Degrees' Committee on the 6 September 2018.

The proposal demonstrates an awareness of ethical responsibilities and a commitment to ethical research processes. The approval of the proposal by the committee thus constitutes ethical clearance.

Sincerely

Prof Marc Schäfer
Chair of the EHDC, Rhodes University
5th October 2018

Appendix B: Letter seeking permission for authorisation from the Regional Director

P. O. Box 1872
Oshakati , Namibia
25 January 2019

Enquiries: Saara L. Nakafingo
Cell: +264812449528
Email address: snakafingo@gmail.com

The Regional Director
Directorate of Education, Arts and Culture
Oshana
Private Bag 5518
Oshakati

Dear Sir/ Madam

SUBJECT: **REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY AT [redacted] SEN. SEC. SCHOOL, IN OSHANA REGION**

I am Saara Lovisa Nakafingo (Student number 18N5994) currently registered as a part time Master of Education student specializing in the field of Educational Leadership and Management (ELM) at Rhodes University, Grahamstown, South Africa. As a University requirement, I am expected to engage in a research study for me to obtain the above said degree. My research title is: **An investigation into the emergence of teacher leadership: A case study in an urban state senior secondary school in the Oshana Region, Namibia.** The study aims to explore how teacher leadership is practiced in the school set with the view to create opportunities for qualitative change. In this regard, I select to conduct my research study at [redacted] SSS, in your region. My interest in the school is influenced by its accessibility to me as a researcher and its diversity of teaching personnel.

For the purpose of this study I am required to spend about 3 months (February -April) at the research site while carrying out the following activities:

- Meet the teaching personnel including the principal to provide the rationale of the study
- Administer questionnaires to the teachers, principal, HODs and School Management Team
- Conduct interviews with the above listed staff members (principal, HODs, SMT members and teachers)
- Study some documents such as: Minutes of staff, management and departmental meetings, schedule of allocation of duties and responsibilities, School calendar of activities, TSE, PDP, and any other relevant document reflecting the emergence of teacher leadership in the school

- Attend some staff meetings/ staff briefing and departmental/subject meetings where possible.
- Observe the teachers as primary participants in their classrooms and around the school as they execute leadership roles.
- Run about 5 change laboratory workshops as my research is an intervention study.

The research will be carried out in an ethical manner and I guarantee to adhere to the ethical standard of the Ministry of Basic Education, Arts and Culture and that of the school as I am required by the university. Therefore, I will only engage the participants in this study after school hours in order to avoid disruption of normal school programmes. I will also obtain written consent from all the participants.

The purpose of this letter is therefore, to obtain your authorization for me to conduct research at [redacted] Senior Secondary School, [redacted] circuit.

Attached please find a copy of my research proposal and ethical clearance approval from the University's Faculty of Education Higher Degrees' Committee. Should you have any question regarding my request, please do not hesitate to contact me at the number or email provided above.

Thanking you in advance.

Yours sincerely

…….
Saara L. Nakafingo (Researcher)
Student number: 18N5994

Appendix C: Authorization letter from the director

REPUBLIC OF NAMIBIA
OSHANA REGIONAL COUNCIL

DIRECTORATE OF EDUCATION, ARTS AND CULTURE

ASPIRING TO EXCELLENCE IN EDUCATION FOR ALL

Tel: 065 - 229800/25
Fax: 065 - 229834

Private Bag 5518
Oshakati

[redacted]

Ms Saara L. Nakafingo
P.O.Box 1872
Oshakati
Namibia

SUBJECT: [redacted]

Your letter on the above caption bears reference.

Kindly be informed that permission is hereby granted to conduct research study [redacted]. Oshana Region

This permission is subject to the following strict conditions: **(i)** There should be minimal or no interruption on normal working schedule **(ii)** Ethical issues of confidentiality and anonymity should be and respected and retained throughout this activity i.e. Voluntary participation, and consent from participant and **(iii)** the permission is valid for entire academic year 2019.

Both Parties should understand that this permission could be revoked without explanation at any time.

Furthermore, we humbly request you to share with us your research findings with the Directorate of Education, Arts and Culture Oshana Region. You may contact Mr. GS Ndafenongo, the Deputy Director: Programs and Quality Assurance (PQA) for the provision of summary of your research findings.

We wish you the best in conducting your study.

Yours sincerely,

05/02/2019

[redacted]

REGIONAL DIRECTOR

OSHANA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS & CULTURE
OFFICE OF THE DIRECTOR
05 FEB 2019
Private Bag 5518
OSHAKATI

Cc: [redacted] *Secondary School*

All Official Correspondence must be addressed to the Regional Director

Appendix D: Letter seeking permission from school principal

P. O. Box 1872
Oshakati, Namibia
05 February 2019

Enquiries: Saara L. Nakafingo
Mobile: +264812449528
Email address: snakafingo@gmail.com

The principal
Andimba Toivo yaToivo SSS
Private Bag 2002
([redacted]

Dear Mr Shapaka

[redacted]

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY AT YOUR SCHOOL

I am Saara Lovisa Nakafingo (Student number 18n5994) currently registered as a part time Master of Education student specializing in the field of Educational Leadership and Management (ELM) at Rhodes University, Grahamstown, South Africa. I am expected to engage in a research study which fulfils the requirements for me to obtain the above said degree. Based on the title: **An investigation into the emergence of teacher leadership: A case study in an urban state senior secondary school, Namibia** the study aims to explore how teacher leadership is practiced in the school. In this regard, I have selected to conduct my research study at your school as I believe your teachers have the potential and can provide valuable insight in extending the boundaries of our knowledge and understanding on the concept teacher leadership.

I plan to conduct my research between February and April while carrying the following activities at school:

- Meet the teaching personnel to present the rationale of the study
- Administer questionnaires to some teachers, HODs and School Management Team
- Conduct interviews with the primary participants (4 SMT members and 6 teachers)
- Do document analysis such as: Minutes of staff, management and departmental meetings, scheduled school activities and any other relevant document that may reflect the emergence of teacher leadership in the school.
- Attend one or two staff meetings/ staff briefing and a departmental/subject meeting where possible.
- Observe some of the primary participants in their classrooms and around the school as they execute leadership roles.

- Run about 5 change laboratory workshops as my study is an intervention with 6 teachers and 4 SMT members

I should assure your office that this study is not in any way an assessment of the academic performance of the school or competence of your teachers, but a pure academic study seeking to understand how leadership is being practiced and distributed as well as creating ways of developing the leadership of teachers in the school.

I undertake to adhere to the ethical standard of the Ministry of Education, Arts and Culture and that of the school as I am required by the university. Therefore, in consultation with the participants I will engage them only after school hours (except for observation when necessary) in order to avoid disruption of normal school programmes. The participants will be free to withdraw from the study at any time without any negative consequence to them. By this, I will obtain a written consent from all the participants and in their best interest; findings will be shared with them during and after the study. Kindly please help me extend the request to the staff members.

I therefore hereby request your authorization to conduct my research at your school. Attached please find a copy of my research proposal and ethical clearance approval from the University's Faculty of Education Higher Degrees' Committee. Should you have any question regarding my request, please do not hesitate to contact me at the number or email provided above.

I trust that this request will receive your favorable consideration and I am looking forward for your positive response.

Thanking you in advance.

Sincerely yours

05.02.2019

Saara L. Nakafingo (Researcher)
Student no. 18n5994

[redacted]

it

Appendix E: Authorisation letter from the school principal

[redacted] ONDARY SCHOOL
[redacted]

Tel [redacted]
Fax
Inq

Private Bag 2002
Ondangwa
NAMIBIA

31 January 2019

Att: Mrs Saarah L. Nakafingo
Student No. 18n5994
Oshana Region
Namibia

Dear Mrs Nakafingo

RE: PERMISSION TO CONDUCT AN ACADEMIC RESEARCH AT [redacted] SCHOOL.

1. With reference to the subject above, your letter is hereby acknowledged;

2. Kindly be informed that permission is hereby granted to conduct the research study entitled:

An investigation into the emergence of teacher's leadership

(a case in an urban state senior secondary school, Namibia).

You are hereby requested to present this letter of approval to Rhodes University, Grahamstown, South Africa to affirm that the research is authorized, authentic and procedurally adhere to.

3. This acknowledgement in subject to strict conditions, amongst namely:

- No interruption on normal teaching and learning during class or schedules afternoon sessions,
- Confidentiality and anonymity be ethnical respected
- Permission is valid as per own liberty

4. We will appreciate that upon your study completion kindly share with us your research findings.

I wish you an exciting study and pleasant outcome of your research findings. God bless!

Thank you,

[redacted]

[redacted]

Appendix F: Invitation letter for participating in the research study

P. O. Box 1872
Oshakati
Namibia
22 February 2019

Enquiries: Saara L. Nakafingo
Cell: +264812449528
Email address: snakafingo@gmail.com

Dear Mr./Ms.....

SUBJECT: INVITATION TO PARTICIPATE IN THE RESEARCH STUDY

I am Saara Lovisa Nakafingo (Student number 18n5994) currently registered as a part time Master of Education Student specializing in the field of Educational Leadership and Management (ELM) at Rhodes University, Grahamstown, South Africa. I am expected to engage in a research study which fulfils the requirements for me to obtain the degree. Based on the title: **An investigation into the emergence of teacher leadership: A case study at an urban state senior secondary school in the Oshana Region, Namibia,** the study aims to explore how teacher leadership is practiced in the school. In this regard, I would very much like to work with you as a participant who is believed to have a potential and can provide valuable insight in extending the boundaries of our knowledge and understanding on the concept teacher leadership. I plan to conduct my research study and collect data during February and April 2019. The research is scheduled for February- April 2019 at your school and you will be engaged after school hours.

I should at this point assure you that this study is not in any way an assessment of your academic performance or competence , but a pure academic study seeking to understand how leadership is being practiced and distributed as well as creating ways of developing the leadership of teachers in the school. I undertake to uphold your autonomy and you will be free to withdraw any time without any negative consequence to yourself. In this regard, you will be required to complete the consent letter. Your identity will be protected in accordance to the code of ethics as stipulated by the university. Moreover, the study has a potential benefit to you as a teacher as it will create opportunities for your leadership development. You will also be as a participant updated on the findings during and after the study.

It is against this background that I am inviting you to participate in this very important study in your school.

Yours faithfully

.....
SAARA L. NAKAFINGO
STUDENT NO. 18N5994

LETTER OF CONSENT

DECLARATION

I ..... (full names of the participant) hereby testify that I understand the content and nature of this research study and I am willing to participate in the research project. I agree that videos, voice records and photographs but blurred can be taken throughout the process. I also understand that I have the right to withdraw from this research study at any time.

....

Signature of participant Date

Contact number……..

Teaching experience…….

Appendix G: Document analysis guide

Document	Findings	TL enablers/ constrains
Minutes of staff, management committee, departmental and various committees at school		
School year plan		
Calendar of activities		
Teachers code of conduct		
Teachers job description		
School rules/ regulations		
Schedule of meetings		
Schedule of school/ cluster/ circuit activities		
Schedule of Trimester / Annual events		
Schedule of extramural activities		
Allocation of duties		
Minutes of different committee meetings		

Appendix H: Interview schedule for teachers

RESEARCH TITLE: AN INVESTIGATION INTO THE EMERGENCE OF TEACHER LEADERSHIP: A CASE STUDY IN AN URBAN STATE SENIOR SECONDARY SCHOOL IN THE OSHANA REGION, NAMIBIA

The interview schedule with teachers will be based but not limited to the questions below as it is a semi-structured interview:

1. TEACHER'S BACKGROUND AND CONTEXT

1.1. How long have you been teaching at this school?

2. TEACHER'S KNOWLEDGE AND VIEWS ABOUT LEADERSHIP

2.1. How do you personally understand the term teacher leadership?

2.2. Briefly tell me your likes and dislikes about leadership in this school?

3. TEACHER'S LEADERSHIP ROLES IN THE SCHOOL

3.1. What examples of leadership roles do you undertake in your classroom and in the school? Are they delegated or your own initiative roles?

4. TEACHER LEADERSHIP ENABLERS/ CONSTRAINTS AT SCHOOL

4.1. Do you think teachers have opportunities to practice leadership? Please elaborate.

4.2. In your views, what are the factors that hinder/ limit the practice of teacher leadership in your school?

4.3. How do you think these constraints can be resolved to enhance teacher leadership?

5. RECOMMENDATIONS

5.1. Do you think it is necessary to develop teacher leadership in the school? Why?

5.2. Any other thing you would like to share with regard to teacher leadership development?

THIS IS THE END OF OUR INTERVIEW. THANK YOU!

Appendix I: Interview for SMT

RESEARCH TITLE: AN INVESTIGATION INTO THE EMERGENCE OF TEACHER LEADERSHIP: A CASE STUDY IN AN URBAN STATE SENIOR SECONDARY SCHOOL IN THE OSHANA REGION, NAMIBIA

The interview schedule with SMT members will be based but not limited to the questions below as it is a semi-structured interview:

1. TEACHER'S BACKGROUND AND CONTEXT

1.2. How long have you been an SMT member in this school?

2. TEACHER'S KNOWLEDGE AND VIEWS ABOUT LEADERSHIP

2.1. What does the concept teacher leadership mean to you?

2.2. Do you think it is necessary to allow teacher leadership practice in the school?

2.3. How do you describe the relationship between SMT members and teachers in your school?

3. TEACHER'S LEADERSHIP ROLES IN THE SCHOOL

3.1.What examples of leadership roles do teachers in your school undertake?

4. TEACHER LEADERSHIP ENABLERS/ CONSTRAINS AT SCHOOL

4.1.What strategies are in place for teachers to practice leadership in the school? Please elaborate.

4.2. In your views, what are the factors that hinder/ limit the practice of teacher leadership in your school?

4.3.How do you think these constraints can be resolved to enhance teacher leadership?

5. RECOMMENDATIONS

5.1. Do you recommend developing teacher leadership in the school? Briefly tell why OR why not?

THIS IS THE END OF OUR INTERVIEW. THANK YOU!

Appendix J: Questionnaire for teachers and SMT

QUESTIONNAIRES FOR TEACHERS AND SMT MEMBERS

RESEARCH TITLE: AN INVESTIGATION INTO THE EMERGENCE OF TEACHER LEADERSHIP: A CASE STUDY IN AN URBAN STATE SENIOR SECONDARY SCHOOL, IN THE OSHANA REGION, NAMIBIA

Instructions for questionnaires

1. Kindly please take time to complete this questionnaire by answering all the questions honestly.
2. **Use a black or blue ink pen only!**
3. All the information provided will only be used for the purpose of this research and will be treated as confidential.
4. For confidentiality and anonymity sake, **DO NOT WRITE YOUR NAME** on the questionnaire.
5. There are four options for each question, please select only one and put a cross (X) in the appropriate box.

SECTION A: PARTICIPANT PROFILE

Please place a cross in the column that best represent your information and experience

Age group	21-30		31-40		41-50		51 and above	
Professional qualification	Grade 12		Grade 12 + Diploma		Grade 12 +Degree		Grade 12 + Master	
Nature of employment	Permanent		Temporary		Contract		Relief teacher	
Years of teaching experience	0-5 years		6-10 years		11- 15 years		16 and above	
Grades taught	8 - 10		11 - 12		8 - 9		10 - 12	

SECTION B: YOUR KNOWLEDGE AND UNDERSTANDING OF TEACHER LEADERSHIP CONCEPT

Please put a cross in the column that best represent your knowledge and understanding of the concept teacher leadership

Knowledge and understanding of teacher leadership concept		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The concept teacher leadership is very clear to me				
2.	Teachers and SMT understand the concept teacher leadership				
3.	I take initiatives to develop teacher leadership in the school, cluster and circuit				
4.	Teacher leadership is important in the school				
5.	In your views, what does the concept teacher leadership mean? Briefly discuss how you understand it.				

SECTION C: TEACHER'S LEADERSHIP ROLES AND OPPORTUNITIES IN THE SCHOOL AND BEYOND

1. Please place a cross in the column that best describe your leadership roles and opportunities in the school

	Leadership roles and opportunities	**Agree**	**Strongly Agree**	**Disagree**	**Strongly Disagree**
1.	Most of the committees in the school are chaired by teachers				

2.	I coordinate cluster and /circuit workshops/ meetings				
3.	Teachers volunteer to lead various programs in the school, cluster and circuit				
4.	Teachers are involved in designing school calendar of activities				
5.	All teachers participate in school decision making				
6.	Leadership opportunities are open to all the teachers				
7.	There is a program for Continuous Professional Development (CPD) for teachers in the school				
8.	SMT support teacher leadership programs in the school				
9.	The principal and SMT value and consider teachers' opinions				

SECTION D. FACTORS THAT ENABLE OR CONSTRAIN TEACHER LEADERSHIP DEVELOPMENT IN TH E SCHOOL

Please place a cross in the column that best indicates in your view, the factors that either enable or constrain teacher leadership development.

	Enabling/ Constraining factor	**Agree**	**Strongly Agree**	**Disagree**	**Strongly Disagree**
1	In my view Teacher leadership is promoted in the school				
2	Teachers' initiatives /opinions are acknowledged				

3	Only SMT's initiatives are valued and considered				
4	The school culture encourages teachers to lead various programs				
5	Teachers always accept leadership roles				
6	There is a link between our school and other schools in terms of teacher leadership programs				
7	SMT has a trust in teachers ability to lead school programs				

8. Apart from your full time teaching duties, what other tasks are you involved in your school or beyond your school?
9. Give your suggestions on how teacher leadership opportunities can be created in your school? Just your views .
10. What do you think are the factors that limit the practice of teacher leadership in your school? Any suggestion on how to improve each limiting factor?
11. In your opinion why is it necessary to develop teacher leadership in schools?
12. Any other comment on the development of teacher leadership?

THANK YOU FOR TAKING TIME TO ANSWER THIS QUESTIONNAIRE.

Appendix K: Observation schedule

RESEARCH TITLE: AN INVESTIGATION INTO THE EMERGENCE OF TEACHER LEADERSHIP: A CASE STUDY IN AN URBAN STATE SENIOR SECONDARY SCHOOL, IN THE OSHANA REGION, NAMIBIA

For the purpose of this study, I will observe teachers based on Grant's model of Teacher Leadership in terms of four zones where the teachers are likely to lead. However it will not be limited to the events below as any other teacher leadership related activity will be observed and recorded in the same way:

	Indicators	**Roles**	**Findings/ Outcomes**
Zone 1: Teacher's leadership in the classroom	• Classroom management • Teacher- learner interaction • Time management • Problem solving •	**One**: Continuing to teach and improve one's own teaching	
Zone 2: Teacher' leadership beyond the classroom	• Collaboration with other teachers • Team work / team planning • Remedial program for learners • Departmental/ subject meetings • Interaction with learners outside the class	**Two**: Providing curriculum development knowledge **Three: Leading in-service education and assisting other teachers** **Four**: Participating in	

		performance evaluation of teachers	
Zone 3: Teacher's leadership in whole school	• Study supervision • Hostel supervision • Morning assembly • Leading extra-curricular activities • Staff meeting/ briefing • Leading various committees • Initiate school development • School policies/ rules formulation • Project management • Event management	**Five**: Organizing and leading peer reviews of school practice **Six**: Participating in school level decision- making	

Zone 4: Teacher' leadership beyond the school	• Attendance: Cluster/ circuit meetings and workshops • Facilitation: cluster/ circuit workshops • Examination setting and moderation: cluster/ circuit • Event management: Cluster/ circuit	**Two**: Providing curriculum development knowledge **Three**: Leading in-service education and assisting other teachers	