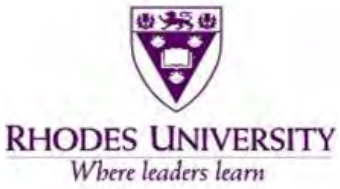

Stimulating Continuous Professional Development and Teacher Leadership in a Rural Namibian School: A Participatory Action Research

A thesis submitted in fulfilment of the requirement for the degree

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By

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Declaration

I, Mebin Kangende Mario (19M9113), hereby certify that this thesis is my own original work and has not been submitted in full or in part to a higher education institution for degree evaluation purposes. In accordance with the standards of the Education department at Rhodes University, all borrowed ideas, citations, quotations, and other resources were properly cited using the APA citation format.

Date of signature:  15 February 2023

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Abstract

Namibia values democratic and quality education. One way to improve quality education is by allowing teachers autonomy and offering continuous professional development (CPD) to teachers. Historically, the CPD programmes on offer in Namibia were centralised and generic, using a 'one-size-fits-all' approach offered as mini workshops to train teachers. In 2012, a decentralised method of school-based CPD program was initiated in schools, to give opportunities to schools to identify, plan, implement and evaluate their own professional needs. However, a recent study indicated that these initiatives have failed due to poor leadership, a lack of training and support as well as limited knowledge of principals in running CPD initiatives. Against this backdrop, my study aimed at engaging in a participatory action research process with teachers and SMT members in a rural combined school in the Kavango West region to stimulate the failed school-based CPD program and develop teacher leadership. My study therefore aligned with the international recommendations that school-based CPD be built around the notions of distributed leadership and teacher leadership (Smulyan, 2016; Hunzicker, 2018).

The three-step model of change and action research developed by Kurt Lewin served as the underpinning theory for this study. The study was situated within a critical paradigm and driven by the question: "Does the involvement in participatory action research process stimulate a school-based CPD programme and develop teacher leadership?" The study involved two phases. The contextual profiling stage generated data through the analysis of documents, focus group interviews, and observation. Phase 2 engaged the participant in participatory action research to stimulate school-based CPD and develop teacher leadership. Thematic analysis supported by both inductive and deductive methods was used to analyse the data.

The findings from phase one indicated that CPD was interpreted differently by the participants and confirmed that there was no CPD program in the school. Using Grant's (2017) model of teacher leadership, the findings further revealed that although teacher leadership was practised in all four zones, it was strongest in the classroom and initiated through delegated practices. Using Angelle and Dehart (2010), constraining forces included negative teachers' attitudes, limited knowledge, skills, and confidence as well as a school culture of distrust. Phase 2 revealed that participatory action research can be a useful stimulus for school-based CPD. A tangible output from the PAR sessions was a template for the internal policy for school-based

continuous teacher development. In addition, the findings from the sessions indicated the significance of supportive leadership to ensure the efficacy of school-based CPD and teacher leadership.

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List of Acronyms/Abbreviations

AR –	Action Research
BETD –	Basic Education Teachers Diploma
CPD –	Continuous Professional Development
HOD –	Head of Department
JPW –	Jolly Phonics Workshop
MoE –	Ministry of Education
NANTU –	Namibia National Teachers Union
NIED –	National Institute of Education Development
PAR –	Participatory Action Research
PS –	Principal Selection
PQA –	Programme Quality Assurance
SBCPDCC –	School-Based CPD Coordinating Committee
SMT –	School Management Team
SP –	Supra-Practitioner
TPS –	Total Population Sampling
UNAM –	University of Namibia

Chapter One: Introduction to the Study

1.1 Introduction

The Namibian Ministry of Education (MoE) charged the University of Namibia (UNAM) with coordinating the implementation and management of continuous professional development (CPD) initiatives at the national, regional and school levels (MoE, 2012). Therefore, in 2012, the University of Namibia's CPD unit advocated for school-based CPD that would allow teachers to identify their personal and professional development (UNAM, 2012). According to Kayumbu (2020), this initiative failed due to inadequate training of principals, lack of time, restricted resources, increased teacher burden, lack of support, lack of motivation, lack of financial support and lack of specialised knowledge. Also, Kayumbu (2020) states that even though the programme was implemented to mitigate the challenges teachers faced in the execution of their duties, there were differing opinions, as some stakeholders felt that the programme was a waste of money, whereas others viewed it favourably and had faith in it.

I am a teacher in a rural combined school in Namibia. My experience is that the school-based CPD programme does not exist. Some of the challenges recorded in our school development plan could be mitigated if the school-based CPD programme was implemented, such as the lack of an operational induction programme, poor learner performance in some subjects and the approximately 350 kilometre distance between the school and the regional office. As a result of the lack of school-based CPD, the school has limited possibilities to develop and enhance our teaching practice. Moreover, the lack of a school-based CPD programme necessitated that we rely solely on initiatives from the regional office; given the distance between the school and the regional office, our deficiencies were inevitable. This problem space was the stimulus for my study. I decided I would like to work with my school colleagues, so that we could find ways to enhance school-based CPD by integrating it with teacher leadership through a participatory action research process.

To better comprehend the nature of school-based CPD and school leadership, this introductory chapter begins by providing a brief historical overview of the Namibian education system. Thereafter, it explains the rationale for the study. After the rationale has been explained, my attention turns to the conceptual and theoretical underpinnings of the study, namely continuous

professional development (CPD), distributed leadership, teacher leadership, the three-step model of change and action research. Thereafter, I inform the reader of the objectives and questions of the research. Following that, the chapter discusses the research methodology. Lastly, the outline of the study is provided.

1.2 Historical Overview of the Study

The Namibian government expended considerable funds to overhaul the apartheid-era education system. This was because the inherited education system was segregationist (Marina, 2005). In addition, this education system was marked by racial and ethnic segregation and inequality, undemocratic involvement, low levels of bureaucratic accountability and transparency and top-down implementations with concentrated power to defend White privilege (Pomuti & Weber, 2012). Since the leadership was more centralised, hierarchical, authoritarian, and bureaucratic, this education system did not value teachers, parents and learners as it gave them little voice (Pomuti & Weber, 2012). As a result, the education system gave principals a hero's status, whose primary objective in the school was to answer to the apartheid master and ensure that Black learners received an inferior education than Whites (Amukugo, 1993).

Because the apartheid era undermined the quality and democracy of the inherited education system, an independent Namibia advocated education for all. To ensure that the education system is customised to the needs of the Namibian society, the government of Namibia established four primary goals for education: access, quality, democracy, and equality (MoE, 2014). Consequently, several programmes were established to ensure that the defined goals were met, although for the purposes of this study, only two goals were relevant: quality and democracy.

Several programmes have been implemented to ensure that the goals of quality and democratic education are accomplished. According to Marina (2005), teacher training programmes were designed to reduce the number of unprepared teachers left behind by the apartheid system. As reported by the MoE and culture (MEAC, 2017), 36% of the teachers inherited after independence lacked professional training. Nonetheless, Marina (2005) emphasises that these teacher training programmes still fell short since they failed to rectify the faults inherited from the apartheid government, such as the pedagogy of teaching, namely teacher-centred education. Therefore, the National Institute of Education Development (NIED) was established to offer

teachers in-service training (Ugwanga, 2007). This was accomplished by establishing programmes for continuous professional development that primarily followed the cascade model of delivery through workshops, seminars, and short courses, and by training a small number of individuals who were then responsible for training others in their respective regions (Kretchner et al., 2012). In addition, the government decided to merge all colleges of education which offered a Basic Education Teaching Diploma (BETD) with the UNAM; as according to Lopez and Mbodo (2018), the Namibian government felt that the teachers produced by colleges lacked academic content and had inappropriate methodology, thereby lessening the quality of education provided by teachers. Hence, the Namibian government replaced the BETD offered by colleges with the Bachelor of Education degree offered by UNAM.

The objective of Namibian education is to develop a democratic society characterised by "broad participation in decision-making" (MEC, 2008, p. 41). As the inherited education system was centralised, schools in Namibia are required to have a school board and a learners' representative council to strive towards decentralisation (Khama, 2014). In addition, the national curriculum for basic education (Ministry of Education, Arts and Culture [MEAC], 2010) stipulates that schools should foster democratic ideals and practices. In addition, several laws were enacted to ensure the implementation of democratic principles, including *Towards education for all* (Ministry of Education and Culture [MEC], 2014), the *Education Act 16 of 2001* (Ministry of Basic Education, Sport and Culture [MBESC], 2001), and *The national professional standards for teachers* (MoE, 2013). All these measures were taken to assure the ascendancy of democracy over the apartheid regime.

Although several initiatives and policies were implemented to assure the provision of quality and democratic education, the Namibian education system has yet to ensure the implementation of these principles in schools (Khama, 2014; Shipyopyeni, 2019; Sinvula, 2009). Numerous programmes in Namibia have failed due to their reliance on those in leadership positions as demonstrated by numerous studies. A study by Pomuti and Weber (2012) revealed that the programme on school clusters failed due to the authoritarian, bureaucratic and managerial leadership philosophies still prevalent in schools and circuits. Kayumbu (2020) discovered that the school-based CPD programme failed because of principals' limitation in their managerial skills and ineptitude in administering the school-based CP programme and that the senior education officers who were to support the programme rarely visited the schools. This could be related to the fact that principals are placed in control of all school activities, which,

according to Mestry and Grobler (2002), is problematic since principals may have insufficient understanding on certain topics as schools have become increasingly complex, elusive, and expansive.

If we are to achieve our goals of democratic and high-quality education as a nation, we must abandon the notion that school principals are the only school leaders. This aligns with Spillane (2005), who asserts that principals alone cannot lead schools to greatness. We, therefore, need to transition to a new leadership paradigm that emphasises leadership practices that recognise teachers as full participants in the planning, development, and execution of school programmes (Murphy, 2005). Therefore, my study used participatory action research to include new leadership ideals such as distributed leadership and teacher leadership into the school-based CPD programme to effect change. Distributed leadership entails leadership that is "not just a function of what a school principal or any other individual or group of leaders understands or does; rather, it is the behaviours that leaders engage in, in collaboration with others, in relation to specific situations and tasks" (Spillane et al., 2004, p. 5). Teacher leadership, one of the manifestations of a distributed perspective can be defined as "a potent technique to foster collaborative efforts and successful teaching practices that leads to enhanced decision-making through distributed leadership at the school, district, and state level" (Soglin et al., 2016, p. 2). Numerous academics and organisations in the United Kingdom, the United States and Australia have argued for a school-based CPD programme that is founded on the concepts of teacher leadership practices (Smulyan, 2016; Hunzicker, 2018; United States Department of Education, 2016). This is because most CPD in education systems is fragmented, disjointed and irrelevant to the most pressing concerns schools face (Lieberman & Miller, 2008). The current Namibian education system has resorted to CPD which consists primarily of the cascade model of CPD (Kretchner et al., 2008). This was because the proposed school-based CPD programme, which considered teachers' development as an effective practice for school improvement, failed (Kayumbu, 2020). Therefore, to help ensure that teachers could lead, collaborate, and choose their own CPD requirements, my study adopted participatory action research in the school and therefore, contributes to the goals of a democratic and quality education. This directs the discussion to the study's rationale.

1.3 The Rationale of the Study

My study, which attempted to bring about change in my school's CPD programme by using participatory action research, was motivated by professional experiences, scholarly and personal goals.

The challenges that I have gone through in the teaching profession motivated me to do this study. This is because year after year, teachers are blamed for the poor performance of their learners, yet little is done to improve the teachers' shortcomings. Also, when teachers encounter difficulties, we primarily wait for workshops or senior education officers, neither of which occurs frequently. This was evident in Kayumbu's (2020) study in a Namibian context which also found that senior education officers rarely visit schools to offer help for teachers' shortcomings. Hence, instead of waiting for external stakeholders to come and assist with the constraints we engaged in participatory action research. I hoped this collaborative practice-based research would be the stimulus to stimulate school-based CPD and the development of teacher leadership since, Harris and Lambert (2003) state that engaging in teacher leadership practices guarantees that teachers have a shared sense of purpose, engage in collaborative work, and accept the joint result of their work. Consequently, the need for this study arose from the futility of waiting for outsiders to solve problems.

Several scholarly considerations also motivated me to do the research. I did not encounter the concept of teacher leadership until 2019 during my Honours year; hence, my exposure to the literature on teacher leadership prompted me to do this study. A few small case studies have been conducted on teacher leadership in a Namibian context (see Hanghuwo, 2014; Hashikutuva, 2011; Hamatwi, 2015; Iyambo, 2018; Nakafingo, 2019; Nauyoma-Hamupembe, 2012; Ndakolokoshi, 2018; Shilongo, 2019; Uiseb, 2012; Zokka, 2012). All researchers in a Namibian context recommended conducting additional research to contribute to the knowledge base of the Namibian context. However, only one of the aforementioned research projects, Zokka (2012), is from the Kavango region; hence, my work also contributes to the Kavango region context. In addition, the above-mentioned studies were revealed to be limited in comparison to studies from other nations. According to Hallinger (2017), Namibia has fewer than 20 publications on educational leadership and management. This is why my study addressed the need for additional research. Furthermore, my study is unique in that it links teacher leadership to school-based CPD.

My literature search indicated that there is limited research on school-based CPD in the Namibian context; I could only find one study on the implemented school-based CPD programme in Namibia, that of Kayumbu (2020). Thus, by introducing the concept of teacher leadership to teachers and engaging in participatory action research process, my study built on that of Kayumbu (2020).

My own personal goals also inspired me to conduct the research. I am a person who desires to grow academically and professionally; therefore, the study provided me with an opportunity to grow and acquire more knowledge. In addition, I hope to become a principal one day; therefore, this research provided me with a deeper understanding of contemporary types of leadership which may prove useful in the future. Also, according to a study, principals in Namibia are appointed based only on the number of years they have worked; therefore, they may lack leadership and managerial expertise (SABER-Teachers, 2015). Consequently, conducting this research enabled me to gain knowledge of the many leadership constructs.

In conclusion, it is hoped that the study will prove useful to a variety of stakeholders. First, policymakers may be encouraged by the findings to build the concept of teacher leadership more explicitly into school policies; second, it could assist education planners in improving the implementation of school-based CPD; third, it could ensure the efficacy of school-based CPD; fourth, schools may be better able to implement teacher leadership practices; and fifth, it could show principals how to use teacher leadership methods in their schools to improve teachers' teaching. As Dewey (1938) observed, individuals learn by doing; therefore, teachers should be incentivised to volunteer for a variety of responsibilities in the school so they can grow. This leads to the next section, which informs the reader about the study's conceptual and theoretical underpinnings.

1.4 Conceptual and Theoretical Underpinnings of the Study

This section offers a summary of the conceptual and theoretical underpinnings that informed the study.

1.4.1 Continuous professional development

Continuous professional development (CPD) is one of the central concepts of my research. Continuous professional development (CPD) was defined by Mwila et al. (2022) as "a range of staff development activities designed to address individual teacher development needs and

improve their professional practice by sharing effective practice knowledge and skills" (p. 104). In addition, Collin et al. (2012) considered CPD as a mechanism for organisation members to sustain their professional knowledge and abilities. As quality is one of the four aims of education in Namibia, CPD activities are a means of ensuring that teachers are well-equipped, as Collin et al. (2012) assert that CPD is necessary for the improvement of teachers' quality and professionalism. CPD activities allow teachers to acquire the skills and knowledge necessary to provide quality education.

Various academics and organisations in the United Kingdom, the United States and Australia have called for the establishment of school-based professional development programmes through teacher leadership practices to construct learning communities (Lieberman & Miller, 2008; Hunzicker, 2018; Smulyan, 2016; United States Department of Education, 2016). According to Lieberman and Miller (2008), teachers in CPD programmes will benefit from teacher leadership because people learn from and with others through practice, purpose, community and identity. Consequently, I believed that integrating the concepts of distributed leadership, teacher leadership and school-based CPD into the study could help to alleviate the difficulties associated with a lack of expertise, leadership and structure in school-based CPD. Considering this, the next section provides an overview of distributed leadership and teacher leadership.

1.4.2 Distributed leadership

The study viewed distributed leadership as a way of thinking about leadership; as "leadership practice" is regarded as "a product of the interactions of school leaders, followers, and their situation" (Spillane, 2005, p. 385). The interactions that Spillane discusses in a school setting are between the principal, teachers, learners and other stakeholders. To put it another way, Spillane et al. (2004) recognise that "leadership is not merely a function of what a school principal, or indeed any other individual or group of leaders, knows or does. Rather, it is the actions that leaders participate in, in collaboration with others in specific situations around specific tasks" (p. 5). For Bennett et al. (2003, p. 3), "distributed leadership is not something done by one person to others, rather it is an emergent feature of a group or network of individuals, in which group members pool their expertise".

Therefore, this conceptualisation of leadership as a socio-cultural practice is needed in school-based CPD as the school-based CPD is based on the notions of collaboration, networking and sharing of practices. Hence, it would ensure that the teachers and SMT interact and pool their expertise which might result in teachers' development as Timperley (2005) states that "distributed leadership is not the same as splitting task duties among persons who execute defined and discrete organisational roles, but rather it involves dynamic interactions between numerous leaders and followers" (p. 396). Therefore, my research was motivated by these interactions because it aimed at involving everyone in the school to collectively look at the possibilities of stimulating school-based CPD and develop teacher leadership. Thus, distributed leadership was an appropriate lens through which to analyse teacher leadership practices. Teacher leadership, one manifestation of distributed leadership (Grant, 2008), is therefore a key concept in my study, which is discussed in the next section.

1.4.3 Teacher leadership

Teacher leadership, a contested concept in literature, has been described as embodied, a process, a strategy and an attitude by several academics (Hanzicker, 2018; Katzenmeyer & Moller, 2001; Muijs & Harris, 2003). Teacher leaders are "teachers who are leaders inside and outside the classroom, they identify with and contribute to a community of teacher learners and leaders and encourage others toward improved teaching practices" (Katzenmeyer & Moller, 2001, p. 17). For York-Barr and Duke (2004), teacher leadership is "the process through which teachers, individually or collectively, influence their colleagues, principals, and other members of the community to enhance teaching and learning practices" (p. 287). Sinha and Hanuscin (2017) define teacher leadership as a collection of jointly engaged behaviours and practices that are concerned with relationships and connections. For my study, teacher leadership was understood as "a powerful strategy to promote collaborative efforts and effective teaching practices that lead to improved decision-making through distributed leadership at the school, district, and state level" (Soglin et al., 2016, p. 2).

The traits of agency, collaboration and capacity building in the definitions of teacher leadership motivated my interest in the concept as the main aim of the study was to stimulate school-based CPD and develop teacher leadership through teachers' collaboration in the participatory action research. As Harris and Lambert contend, teacher leadership "is a kind of agency where teachers are empowered to lead development activity that has a direct influence on the quality of teaching and learning" (2003, p. 43). This might be because it provides a variety of locations

for teachers to lead, not only in the classroom. For example, Grant (2008, 2012) in her model of teacher leadership, suggests that teachers may lead in a variety of places, including the classroom, outside the classroom working with colleagues on curriculum-related issues, working in whole-school development and engaging outside the boundaries of the school with the local and broader community. When teachers are afforded access to leadership across these four zones (Grant, 2012), chances for them to improve themselves as leaders are opened and in so doing, they are likely to effect change in their school (Muijs & Harris, 2003). Damkuvienė et al. (2019) in their study found that the benefits of teacher leadership included "building professional skills, didactic competence, openness to innovation in education, intercultural competence, disseminating ideas, engaging others, and gaining commitment" (p. 41). These benefits are central to successful CPD initiatives, hence, developing teacher leadership in the school may result in stimulating school-based CPD since teachers might collaborate and share practices which is central to the school-based CPD advocated in the study.

Hence, this leads to a discussion of the theoretical framework that underpinned the study which is Kurt Lewin's action research and the three-step model of change.

1.4.4 Kurt Lewin three-step model of change and action research

Kurt Lewin's three-step model of change and action research served as the theoretical framework for the study as the study aimed to bring about change. Lewin, a German American psychologist, compared change to the process of changing the form of an ice cube which involves unfreezing, changing the shape and refreezing into a new form. According to Schein (1996), the initial step of unfreezing consisted of preparing the organisation to accept the need for change. According to Burnes (2004), Lewin felt that organisational behaviours are driven or constrained by several forces. Therefore, to bring about change, it is necessary to disclose the constraining forces to the organisation's members to ignite the urge for change, though Schein (1996) cautions that this is not an easy undertaking which is why he divided the unfreezing step into three stages: disconfirmation, induction of guilt and psychological safety creation.

After the ice block is unfrozen, a new shape will be necessary; this is the second step of the three-step model, known as the change step (Burnes, 2004). At this stage, the members of an organisation have recognised that things must change; as a result, Lewin (1951) asserts that actual change occurs at this stage. As the members' shortcomings are now known and acknowledged, they must devise a trial-and-error strategy for effecting change (Mengesha, 2019). Given that the new shape has been identified, it must be refrozen. This is the final step of the three-phase model, known as the refreezing step (Burnes, 2004). This step, according to Schein (1996), strives to make the new processes permanent through trial-and-error and to ensure that the new practices are prevalent throughout the organisation.

The three-step model of change discussed above offers an explanation on how change happens, whereas action research provides the process to bring about change. Lewin (1946) felt that change can be planned and realised by an iterative process of identifying the constraining forces, formulating a strategy to address the constraining forces, implementing the plan, evaluating the results and repeating the process. Lewis envisioned action research as a cyclical forward-and-backward process (Dickens & Watkins, 1999). All these procedures are based on the principles of active involvement and extensive participation by those whose lives are affected by the study (Whyte, 1991). In addition, Lewin's action research is founded on democratic principles of interaction between researchers and participants (Bargal, 2004). Action research was chosen as the theory for my study because it coincides with the collaboration concepts emphasised in distributed and teacher leadership.

To further comprehend the three-step model of change, one must also be familiar with Kurt Lewin's early theories, including the field theory and group dynamics (Lewin, 1946). According to Burnes and Bargal (2017), field theory is based on the idea that to comprehend how humans behave, one must examine the context in which the behaviour occurs. As there are several forces driving and restraining a certain behaviour in each context, there are several context-specific forces that influence and constrain behaviour (Thomas, 1985). On the other hand, according to Lewin's theory of group dynamics, a group is a force that may potentially influence human behaviour and must thus be considered to comprehend behaviour (Cartwright, 1951). As a group is a power to be reckoned with, Lewin argues that change cannot be achieved unless it is through a participatory process that includes every member of the group (Gençer, 2019).

This leads to the next section, which introduces the goals of this research and the research questions that guided my research.

1.5 Research Goals and Questions

Through the use of participatory action research in a school-based CPD programme at a rural combined school in the Kavango West region, the study intended to create spaces for teachers to learn from one another, advance professionally and develop leadership skills. In consequence, the following were the goals of my research:

- to better understand how teacher leadership and the school-based CPD programme is understood and practiced in the school;
- to surface the forces enabling and constraining the success of the school-based CPD programme and the development of teacher leadership; and
- to engage in participatory action research to stimulate the school-based CPD programme and develop teacher leadership.

To achieve the mentioned goals, the overall research question was as follows: "*Does the involvement in a participatory action research process stimulate a school-based CPD programme and develop teacher leadership in a rural school in Kavango West?"* To address this overall research question, the sub-questions were separated into two phases:

Phase 1

- How is the notion of school-based CPD and teacher leadership perceived within the school?
- What attempts regarding CPD and teacher leadership development have been explored at the school?
- What forces constrained the effectiveness of the school-based CPD programme and the development of teacher leadership?

Phase 2

- Does the involvement in a participatory action research process stimulate and expand the school-based CPD programme and develop teacher leadership?

1.6 Research Design and Methodology

Situating a study within a predetermined paradigm is essential to any study as a paradigm determines the way reality and knowledge are perceived (McGregor & Murnane, 2010). Consequently, my study was situated within the critical paradigm, primarily because it intended to change the school-based CPD programme. In addition, it did not only seek to provide knowledge about the social reality of school-based CPD and teacher leadership, but also challenged and critiqued the existing limiting constraints with the aim of bringing about change (Okesina, 2020). Also, the critical paradigm was employed because it aligns with the study's conceptual and theoretical underpinnings, namely effective CPD, distributed leadership, teacher leadership and Kurt Lewin's three-step model of change, which posits that change will only occur through collaborative practices (Burnes & Bargal, 2017; Muijs & Harris, 2003; Snow, 2015).

Since the theoretical underpinnings of the study are based on Kurt Lewin's theory, it was conceivable that the study employed a participatory action research (PAR) design, given that Lewin was the inventor of action research. This is because PAR understands that the individuals being studied must participate in the study. Hence, PAR was the best fit as the study gave the teachers the opportunity to decide on their own CPD needs. Participatory action research (PAR) starts with questioning an issue before bringing about change (McIntyre, 2007). It was for this reason that the study was broken into two phases. In phase one, the constraining forces of the school-based CPD programme and teacher leadership at the rural combined school were identified. Phase two engaged the SMT and teachers through four PAR sessions to bring about change in the school-based-CPD programme and teacher leadership practices by examining the issue, generating an action plan, implementing the action, evaluating the implementation and implementing the action plan. Hence, four sessions were held for this purpose.

Earlier, it was mentioned that the study was undertaken at the rural combined school where I teach in the Kavango West region. Consequently, I was positioned as an insider researcher. An insider researcher is someone who conducts a study on a subject of which they are already knowledgeable (Hockey, 1993). The participants of the study were the teachers at the school, as the purpose of the study was to bring change to the school.

Data obtained in phase one was analysed using Braun and Clarke's (2012) thematic analysis, which is a technique for identifying, categorising and providing insight into the meanings of patterns within a data set. Both deductive and inductive analysis were used to analyse the data. In addition, phase two collected data from four PAR sessions by recording the sessions and doing observations, after which the data was deductively examined. All the ethical protocols were followed during the research. This brings the discussion to the conclusion of the chapter, which is an outline of the study's chapters.

1.7 Outline of the Study Chapters

The first chapter served as the introduction to the study. Firstly, I began by discussing the background and context of the education system in Namibia. Secondly, I explained the rationale of the study or what drove me to do the research. Thirdly, I informed the reader about the conceptual and theoretical underpinnings of the study. Fourthly, the goals and research questions of the study were explained, and I then described the study design and methodology employed to answer the predetermined questions and goals. I concluded by outlining the structure of the study chapters.

The second chapter offers the literature review of the study. Continuous professional development (CPD) is regarded as the first conceptual underpinning. The second conceptual underpinning is leadership. This section describes the evolution of leadership before discussing the other central concepts of the study, namely distributed leadership and teacher leadership.

The third chapter explore the study's theoretical foundations. This was accomplished by discussing Kurt Lewin's action research and three-step change model after explaining Kurt Lewin's other theories, namely field theory, group dynamics and action research. This was done because understanding the other theories is necessary to comprehend the three-step model of change.

The fourth chapter describes what and how the research was conducted which includes the research methodology and design. This chapter begins by reiterating the research goals and questions, then examines the research paradigm within which the study was situated. The chapter then addresses the type of study or the research design and explores my role inside the research site. Thereafter, the chapter discusses the participants and their selection process. The chapter then describes the data generation tools and how they were used in each phase of the research and how each phase's generated data was analysed. Thereafter, the chapter addresses the criteria for the trustworthiness of the study's findings and ends with a consideration of research ethics.

The fifth and sixth chapters present and discuss the findings from the first phase and second phase. The fifth chapter addresses the contextualisation of teacher leadership and school-based CPD, which addresses the initial research questions. Chapter Six addresses the findings from the four PAR sessions, which provide answers to the second phase's research questions.

Chapter Seven marks the conclusion of the study. This is accomplished by providing a summary of the findings from both phases. In addition, the chapter includes the study's implications, limitations and recommendations.

This leads to the next chapter, which discusses the study's conceptual underpinnings, particularly CPD, leadership, distributed leadership and teacher leadership.

Chapter Two: Literature Review

2.1 Introduction

A study's literature review is a crucial section. This is because a literature review is a presentation, classification and evaluation of what other scholars have written on a specific topic (Davies, 2022). According to Puri (2018), a literature review is a thorough examination of previously conducted research, published articles, and lectures on problems directly or indirectly related to the problem under consideration. Consequently, it was essential that I explore the concepts of CPD, distributed leadership and teacher leadership, as they influenced my research and allowed me to situate the study alongside the work of other researchers.

In this chapter, I discuss the literature relevant to my research. I begin by discussing continuous professional development since the study researched the school-based CPD. It is critical that I brief the reader on the aspects of CPD that informed my study. Thereafter, I address contemporary leadership stances that informed my study, namely distributed leadership and teacher leadership, as the study aimed to situate these leadership practices in the school-based CPD programme.

2.2 Continuous Professional Development

Continuous professional development (CPD), while important to many areas of educational quality, is regarded and defined in various ways. It is defined by Glattorn (1995) as the professional progress that teachers accomplish because of gathering experience and methodically assessing their teaching. For Villegar-Reimers (2003), it refers to the strategically designed opportunities and experiences that are used to encourage growth and development. This growth is achieved, according to Glattorn, by systematic experience, whereas Villegas-Reimers (2003) argues that it is achieved through organised activity. Furthermore, Avalos (2011) describes professional development as teachers' learning, or how they learn and use their knowledge in the classroom to help learners learn. Guskey (2000) argues that professional development refers to all processes, actions and activities aimed at improving teachers' professional knowledge and attitudes in order to increase learners' learning. Both Avalos and Guskey surface something that the earlier definitions do not: CPD is goal-oriented and strives to accomplish something. Teachers, according to the definitions above, must also learn, but

how do they learn? It must be planned carefully over a lengthy period and should occur continuously during their professional journey. Glattorn's (1995) and Villegas-Reimers' (2013) definitions of CPD reveal how teachers learn, namely via experience and organised activities. The other two definitions, on the other hand, argue that CPD must have a purpose, such as for professional development (Glattorn, 1995), teacher education (Avalos, 2011) and professional learning (Guskey, 2000). Professional development will be discussed in the context of education in this research; hence, it will focus on teachers' CPD. For my study, the working definition used for CPD is that of Day (1999, p. 4):

> CPD consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group, or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew, and extend their commitment as change agents to the moral purpose of teaching, and by which they acquire and develop critically the knowledge, skills, and emotional intelligence essential to good professional thinking, planning and practice with children, young people, and colleagues through each phase of their teaching lives.

This is the research's working definition of CPD since it basically outlines the fundamentals of CPD that the study advocates, which is CPD that is done cooperatively rather than in isolation. Beaver (2009) similarly sees professional development as a way for teachers to collaborate and learn from one another despite spending a considerable amount of time in the classroom. As a result, CPD must address a range of facets of a teacher's professional development, but why is it considered so important?

2.2.1 Aims of teachers' continuous professional development

Teachers need professional development to adequately address the issues that face schools in the 21st century. This is in line with Kaur (2012), who states that today's schools demand learners to work equally and successfully. As a result, for teachers to meet all of the demands, they must be re-educated on all fronts. Hence, I have adapted several objectives from Walshe and Hirsch (1998) that relate to my research:

- to update individuals' knowledge of a subject in light of recent advances in the area;

- to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research;
- to enable individuals to apply changes made to curricula or other aspects of teaching practice;
- to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice;
- to exchange information and expertise among teachers and others, such as academics and industrialists; and
- to help weaker teachers become more effective.

Though the above goals were created in 1998, they remain relevant in the context of Namibian teacher development as they accurately highlight what teachers need to learn to improve their job at school. However, they do not address other issues such as teacher leadership development, which is something that CPD is also designed to address. If the goals above are what CPD is designed to achieve, why is there still a demand for CPD that takes teachers' context into account? A recap on the cascade model of CPD, which was the model of CPD used in the past in many countries, is provided here, along with a few reasons why they failed.

2.2.2 The cascade model of continuous professional development

In the past the main model of CPD used was the cascade model. The cascade model is a model of CPD that "involves individual teachers attending training programs, then cascading or sharing the material to colleagues", according to Kennedy (2005, p. 240). The cascade model of CPD was used primarily because it enabled education systems to use existing staff to train many teachers in a short period of time (Ngeze et al., 2018). In addition, Collins et al. (2012) believe that the cascade model of CPD was viewed as a particularly cost-effective method for training many individuals. Consequently, several nations have embraced this model to train their teachers on new advancements in the education system including Namibia and South Africa (Kretchner et al., 2012), China (Wedell, 2005), and Nepal (Suzuki, 2011).

Though the cascade model of CPD was beneficial, Bautista and Ortega-Ruiz (2015) characterise it as sporadic events in which teachers tend to be passive recipients of information

and argue that it causes more problems than it solves. As a result, the cascade model of CPD is heavily criticised for being too short and unrelated to the needs of teachers (Villegas-Reimers, 2003). This supports Yoon's (2016) assertion that it does not meet the demands of teachers. This is because these short courses are created by outsiders for the general audience. This is consistent with CPD practices in Namibia, albeit not sufficiently so, as Kretchner et al. (2012) concluded that short courses are a "one-size-fits-all" form of CPD, since the CPD needs they sought to satisfy were created centrally by the MoE. According to Stein et al. (1999), this sort of CPD was created to assist rote learning, in which learners were obliged to memorise facts. Other criticisms are that the model ignored school context and that the training venues were always outside the school, making it difficult to access the place at times (Deglau et al., 2006). This might cause inland teachers to miss out on planned sessions. CPD activities also lacked follow up and were not consistent as well as lacking assistance to maintain their long-term viability (Yoon, 2016). Because of these factors, my study advocated for more decentralised CPD to affect change in the school-based CPD programme at the school. The next section provides a quick overview of the many facets of contemporary CPD.

2.2.3 Contemporary continuous professional development

The way people think about CPD needs to change. According to Wesner (2014, n.p.)

> Professional development can no longer be about introducing teachers to a topic in a one-time session or giving teachers fundamental understanding about a teaching approach. Instead, in an era of accountability, professional development necessitates a fundamental shift in a teacher's practice that leads to increased learner learning in the classroom.

Furthermore, field experts advise to move away from CPD which is mostly one-time seminars or courses conducted outside of schools (Borko et al., 2010) and toward more modern ways of CPD. These include the transformative approach which is based on the idea that CPD must be experimental, continuing, sustainable, and teacher designed (Mwila et al., 2022), the deficit approach, which is a form of CPD that is aimed to specifically target teachers' perceived shortcomings (Kennedy, 2005) and the action research approach, which employs teachers as researchers with the goal of enhancing their own teaching (Mwila et al., 2022). These contemporary approaches to CPD are built on the notion that teachers learn via official and informal contacts at school, such as peer teaching, collaborative practices, shared evaluations, and informal mentorship amongst colleagues, according to professional development (Liu et al., 2016). CPD must also create a platform that encourages teacher agency by providing several possibilities for informal and self-directed learning (Rowold & Kauffeld, 2008). As Lave and Wenger (1991) state, adults learn via being in contact with experts in the subjects. As a result, one-size-fits-all CPD will not be helpful, as CPD must account for diversity in teachers and schools to be effective (Guskey, 2003). Furthermore, professional development must be tailored to the requirements of specific teachers in that school (Guskey, 1995). Hence, from many sources, the following are explanations of what contemporary CPD must be about.

2.2.3.1 Continuous professional development must be workplace-oriented

All CPD must consider the environment of each school. As mentioned by van Niekerk and Muller (2017), each school has its own culture and environment and so may not adapt to the type of CPD since it does not correspond with the school's condition. Snow (2015) also emphasises the need for CPD to consider the school's situation. Workplaces, according to Yoon (2016), are very complex, with several components that may need to be included in CPD for it to be successful. As a result, some schools may not benefit from PD that is "one-size-fits-all". Hence, Hawley and Valli (1999) underline that CPD initiatives should be a part of a school's daily work or school-based, as this would allow a school to meet the requirements of its teachers in a variety of settings. Furthermore, according to Hunzicker (2011), school-based CPD involves teachers in learning through their everyday duties and responsibilities and necessitates that they investigate possibilities, try out new ideas and evaluate the efficacy of their efforts. This might lead to them reflecting about their practices on a regular basis. If school-based CPD is to be successful, it must be teacher-led.

2.2.3.2 Continuous professional development must be teacher-driven

Teacher-led professional development must react to the requirements of schools and teachers; according to Kedzior and Fifield (2004), teacher-driven CPD is more relevant since it can adapt to the teachers' own needs and interests. Teacher-led CPD involves providing teachers with opportunities to direct their own CPD, which is a practice of teacher leadership. In fact, as Katzenmeyer and Moller (2009) point out, teacher leadership means providing teachers with the opportunity to lead beyond the classroom. This is consistent with Grant's (2006) assertion that teachers must have opportunities to lead in-service training and assist others. In this way providing teachers with these opportunities may lead to capacity building (Bahadur & Bin Rauf, 2022) since teachers are able to take control of their own learning and improve. Furthermore, teachers should be involved in planning for their own CPD because it will enable them to foreground their unique needs and interests (Yoon, 2016) and the issue of "one-size-fits-all" will be addressed. There is a clear need for a more decentralised CPD, as Lieberman and Pointer (2008) point out, because while national CPD demands must be met, individualised CPD is still required to address both national and individual needs.

2.2.3.3 Continuous professional development must be an ongoing process

Several academics have advocated that successful CPD be ongoing. According to Schleicher (2016), for CPD to be effective, it must be continuous and in-depth, including practice and feedback. Furthermore, according to Darling-Hammond et al. (2017), successful CPD must guarantee that teachers have enough time to study, practise, apply and reflect on what they have learnt. This supports Armour and Makopolou's (2012) claim that most CPD initiatives lack a follow-up mechanism that allows participants to assess, reflect and support the implementations. As a result, CPD must be ongoing and sustained to guarantee that teachers are supported. Furthermore, according to Lieberman and Pointer Mace (2008), teacher learning and changes in teaching practices are recursive and continuous processes that occur over time. Furthermore, teacher-led continuous professional development is easier to implement in a school setting. Because CPD must be a continuous process, it must encourage active learning. As a result, the next part of CPD calls for inquiry-based CPD.

2.2.3.4 Continuous professional development must be inquiry-based

Effective professional development must address a school's issues. Active learning must be designed in such a manner that it encourages continual inquiry and reflection (Kedzior & Fifield, 2004). Active learning activities are those that assist individuals in constructing knowledge by including them actively or experimentally in the learning process (Brame, 2016). Furthermore, active involvement helps teachers recall what they learn during professional development (Tate, 2009). Active learning also allows teachers to acquire hands-on experience devising and implementing innovative teaching tactics (Darling-Hammond et al., 2017). Hence, my study involved teachers in PAR sessions to deliberate on the issues of their own development.

Teachers must be proactive in deliberating and challenging important problems as schools continue to be transformed and our society continue to evolve. This will lead to progress. Individuals who are given the opportunity to work on an issue receive new information, which strengthens their understanding and leads to development, according to Sockalingam et al. (2011). Villegas-Reimer (2003) went on to say that if CPD is to be inquiry-based, it should be built on constructivism's ideas, because constructivists think that knowledge is acquired via active participation in interactions, construct knowledge is used. Since CPD must be founded on inquiry, it must also be collaborative.

2.2.3.5 Continuous professional development must be collaborative in nature

Effective CPD does not happen in a vacuum. Adult learning theorists emphasise contextual learning, believing that learning does not occur in isolation, but rather via interactions with people in the field (Lave & Wenger, 1991). As a result, professional development as a model for teachers must be collaborative in order for teachers to share their experiences, knowledge and ideas. Teachers cherish opportunities to learn from and alongside one another, according to one study (Lieberman & Pointer Mace, 2008). Yoon (2016) also feels that all teachers must be involved in CPD to identify, assess and work out solutions to their CPD requirements. Darling-Hammond et al. (2017) argue that teachers working cooperatively may form communities that positively influence CPD in schools by supporting each other's learning. This will also lessen reliance on outsiders who take a long time to come to the rescue of teachers. Teachers come from a range of backgrounds and are able to respond to their requirements at any time because CPD is ongoing. In addition, according to a study, successful CPD is informal

and collaborative since it allows for informal discourse to enhance practices (Maciejowska et al., 2015). Quick et al. (2009) discovered that teacher-to-teacher coaching and mentoring was more likely than typical professional development programmes to result in higher-order learning experiences for teachers. Richardson (2003) stresses that this sort of CPD is not intended to replace formal CPD, but rather to balance it, since they both support one other. However, it must foster collegiality.

In line with this principle my study used PAR to involve all teachers in the PAR process to investigate if it would stimulate the school-based CPD programme and enhance teacher leadership. To assist the teachers who are the key to providing quality education, PD must be viewed as a continuous collaborative activity (Etin & Bayrakc, 2019; Guskey, 2002). When it comes to planning professional development programmes for teachers, policymakers and school administrators should be encouraged to examine the qualities listed above. As a contextual framing of my study, I continue the discussion by outlining Namibia's present CPD model.

2.2.4 Namibian continuous professional development model

Continuous professional development (CPD) is needed if Namibia is to meet the objective of Vision 2030, which aims for a high degree of industrialisation and development (Republic of Namibia, 2004). According to the UNAM (2012), current education cannot meet the vision 2030 standards in Namibia. As a result, guaranteeing excellent education was considered a step in the right direction, and the development of localised school-based CPD programmes began. The cascade model followed by the MoE was not deemed adequate as it relied on workshops, seminars, conferences and the courses commonly used to give this training were typically described as brief, episodic, fragmented and decontextualised (Kretchner et al. 2012). As a result, Namibia responded to recommendations on CPD to consider CPD that launches collaborative activities managed by regions independently (UNAM, 2012). Despite this decentralisation, a central authority was established to give advice and assistance to CPD partners such as the regional office.

Namibia currently employs two CPD models. The first is the modified national level facilitator approach, which is a broader version of CPD that still employs the cascade model to assist and advise teachers. The second is the school-based CPD, which provides teachers a voice and the chance to determine their own CPD needs. However, for the purposes of my research, only the

school-based strategy is covered in this section, and the modified national level facilitator approach is described in the appendices (see Appendix J).

2.2.4.1 The school-based approach

Because my study is looking into the school-based CPD programmes, the school-based approach will be examined in-depth. The school-based approach, according to Lee Cheng and Ko (2017), provides school and teacher autonomy at the school level. This will allow teachers to choose what they want to undertake for professional development at school which resonates with Engelbretch et al.'s (2007) assertions that school-based methods are built on the concepts that learning occurs in a natural context and that learning is a personal endeavour for teachers to select what speaks to their professional development needs. On constructivist principles, Namibian schools advocate the use of reflective practice, action research, adult learning, communities of practice, collegial growth, peer teaching and mentorship (UNAM, 2012). As a result, teachers must work together to identify their needs and come up with solutions.

To guarantee that school-based CPD fits local requirements, schools must establish their own CPD committees (UNAM, 2014). In addition, each circuit's inspectors will need to form a practice-based CPD committee to guarantee that the circuit's CPD needs are met. However, for the sake of this research, I will only look at school committees and the responsibilities of each member as stipulated by UNAM (2014).

The school-based committee consists of:

- Principal
- Heads of Department
- Novice Teacher
- Experienced Teacher

The committees are adjustable based on the school, but the principal is expected to chair them because of his or her role as instructional leader and teacher developer (UNAM, 2014). The school CPD coordinator, who might be one of the department heads, assists the principal.

Roles and responsibilities of the principal as the chairperson according to UNAM (2014):

- Ensure that a functioning CPD Coordinating Committee (SBCPDCC) is established
- Schedule and Chair SBCPDCC meetings
- Ensure school-based CPD plans are in place
- Oversee implementation of the school-based CPD plans
- Ensure that teachers actively participate in CPD and continue to learn
- Liaise with regional CPD Coordinating Committee (RCPDCC) and CPD Unit when necessary

Roles and responsibilities of school-based CPD coordinators according to UNAM (2014):

- Coordinate the activities of CPD at the school level
- Keep records of CPD activities at school/site level
- Serve as secretary for the school-based CPD committee
- Disseminate CPD information to teachers
- Assist in planning of CPD activities at school/site level
- Assist in monitoring the implementation of CPD activities at school level
- Serve as the CPD liaison person at school level
- In consultation with the principal, attend meetings of CPD at cluster/circuit/regional level

Roles and responsibility of the committee:

For Namibian school-based CPD, the UNAM (2014) specified four roles and duties of the school-based CPD committee. The first step is to determine the school's professional development needs. Peer observations can be used to accomplish this (UNAM, 2014). According to the Victoria Education and Training (2018), peer observation is defined as teachers studying each other's practice and attempting to discover lessons' flaws. Though peer observation is a method for identifying flaws, teachers who use it can benefit from the positive

criticism they get. Interviews are another activity in which principals or any member of the school-based CPD can interview teachers to determine their areas of need. Using teachers' self-evaluation instruments is another method of identification. The teacher self-evaluation instrument is a document that is completed by teachers to evaluate their actions against national requirements (MEC, 2013). The instrument allows teachers to assess what they are doing well and where they need to improve. Self-reflection is another activity in which teachers might keep reflective diaries to recount what went well and what went wrong in the classroom while teaching. This is consistent with Dewey's (1938) assertion that humans learn through experience and by thinking about it. According to Guskey (2002), for CPD to be successful it must include the tenets of self-reflection.

The second obligation is to plan for identified needs when they have been identified. A strategy must be put in place to meet the stated needs, albeit that execution will be dependent on the urgency of the needs (UNAM, 2014). The implementation phase is the third task after planning. According to UNAM (2013), the implementation process includes a variety of actions that vary based on the needs. One option is to facilitate CPD inside the school or to search for outside experts to assist with the requirement. Another task is to administer CPD activities, which includes keeping track of all events. The dissemination of CPD information is another. Another way to share knowledge is to collaborate or network with other school-based CPDs in the circuit. Finally, teachers should explore learning opportunities within their schools.

The committee's last job is to assess the interventions. UNAM (2013) specifies three activities that must be undertaken in relation to assessments. The first is to support the implementations, since it is believed that they will require ongoing upkeep and enhancements to guarantee that they are successful. The second step is to track progress. The third is that the committee must keep track of how far the implementation work has progressed and evaluates the impact of the implementation.

Figure 2.1: Four roles and duties of the school-based CPD programme (UNAM CPD Unit, 2014)

The school-based CPD committee functions and responsibilities affected my decision to use a collaborative action research technique in my research. Figure 2.1 depicts roles and responsibilities, but its cyclical nature corresponds to cyclical action research. As a result, the study employed collaborative action research in practice to stimulate the school-based CPD and develop teacher leadership. According to recent research conducted in the Oshikoto region by Kayumbu (2020), the Namibian school-based CPD, with all its attractive qualities, failed in most schools. As a result, my study was interested in investigating the forces that constrain the success of CPD in education.

2.2.5 Barriers to CPD

In the literature, there are several reasons why CPD often fails. I discuss three of them here, namely teacher attitudes as a barrier, time as a barrier and school structure as a barrier.

2.2.5.1 Teacher attitudes as a barrier to continuous professional development

Various studies have revealed that teacher attitudes about CPD are a barrier to CPD. Teachers, according to Eroğlu and Kaya (2021), often have unfavourable attitudes to CPD courses or training because they believe it is a waste of time. According to Bwanga (2020), this may be because of previous disappointing experiences with CPD programmes and a lack of knowledge of the relevance of CPD activities. Furthermore, according to another study, CPD contents have not always satisfied teachers' present and future practices, discouraging them from engaging in CPD events (Bwanga, 2020). Another study found that CPD were viewed unfavourably because teachers believed they were a waste of time since they lacked consistency (Afshar & Ghasemi, 2020). A scarcity of effective and practical CPD involving teachers in their own professional development is another aspect that has led to the unfavourable attitude toward CPD (Meng & Tagaroensuk, 2013). Teachers have formed unfavourable views regarding PD activities because of the reasons stated above, and hence opt not to participate.

2.2.5.2 Time as a barrier to continuous professional development

Time is essential for a successful CPD. However often, insufficient time is allocated to CPD programmes. Time for CPD initiatives is a barrier, according to Bwanga (2020) since teachers in schools are torn between sticking to their tight timetables and high workloads and attending CPD initiatives. This supports the findings of Rashid et al. (2017), who showed that teachers with excessive workloads were less likely to participate in professional development activities since they were already under pressure to achieve curriculum deadlines, as teaching is a results-oriented profession. The problematic schedule of trainings or workshops was also a concern for Eroğlu and Kaya (2021), since most CPD activities require teachers to leave their classrooms. This is a concern since learners are left at school and CPD venues may be far away. Another issue is that teachers are hesitant to participate in professional development programmes since they are already overworked. This is consistent with what Kayumbu (2020) discovered in a Namibian setting, namely that not only did teachers lack time for the activities, but the principals who were expected to lead these CPD activities were overburdened with tasks and hence chose not to organise any. According to Broad (2015), CPD activities increase the workload of teachers, leaving them with less time to teach. Another difficulty discovered was that, even if CPD activities are planned after school hours, Omar et al. (2017) claim that family obligations are a hurdle since teachers may prefer to attend to their family matters in their spare time.

2.2.5.3 School structure as a barrier

Teachers' professional development is hampered by the way schools are run and the atmosphere they create. Sprott (2019) found that the hierarchical structure of schools was a barrier to school-based CPD. Because individuals in official leadership roles are at the centre of everything that happens at the school, it is problematic if they lack knowledge or skill, or if they use leadership practices that limit teachers' engagement. This is consistent with Avidov-Ungar (2017), who claims that a lack of support from the school administration sometimes causes CPD to fail in the classroom. According to Kayumbu (2020), principals found it difficult to help teachers in school-based professional development because they lacked proper training, suitable resources and time to supervise and conduct CPD activities in schools. Furthermore, according to Kayumbu (2020), the foregoing flaws might be ascribed to the cascade approach employed to teach the principals, since they may have forgotten critical details. Bwanga (2020) also mentions the lack of constructivist and collaborative practices in organisations, which are necessary to operate effective CPD programmes in schools.

Having discussed the three barriers to CPD, I now turn my attention to the second main concept in my study, that of leadership.

2.3 Leadership

The notion of leadership has evolved from one era to the next. Scholarly engagement with leadership began with the trait or great man era, which sought to determine what characteristics distinguish effective from ineffectual leaders (Northouse, 2019). The era held that leaders were born, not trained, and that only a small number of people were born to be leaders because they possessed specific characteristics that allowed them to lead (Benmira & Agbola, 2020; Hunt & Fedynich, 2018). The trait theory was criticised because, according to Jex and Britt (2014), the era produced an infinite number of characteristics that characterised leaders, making it difficult to determine which traits genuinely reflected an effective leader.

This opened the door for a new era, the behavioural era, which examined the behaviour and actions of leaders (Northouse, 2019). The behaviour era believed that leadership could be acquired via experience and training (Amachukwu et al., 2015). In addition, scholarship focused on determining how a leader's actions and behaviour affected their followers (Jex & Britt, 2014). This led to the categorisation and evolution of leadership styles such as authoritarian, democratic and laissez-faire (Benmira & Agbola, 2020). However, the behaviour era was criticised for failing to comprehend how situations and contexts influence (Agbola, 2020).

Because the trait and behaviour eras of leadership failed to account for the impact of events and context, there was a drive for leaders to be situationally dependent (Day & Antonakis, 2018). These events ushered in a new era of situational leadership, which held that the relationship between a leader's behaviour and characteristics is decided by how they respond to the circumstances and environment in which they find themselves (Benmira & Agbola, 2020). Consequently, in the situational era, leadership was viewed as having both directive and supportive aspects, depending on the context (Northouse, 2019). Gill (2011), however, still argues that the situational era of leadership fails to account for the position of the leader and how leaders choose their leadership style.

Traditional leadership theories focused on formal leaders taking the initiative and followers following suit. Consequently, numerous academics have advocated leadership that is flexible, coordinated, distributed, collaborative, and collective (Benmira & Agbola, 2020). Furthermore, according to Lunenburg (2012), a power theorist, numerous organisations have acknowledged the need for including members at various levels in decision-making and problem solving. According to Tracy (1990, p. 2), real power flows from the bottom up, rather than from the top down "and if you succeed in giving your people power, they will undoubtedly raise you on their shoulders to heights of power and achievement you never believed imaginable". Dike et al. (2015) also argues that leadership in the twenty-first century is more difficult than it was in the nineteenth and twentieth centuries. As the twenty-first century progresses it brings with it new threats for both those in positions of leadership and their followers, such that there is an overload of information and adapting to norms (Sharma, 2013). As a result, involving everyone and developing those who fall short in some areas is the way to go. Consequently, several contemporary leadership theories, including transformational, transactional, authentic, servant, distributed, delegated, shared and teacher leadership, have emerged.

For the purpose of my study, distributed leadership and teacher leadership are important concepts. Distributed leadership goes "beyond the Superman and Wonder Woman conception of school leadership" (Spillane, 2006, p. 6). This is because every year, the educational system undergoes changes. This constant change necessitates a diversity of information, abilities, and ideas that no single person can possess. This supports Spillane's (2005) assertion that heroic leadership, such as that of the principal, cannot lead schools to greatness on its own, since, as Harris (2005) claims, these approaches to leadership have failed to maintain school and learner progress. Hence, there is a need for leadership which is participative, collaborative and distributed (Naicker & Mestry, 2013).

2.3.1 Distributed leadership

Distributed leadership has arisen as a leadership approach that has been thrown into the mix to assist people to comprehend the core of leadership. According to Harris (2013), distributed leadership symbolises a shift away from seeing leadership as something that only a few individuals can do, and toward seeing leadership as something that happens in practice and is accessible to everyone. This aligns with Bennet et al.'s (2003) concept that distributed leadership is a collective activity that works through and within relationships, rather than something done by an individual to others. Furthermore, according to Spillane (2005), the foundation of distributed leadership is leadership practices, which are the result of interactions between school leaders, followers, and the situation. As opposed to leadership being fixated on one person, distributed leadership is considered as an emergent quality of a group or network of interacting individuals. This is illustrated in Figure 2.2.

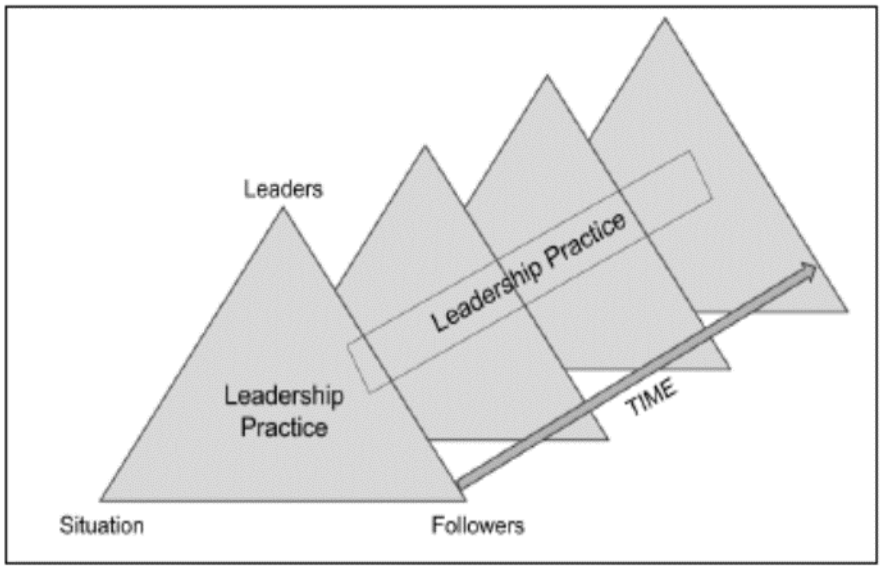


Figure 2.2: Leadership Practice Aspect (Spillane, 2007, p. 3)

The interrelationships of leaders, followers, and the situation are shown by the triangles in Figure 2.2. The triangles indicate how the exchanges become linked over time (Spillane, 2006). This is consistent with Harris's (2013) perspective that distributed leadership is leadership that is "shared between, within, and across organisations" (p. 12), rather than leadership that is concentrated in formal leadership positions. This aligns with Spillane (2006), who claims that leadership does not lie in individuals in positions of authority, but rather may emanate from anyone in the organisation, a concept he refers to as "leader-plus". This implies that, given the chance and circumstances, everyone in the school can contribute to leadership, as and when the need arises. These ideas were relevant to my study's goals since it aimed to uncover a range of strategies to incorporate teachers in the school's school-based CPD. As a result, the collective interactions distributed leadership offer can help give each teacher an opportunity to contribute, resulting in teacher exposure. This correlates with one of the most important parts of distributed leadership, which is the interdependencies among leaders, followers and situations of leadership, which are the various ways in which two or more teachers would collaborate to complete a job, sharing knowledge (Spillane et al., 2004). This is consistent with Gronn's (2002) conception of distributed leadership as a concerted action, in which distributed leadership develops from "multi-member organisational groupings", rather than from individual aggregated acts and from interdependent and coordinated individuals executing tasks.

Distributed leadership, according to Gronn (2002), manifests itself in three key concertive activities. In the first place, distributed leadership may be observed through spontaneous collaboration, in the interaction and relationship that occurs when individuals with varied talents, expertise, and capacities join to execute a task. This relates to what my research aimed to achieve as I wanted to bring together teachers to form a school-based CPD where they could collaborate and exchange expertise on the many components that they lacked, allowing them to learn and improve professionally. Second, distributed leadership is visible in the intuitive working relationships that arise when individuals work together creating intimate relationships over time, and therefore complementing each other's talents, learning from their shared duties and functioning as a unit and becoming interdependent. Finally, institutionalised procedures that are made up of multiple official committees and teams working together as equals to encourage cooperation amongst individuals can be considered distributed leadership (Gronn, 2002). In a Namibian school context, committees are visible in our schools, but they are still led by the principals as school leaders who have the ultimate decision on who should be on certain committees, whereas, according to Gronn (2002), the committee leader is simply "primus inter pares", first among equals, and each voice matters.

Because distributed leadership implies sharing or dispersing power it is frequently likened to shared leadership, democratic leadership, and collaborative leadership, as well as transformational and situational leadership. Though Spillane (2006) agrees that there are patterns of events that are the same, such as that distributed leadership entails sharing, collaborating in teams, empowering others, and is dependent on situations, he disagrees with equating distributed leadership with all the terms, stating:

> Depending on the situation, a distributive perspective allows for shared leadership. A distributive approach, in which leadership is understood as the interaction of leaders, followers, and events, is not required for team leadership. Similarly, a distributed perspective allows for democratic or authoritarian leadership. From a distributed approach, leadership is spread among school leaders but not necessarily democratic. (Spillane, 2005, p. 149)

Though distributed leadership, according to Spillane (2006), may bring about organisational change, it cannot be transactional or transformational since it does not equate leadership to one person, as it places leadership practices ahead of people in positions. According to Hartley (2000), distributed leadership is exerted by those who have built alliances, support networks, and a collaborative culture for inter-agency workings, not by individuals.

2.3.1.1 Why distributed leadership?

The relevance of adopting a distributed kind of leadership can already be seen in the previous illustrations of distributed leadership; nonetheless, the research regards distributed leadership as an essential feature of the leadership part of school-based CPD for a variety of reasons.

The fact that distributed leadership implies an openness to the leadership boundary (Bennett, Wise & Wood, 2003) is one of the factors that drew me to this theory. Teachers should be included in discussions on school-based CPD for successful professional development to occur; hence the concept of inclusivity in distributed leadership will guarantee that teachers have an opportunity to contribute to school leadership work. This is because distributed leadership, according to Cordiner (2015), increases community participation, the ability for everybody to participate in key decisions, as well as collaborative problem solving and taking ownership. Also, according to Botha (2013), the post-apartheid governments of Namibia and South Africa require leadership that fosters participation and speaks to democracy, hence distributed leadership is the preferred leadership practice.

The study's focus on distributed leadership is influenced by the reality that 21st-century education is more complicated and requires more knowledge and skill. Distributed leadership, according to Bennet et al. (2003), allows for a range of knowledge to be shared through interactions since it is an emergent property of a group or network of interacting individuals. Furthermore, according to Spillane and Diamond (2007), the distributed perspective not only includes a leader-plus component, but also a practice aspect, which is the result of interactions between school leaders, followers, and their situations. Teachers will exchange knowledge in school-based CPD through these encounters, which will be beneficial to the process of learning from one another and the development of new knowledge and practices pertinent and unique to their school. In addition, the theoretical foundations of distributed leadership regard leadership as a collective phenomenon in which everyone can interact with each other dependent on the situation and relevant expertise.

The practice of school-based CPD and leadership is built on teachers' relationships rather than their responsibilities. As a result, there is a belief that distributed leadership contributes to professional learning (Poekert, 2012), since distributed leadership enhances teachers' participation in a range of duties at school, which may lead to deeper learning. Distributed leadership, according to Timperley (2005), is one of the approaches that helps to improve professional learning. Colmer et al. (2014) suggested that distributed leadership can facilitate professional learning by allowing teachers to discuss, dispute, and offer critical feedback on them. According to Denee (2018), effective professional development is all about cooperation and conversation encouraged through encounters, which leads to co-construction of new knowledge in distributed leadership. As claimed by Harris (2008), distributed leadership has the ability to promote on-the-job leadership development since distributed leadership allows teachers to learn from each other.

It was also claimed that school culture hampered school-based CPD (Sprott, 2019). This is also why distributed leadership is necessary, as Bierly et al. (2016) discovered that distributed leadership improves the school environment by allowing teachers to take ownership of their work because they feel like they are part of a team, which increases morale and job satisfaction. This is in line with Emmanouil et al. (2014), who claim that teachers' engagement in decision-making influences motivation and, as a result, builds trust among members.

Distributed leadership can be beneficial; however, it has been fiercely criticised by several scholars which is the substance of the following section.

2.3.1.2 Criticisms of distributed leadership

Though many scholars support distributed leadership, they also acknowledge that it has its fair share of flaws that must be addressed. Harris and DeFlamini (2016) caution against exaggerating the benefits of distributed leadership, stating that, like many other leadership theories, it is difficult to determine if distributed leadership is a friend or adversary.

One problem is that the definition of distributed leadership is still unclear. Harris (2009) views distributed leadership as a lens; Harris and Spillane (2008) views it as a diagnostic and design tool; Triegaart (2013) views it as a strategy; Gronn (2002) and Spillane (2006) view it as a framework to analyse and understand leadership; and Bolden (2008) views it as a model to change organisations. It is criticised because of all the aforementioned confusion about exactly

what distributed leadership is. Aside from the many points of view, it is also associated with several notions that it cannot be seen as a remedy for all the schools' ills, leading to the question of whether it is "old wine in a new bottle" (Spillane, 2005, p. 144).

Some people confuse distributed leadership with shared leadership, team leadership, and democratic leadership. This is because researchers describe it in several ways. Distributed leadership, according to Shava and Tlou (2018), promotes democratic ideals. Distributed leadership, according to Bennet et al. (2008), is delegated leadership. Leithwood et al. (2009), on the other hand, compares it to shared leadership. As a result, Spillane (2017) concludes that there is a misunderstanding about what distributed leadership is. As a result, Hickey et al. (2022) assert that distributed leadership must be viewed as a distinct concept that depicts the practice of leadership involving interactions between leaders, followers, and their situations. Using distributed leadership as a blanket term for any type of shared leadership may lead to confusion. As Grant (2017) explains, the new concepts are simply equated to the existing concepts, which is problematic because the new concepts do not embrace the ideas of the existing concepts. Hence, in this study distributed leadership is seen through the eyes of Bennet et al. (2003) who state that distributed leadership is a collective activity that works through and within relationships, rather than something done by an individual to others.

Distributed leadership is sometimes exploited for negative objectives for the reasons stated above. Those in formal leadership roles, according to Harris (2013), may use distributed leadership as a cloak to overwhelm teachers in the name of work distribution. This is in line with Tian et al. (2015), who claim that distributed leadership is sometimes seen as a way to legitimise and control top-down management by giving teachers additional work under the guise of exercising agency. As a result, Hargreaves and Fink (2009) warn that distributed leadership might be another strategy for empowering top-level policymakers. Hence understanding how leadership will be distributed is critical.

Furthermore, distributed leadership fails to solve power challenges. Those in formal leadership positions, according to Bolden (2008), may be unwilling to relinquish some control and power. It is certainly troublesome when combined with our hierarchical arrangements in Namibian schools. However, one can argue that the goal of distributed leadership is not to eliminate the position of principals, but to put the concepts of distributed leadership into effect, such as using a leader-plus approach, leadership that stretches across everyone, and has the ability to give

teachers chances. Furthermore, Tian et al. (2015) addresses the issue by stating that adopting a distributed leadership perspective does not imply the removal of the principal or the SMT, as is commonly assumed, but distributed leadership still views those in formal leadership positions as the managers and gatekeepers as they have the power to encourage or discourage others from leading because distributed leadership may only be used to effect change if the principal and his staff agree (Harris, 2013). In contrast, however, leadership and distributed forms of leadership are not curtailed by position but can emerge where people have expertise.

Lumby (2013) argues that distributed leadership does not problematise power concerns while simultaneously addressing issues of gender or race when it comes to leadership distribution. Tian et al. (2015) also found that the success of distributed leadership in schools was dependent on individuals in formal leadership roles, particularly the principal's purposeful support of all teachers.

Contextual concerns are also a criticism of distributed leadership. Hairon and Goh (2014) emphasise the problem of context, arguing that while most research has been conducted in Western nations, distributed leadership would not have the same outcomes in Namibia because leadership is culturally linked. However, I believe that additional studies should be conducted in many developing nations so that we can assess the impacts of distributed leadership in many contexts.

For distributed leadership to thrive in the school, it must adopt teacher leadership practices. Teacher leadership is an example of distributed leadership in the school. Because teacher leadership focuses on different players in the school, it also indicates that leadership is extended for teachers to be able to lead in a variety of locations (Harris, 2003). As teacher leadership is one of the study's key themes, the following section examines the fundamentals of teacher leadership as well as how teacher leadership connects to professional development.

2.3.2 Teacher leadership

Several academics have portrayed teacher leadership, a controversial term in the literature, as embodied, a process, a strategy, and an attitude (Hunzicker, 2018; Katzenmeyer & Moller, 2001; Muijs & Harris, 2008). Moreover, several studies on teacher leadership concluded that there is currently no unified definition of teacher leadership (Nguyen et al., 2019; Wenner & Campbell, 2017; York-Barr & Duke, 2004). According to York-Barr and Duke (2004), teacher

leadership is the process through which teachers influence their colleagues, principal, and other members to enhance the quality of teaching and learning. Katzenmeyer and Moller (2001) define teacher leaders as teachers who can lead inside and outside the classroom, contribute to the community of teachers and leaders, motivate others to improve their teaching practice, and accept responsibility as a leader in order to achieve leadership's outcome. Both authors York-Bar and Duke (2004) and Katzenmeyer and Moller (2001) refer to a community, collaboration, school reform, and empowering teachers to take on leadership roles beyond the classroom. Sinha and Hanuscin (2017) conceptualise teacher leadership in two ways, namely teacher leadership as a practice and teacher leadership as an identity, due to the differences between the preceding definitions.

2.3.2.1 Teacher leadership as a practice

Teacher leadership has been referred to as a practice that involves engaging in various initiatives in the school. Sinha and Hanuscin (2017) see teacher leadership as a practice involving the tasks and responsibilities of teacher leaders in schools. Also, Baker-Doyle (2017) state that teacher leadership focuses on actions that extend beyond the teacher's technically allocated responsibilities. As a practice, teacher leadership entails providing teachers with opportunities to engage in a variety of leadership activities outside of their classroom comfort zone. As noted by Muijs and Harris (2007), teachers might also be active in leading extracurricular activities outside the classroom, such as arranging school activities and mentoring others, which are beyond the scope of their typical teaching obligations. All these notions are aimed at changing schools into professional learning communities and developing teachers as leaders, according to Katzenmeyer and Moller (2001).

2.3.2.2 Teacher leadership as identity

In direct contrast to being considered as a practice, teacher leadership is viewed by some as an identity. According to Sinha and Hanuscin (2017), the process of self-identification as a teacher leader is the definition of teacher leadership as an identity. According to Wenner and Campbell (2014), teacher leaders are teachers who continue K-12 classroom-based teaching obligations while simultaneously assuming leadership roles beyond the classroom. Teacher leaders are teachers who desire to engage in a variety of informal and formal leadership responsibilities beyond the classroom (Education Commission of the States, 2010). In addition, while defining teacher leaders, Katzenmeyer and Moller (2011) claim that teacher leaders are individuals who

choose to leave the classroom and accept informal leadership positions inside and outside the school. Also, Muijs and Harris (2003) and Mat Yazid (2021) suggest that teacher leaders are specialists in teaching and learning, as well as teachers who excel in their profession and contribute to school progress. Teacher leaders are influential contributors to educational techniques and decision-making among their peers (York-Barr & Duke, 2004)

Having discussed how teacher leadership is viewed by some scholars, I now discuss how it is viewed in the study.

2.3.2.3 Teacher leadership in the study

Teacher leadership, whether seen as a practice or an identity reserved for a select few, but rather for all teachers, as a novice teacher can also contribute to a variety of activities that can lead to school improvement if given the chance (Fullan, 1994). In addition, Harris (2015) asserts that teacher leadership is an excellent method for enhancing collective ability to assure and maintain school reform. Teacher leadership is not limited by years of service; it may be fostered and cultivated in all educators (Wesserndorf, 1994). Therefore, situating it among a small number of experienced teachers is ineffective if the research aims to stimulate the school-based CPD programme and develop teacher leadership.

Collaboration is at the heart of teacher leadership in my study. The aim of my study was to deploy a PAR process to foster collaborative efforts and successful teaching techniques that result in developing teachers as leaders and in so doing, expand the practice of distributed leadership at the school (Soglin et al., 2016). In my study, teacher leadership was viewed as a collective kind of leadership adopted by many persons in which teachers gain competence through collaborating (Boles & Troen, 1994). As a result of these collaborative practices, teachers will be able to contribute to school-based CPD programmes. According to Cochran-Smith and Stern (2014), teacher leadership is the process of uniting educational stakeholders toward a shared goal. Since teachers will also be given opportunities to share their experience inside the school, this may lead to the effectiveness of school-based CPD programmes and the growth of teacher leadership. According to Katzenmeyer and Moller (2001, p. 2), “inside every school lies a dormant giant of teacher leadership that may serve as a catalyst for transformation. The reform of public education will have a greater chance of gaining pace if teacher leaders are utilised as agents of school transformation”. Therefore, teachers must be provided opportunity to act as teacher leaders in a variety of positions, roles and settings across

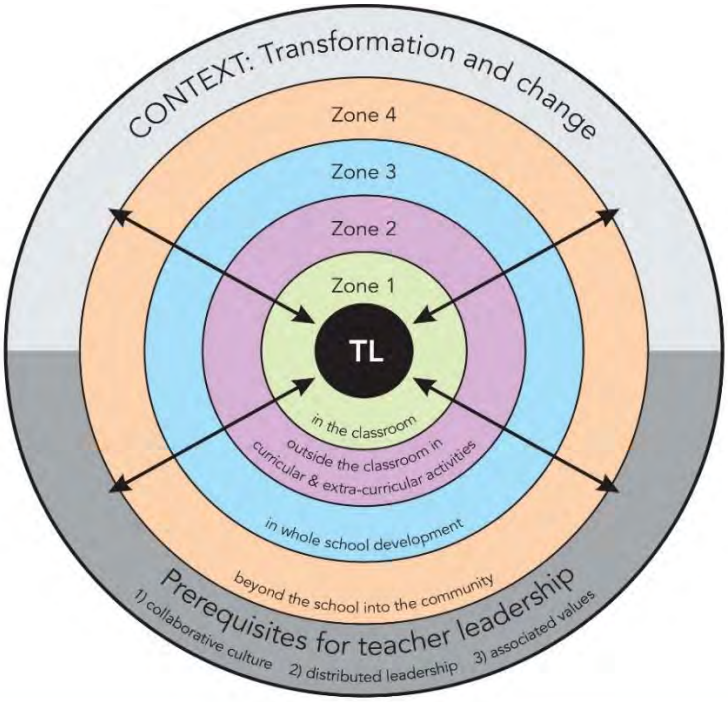
the school. Grant's (2008) model of teacher leadership pursues this notion, proposing four zones in which teachers can be given leadership opportunities. Muijs and Harris' (2007) forms of teacher leadership will be used to categorise the forms of leadership enacted in schools. The next section presents a discussion of the two teacher leadership models.

2.3.2.4 Grant's model of teacher leadership (2006, 2008, 2010 and 2017)

Grant (2006, p. 516) describes teacher leadership as

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

Therefore, beyond the classroom, teachers must assume a range of leadership positions. Grant (2006) created a model of teacher leadership, at the first level of analysis, stipulates the four zones where teachers needed to be given opportunities to lead. At the second level of analysis the model portrays the six proposed responsibilities in each zone. A third level of analysis was added in 2017 and consisted of a set of indicators for each of the six roles in the second analysis.



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 2.3: Grant's Model of Teacher Leadership (2017)

Zone 1: Teacher Leadership within the classroom

Historically, teachers have been trained to assume that their responsibilities are limited to the classroom. Additionally, Grant (2006) discovered that teachers are the designated classroom leaders. Teachers are supposed to teach, establish objectives, execute processes, direct, and motivate learners, and influence all classroom activities. According to Lieberman and Miller (2005), teaching is a highly intellectual occupation rooted in professional societies in which teachers bear responsibility for their learners' and their own development. Therefore, teachers must be accountable for their learners' learning by serving as classroom leaders, taking the roles of teacher, guide, and motivator, and ensuring that all curricular requirements are satisfied. Consequently, according to Grant (2006), teachers in this zone are required to perform the first task of the model, which is to guarantee that teachers continue teaching and develop their own practice to boost student accomplishment.

Grant (2017) designed a set of indicators on what teacher leaders needed to do to develop. One was to keep abreast of new developments. Here, teachers are expected to improve themselves and deepen their professional learning to meet the needs of their learners. Moreover, teachers must be committed to engaging in their own professional learning to improve and stay abreast of instructional changes in their classrooms (Fairman & Mackenzie, 2012; Grant, 2010). Another was that teachers had to engage in classroom action research. Teachers were required to experiment, innovate, and reflect on their activities to ensure that the classroom practices enhanced the learners' learning (Lambert, 2003). The primary objective of teachers' practices is the learners' learning; consequently, teachers must effectively lead their classrooms by also taking the initiative and engaging in autonomous decision-making to make change happen in the classroom to benefit learners, which was another indicator for Grant (2017). However, according to Wessendorf (1994), teachers should not be confined to the classroom; rather, they should collaborate with other teachers to extend their own learning.

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

In this second zone, teachers are considered leaders with competence outside of the classroom. Teachers in official and informal leadership positions collaborate to exchange teaching techniques (Grant, 2008). This zone asks teachers to fulfil three responsibilities, which are a continuation of the second, third, and fourth roles from the second analysis. The second role of

teachers as leaders is to impart curriculum development information to their colleagues by sharing excellent teaching techniques. According to Grant (2017), this could be demonstrated when teachers are given collaborative opportunities to lead curriculum development activities, co-teaching, workshops, subject committee meetings, and extracurricular and co-curricular activities. In the third role, teachers are required to lead in-service training and support other teachers. This role comprises providing teachers with opportunities to engage in the formal leadership duties of mentoring, coaching, and sharing experience with other teachers (Neumerski, 2012). Furthermore, according to Fairman and Mackenzie (2012) this can be seen when teachers exchange pedagogical approaches within the school, mentor, and coach others. The fourth role is for teachers to engage in the evaluation of the performance of other teachers. Teachers could be assigned to moderate the work of other teachers and reflect on co- and extracurricular activities to see what went wrong and how to improve them (Grant, 2017). Moreover, this might be demonstrated by teachers if they are given opportunities to engage in reflective practices regarding the many group tasks they perform in school (Fairman & Mackenzie, 2012).

This second zone coincides with two of Muijs and Harris' (2003) four dimensions of responsibilities of teacher leadership namely the mediation role and the creating of close relationship roles. The mediation role according to Muijs and Harris (2003) regards teachers as vital resources of knowledge and competence in instructional activities who need to share their methods. It is expected that teacher leaders would share their techniques with other teachers, leading to their professional development (Wessendorf, 1994). The second dimension which is the forging of close relationship comprises teachers' constructing and developing close contact with others in the application of reciprocal learning (Harris, 2015). For teachers to work together effectively these relationships need to be developed so that more teachers will be discouraged from working in isolation.

This second zone's collaborative activities align with the principles of school-based CPD programmes advocated by the study as it is in this zone that teachers will gather and collectively identify their areas of need. Collaborative actions should not be limited to curriculum concerns alone but should expand beyond curriculum issues because, according to Muijs and Harris (2007), teacher leadership requires teachers to participate in whole-school activities which leads to the next section.

Zone 3: Outside the classroom in whole-school development

This zone considers teachers as outside-the-classroom leaders. According to Grant (2008), teachers in this zone are required to lead, collaborate, and prepare for school-wide challenges; hence, they must fulfil the fifth and sixth roles of the second analysis. Fifth roles include planning and conducting peer assessments of school practice, and sixth roles include participation in school-level decision-making. In this zone, teachers are required to contribute to all school activities, such as leading professional development meetings and participating in collaborative problem-solving initiatives, such as school-based action research. In the third zone teachers must demonstrate leadership in a variety of areas that extend beyond the normal scope of curricular matters. In addition, the third zone coincides with the purpose of my study, which was to provide teachers with the chance, through PAR, to stimulate school-based CPD by questioning existing practices. Hence, providing a chance to teachers to contribute to whole-school development. As distributed leadership is the foundation of teacher leadership, leadership opportunities must be provided to all members of the organisation, not only those in official leadership roles (Hargreaves, 2001). Given that distributed leadership emphasises collaboration and collective responsibility, power in the school-based CPD programme must be redistributed from those in formal leadership positions to those in informal leadership positions so that other teachers can also affect change in the school-based CPD programme (Nafia & Suyatno, 2020). If teachers are to be at the vanguard of school-based CPD programme, they must be exposed to a range of school-based activities to improve.

The third zone corresponds to the last two dimensions of teacher leadership roles described by Muijs and Harris (2003), namely brokering and participatory leadership. According to Muijs and Harris (2003), the brokering function comprises securing relationships between individuals in official and informal leadership positions and maximising possibilities for effective teacher development. Teachers must be active in the day-to-day operations of the school, such as by providing teachers with opportunity to organise professional development events and by assigning teachers jobs that have previously been reserved for individuals in official leadership roles. Participatory leadership requires that all teachers participate in all school activities so that they feel a part of school-wide change and development (Muijs & Harris, 2003). Additionally, teachers will be encouraged to collaborate with each other and develop a more cooperative working style (Kamaruzaman et al., 2020). For teachers to be active in the school's development, they must be a part of the decision-making process, since teacher leadership

necessitates that teachers be given opportunities to make important decisions about things that impact them in school (Terry, 2017). Teachers can, however, still do more than just in the classroom or the school which leads to a discussion to the last zone in which teachers can also be given opportunities to lead beyond the school community.

Zone 4: Beyond the school boundaries and into the community

Teachers can contribute in a number of settings, including those beyond the boundary of the school and into the community. In this zone teachers may make contributions like those made in the previous three zones, but to neighbouring schools. As stated by Grant et al. (2010), the fourth zone is interconnected with the other three zones since it encompasses the second zone's roles of curriculum development expertise, in-service education leadership, and teacher assistance. In the second zone the unit of analysis was the school, while in this zone it is the neighbouring schools or activities in the region. Therefore, teachers must be able to exchange their teaching techniques with other schools and vice versa. Additionally, teachers must build networks with specialists from different schools. For instance, in the Namibian context, this involves networking with other schools in the circuit; this may be beneficial for the school-based CPD programme as it enables schools to find outside expertise to address their areas of need. For example, if a school lacks an appropriate mentor for a new teacher, it might connect with teachers from surrounding schools.

Teachers can contribute to several settings and beyond the school as according to Fairman and Mackenzie's teacher leadership action for learning (2012), teachers must work with the whole-school community and with the parents. Also, Fairman and Mackenzie (2012) further state that teachers must be given the chance to contribute to the larger school community and collaborate with parents to effect change in school-related issues. Teachers also need to share their work with professional groups outside of the school. Teachers should be provided with opportunities to discuss their methods with other teachers outside their own school, since this will increase learning among teachers and allow them to learn from each other, leading to their professional growth. The four zones, the responsibilities inside each zone, and the indicators offer the sites and activities in which teachers are expected to develop their leadership.

2.3.2.5 Muijs and Harris's forms of teacher leadership

The four zones of the teacher leadership model Grant (2007) align with Muijs and Harris' (2007) classification of teacher leadership as restricted, emerging, and developed. According to Muijs and Harris (2007), teacher leadership is classified as restricted if teachers operate in isolation and exclusively focus on duties in the classroom (zone 1 of Grant's model) and outside the classroom in curricular and extracurricular activities (zone 2 of Grant's model). This involves teachers working on their curriculum issue alone or only with other teachers. In addition, teacher leadership is restricted, as teachers do not participate in the decision-making process for school-wide activities because they are limited to classroom-specific topics (Muijs & Harris, 2007). Also, Grant (2017) states that the lack of structural and cultural changes required in schools to ensure that teachers are involved in all school activities led to teacher leadership being characterised as restricted, as schools in the South African and Namibian contexts are predominantly hierarchical.

Emergent teacher leadership is the second classification of Muijs and Harris (2007) and occurs when teachers are encouraged to initiate and lead school development, but their participation in decision-making is typically limited because leadership is mostly centred at the senior level (Muijs & Harris, 2008). This is because teachers are only consulted on school matters while formal leadership continues to make the ultimate decision (Muijs & Harris, 2007).

In contrast, Muijs and Harris (2007) argue that teacher leadership is seen to have been developed (they also refer to this classification as expanded teacher leadership) when teachers are able to assume responsibilities in all four zones, are consistently encouraged to show initiative and be a member of the team and are able to challenge and evaluate school procedures (Grant, 2017). All teachers deliberate and exert influence on the decision-making process, which is a collaborative activity.

2.3.2.6 The relationship between teacher leadership, distributed leadership, and continuous professional development

Sustainable professional development, according to Southworth (1998), must be tied to the principles of distributed leadership and teacher leadership. Teacher leadership is essential to this study because, according to de Villiers and Pretorius (2011), teacher leadership is a subset of distributed leadership. Furthermore, Grant (2008) asserts that teacher leadership is a manifestation of distributed leadership, as distributed leadership is similarly founded on the

beliefs that schools decenter the leaders (Muijs & Harris, 2007). This requires recognising that persons in formal leadership positions are not the only ones with the knowledge to effect change in the school. As distributed leadership is exemplified by teacher leadership, this will enhance the number of teachers' voices in the school. Effective professional development programmes need a flattened approach to leadership, according to Law (2011), so that the number of voices is not limited to those in official leadership roles. Consequently, teacher leadership practices might facilitate the democratisation of school-based CPD programmes (Muijs & Harris, 2007). Also, by engaging with the concept and practice of teacher leadership within school-based CPD programmes, all teachers will have the chance to lead, and leadership will be viewed as something that involves numerous interdependent leaders (Muijs & Harris, 2003).

Since the study's school-based CPD programme in the context of Namibia encourages teachers to conduct their own CPD, teacher leadership skills are required. This is because teacher leadership fosters a sense of autonomy. Moreover, teacher leadership requires teachers to act in the school-based CPD programme. Cosenza (2015) believe that when teachers act, they assume responsibility for the programme's goals and outcomes. Therefore, according to Barth (2001), the process of including teachers in leadership and decision-making generates the finest potential learning opportunity for teachers, and teachers may stand at the threshold of deep learning.

The significance of the relationship between teacher leadership practices and CPD is a highlight of this study. For Poerkert (2012), teacher leadership is both a result and a cause of professional development. Professional development may be used to foster leadership among teachers. As Ghamarawi (2013) found, the implementation of professional development programmes that "promote[s] focused discourse around community problem solving, shared vision, collegial alliance, collaborative learning, and shared work" (p. 181) contributes to the growth of teacher leadership. Also, numerous researchers have argued that the principles of teacher leadership should be incorporated into school-based CPD programmes in order to boost their efficacy (Poekert, 2012). In addition, a study conducted in the Maldives revealed that a rise in teacher leadership practices was linked to a rise in teacher participation in professional development. Grant (2008) recommended in her study conducted in South Africa that any professional development programme should be tied to leadership, especially teacher leadership. According to Muijs and Harris (2003), "the primary purpose of teacher leadership is to convert schools

into professional learning communities and to enable teachers to become intimately involved in school decision-making, therefore contributing to the democratisation of schools" (p. 439). Angelle and Dehart (2011) concur that teacher leadership supports democratically managed schools and makes use of teacher knowledge to improve other teachers' work.

Engaging teachers in several activities in the school is important for teacher leadership development. According to Lai and Cheung (2014), teacher engagement in school events is one of the most important actions anticipated in schools that employ teacher leadership. As a result of teacher engagement, teachers are more likely to be exposed to more activities and have more opportunities to learn. This is consistent with Cosenza's (2015) findings that collaboration in teacher leadership concurrently delivers learning for both the teachers individually and as a group, as teachers will be able to provide each other with support and direction as they interact. This is consistent with Leithwood et al. (2009), who said that teachers participating in school-based CPD programmes are more likely to continuously learn from their own and their colleagues' professional activities through collaboration and experience sharing. Moreover, enlisting teachers in participation allows them to profit from various shared thoughts rather than the ideas of the principal alone (Cosenza, 2015). When teachers cooperate, it does not matter who the principal is since all teachers contribute their knowledge and skills to the decision-making process. Incorporating teacher leadership will guarantee that teachers are included in the decision-making process for school-based CPD programmes.

For a school-based CPD programme to be effective, teacher leaders are required, as it was discovered that teacher leaders are continually eager to learn, open to innovation, not afraid of change and try out innovations, and introduce them to others, initiate changes, take an interest in pertinent issues, and relate them to their daily activities (Bubnys & Kauneckienė, 2017). Consequently, it is crucial that this study intends to enhance school-based CPD programmes and develop teacher leadership, as one contributes to the other's outcomes. Consequently, teacher leadership is significant to the study. However, the effectiveness of teacher leadership depends on several elements, which will be discussed using Angelle and Dehart's (2010) four-factor model.

2.3.2.7 Forces constraining teacher leadership

Several forces impact the implementation of teacher leadership in schools. For this study, however, Angelle and Dehart's (2010) four-factor model of teacher leadership was employed to examine the factors that limit teacher leadership in schools.

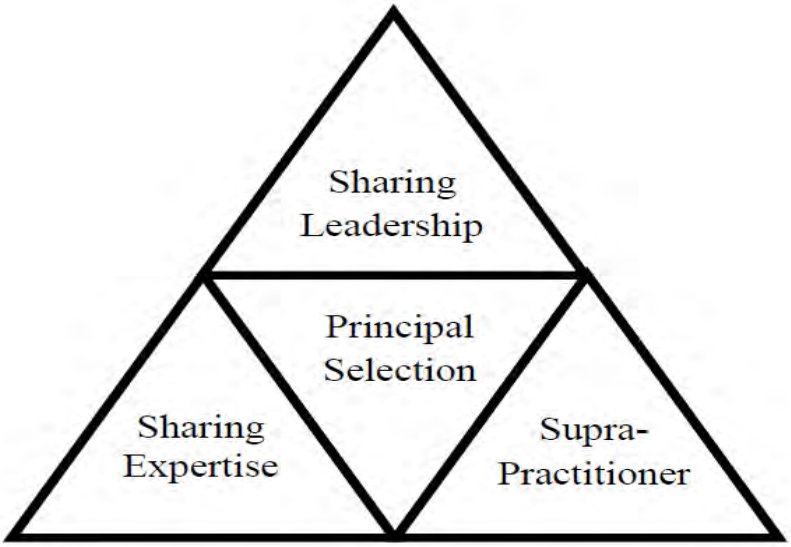


Figure 2.4: Four-Factor Model of Teacher Leadership (Angelle & Dehart, 2010)

The first factor of the four-factor model of teacher leadership is sharing expertise. Sharing expertise, according to Angelle and Dehart (2010), focuses on teachers' perceptions of their pedagogical and classroom management skills and their readiness to share these skills and practices with other teachers. There are several obstacles that constrain the progression of teacher leadership from the classroom, as classroom-based leadership is the foundation for teacher leadership. For teachers to be able to share their experience with other teachers, they must be competent in what they do, since this will give them the confidence to do so; therefore, a lack of skills and knowledge of teachers may hamper the growth of teacher leadership. Hence, Katzenmeyer and Moller (2001) state that for teachers to adopt leadership roles, curricular and pedagogical expertise is required. Consequently, a lack of competence may constrain teacher leadership practices. In addition, Durias (2010) claims that teachers who lack subject expertise may be unable to share their experience because they fear losing face in front of other teachers. Sharing practices is essential for teacher leaders; nevertheless, teachers' relationships with their colleagues may also prevent them from doing so. According to Dehart (2011), the relationship between teachers and their peers will impact teacher leadership in the school: if the relationship

is unfavourable, teachers could choose to work alone. This may be due to a lack of collaborative culture in the school which may discourage teachers from working together (Wenner & Campbell, 2017). For teachers to collaborate and share their knowledge, they must be competent and work in an atmosphere that supports collaborative practices.

The second factor of the four-factor model is sharing of expertise. For Angelle and Dehart (2010), sharing leadership characterises the reciprocal interactions between the teachers and the principal in the school. Sharing leadership is dependent on both the leader and the recipient of leadership opportunities; hence, this factor is subdivided into two sub-factors: leadership opportunities and leadership engagement. The availability of possibilities for teachers to engage in leadership activities is contingent upon the principal's attitude to the matter, which is what entails the first sub-factor of sharing expertise: leadership opportunities. Wenner and Campbell (2017) argue that principal support for teacher leadership is crucial. Little (2003) echoes these comments, stating that the principals' willingness to delegate authority to other teachers determines the teachers' leadership capabilities. If principals are unwilling to provide teacher leadership chances, then teacher leadership will not be implemented in schools. Barth (2001) discovered that some school principals are hesitant to implement teacher leadership because they view it as hazardous and time-consuming; hence, they prefer to do everything themselves. In addition, Lieberman and Miller (2005) found in their study that some principals were reluctant to relinquish power, as principals were faced with accountability issues; consequently, principals choose not to risk involving other teachers because they believe they will be held accountable if something goes wrong. All of this may be attributed to the current hierarchical and bureaucratic systems in our education system, which place the principal at the top and limit the teachers' authority in the classroom (Ash & Persall, 2000). If principals are hesitant to grant teachers leadership responsibilities, it is hard to implement teacher leadership in a school.

The second sub-factor of sharing of expertise is leadership engagement. Leadership engagement indicates a teacher's propensity to assume leadership duties (Angelle & Dehart, 2010). Even if principals are willing to cede authority to teachers, the implementation of teacher leadership will rely on whether teachers are willing to assume leadership roles. As Lieberman and Miller (2005) discovered, some teachers were conditioned to remain in the classroom and predisposed to follow individuals in formal leadership roles. Additionally, some teachers were unwilling to assume leadership positions owing to the stigma associated with

being a leader (Snuggs, 2021). According to York-Barr and Duke (2004), teacher leaders demonstrate the same conduct as those in formal leadership roles; hence, other teachers may treat them with indifference. In addition, some teachers may be hesitant to assume leadership positions because they observe the resistance and hostility of their colleagues towards those in formal leadership positions in the school (Wenner & Campbell, 2017). Therefore, teachers may be hesitant to assume leadership responsibilities. Dehart (2011) and Smylie (1995) discovered that teachers are more likely to assume leadership roles if they have a favourable connection with the principal. Implementing teacher leadership depends on the attitudes of both teachers and the school's principal.

The supra-practitioner is the third factor (SP) of the Angelle and Dehart (2010) four-factor model. The SP is a person who accepts additional responsibilities and performs things that others are hesitant to undertake (Angelle & Dehart, 2010). This element is related to teachers' desire to go above and beyond their job requirements. There are several reasons why teachers may not be eager to take on more responsibilities, such as a lack of time. Researchers identified lack of time as an impediment to teachers taking on other tasks, since time at the school was restricted and used for their teaching responsibilities, thus teachers should not add more roles to their schedules (Barfield, 2011; Ovando, 1994; Padilla, 2016; Wenner & Campbell, 2017). In addition, most of these additional responsibilities must be completed outside of school hours, and teachers may be unwilling to sacrifice time they could spend on personal matters for the school. Also, some teachers find it difficult to take on additional responsibilities without compensation, thus they may prefer to stick to their job description if they do not find taking on other responsibilities in the school fulfilling (Barth, 2001; Curtis, 2013). The fear of losing credibility in the eyes of their colleagues is also a consideration if teachers feel they lack the necessary knowledge and skills for a certain function; hence, teachers who lack confidence would prefer to abstain. For teacher leadership to be implemented in schools, teachers must be willing to assume positions beyond their customary responsibilities.

The fourth factor of Angelle and Dehart (2010) four-factor model is the principals selection (PS). As stated previously, school principals have crucial responsibilities that can make or break the implementation of teacher leadership (Cheng & Szeto, 2016). Principal selection (PS) refers to the authority a principal has in determining who may and who may not engage in leadership activities (Angelle & Dehart, 2010). They have more authority in schools, and they select whom to empower; principals also provide chances primarily to individuals in

whom they place their trust. This was demonstrated by Edwards' (2015) finding that certain principals displayed bias by restricting teacher leadership chances to a select few teachers. In addition, Duke (1982) discovered that teachers who were identified as being close to the principal tended to be provided with leadership opportunities. Therefore, creating trust and relationships is essential. As without trust and strong relationships, principals tend to pick individuals who are on the same page as they are, excluding others and resulting in a harsh work climate and division within the school. Depending on their views, the school's structure, and the school's culture, both principals and teachers may constrain teacher leadership.

2.4 Chapter Summary

In this chapter I offered a literature review of concepts pertinent to the study, namely CPD, distributed leadership and teacher leadership. I now move to the next chapter that discusses the theoretical underpinnings of my study.

Chapter Three: Theoretical Framework

3.1 Introduction

The previous chapter presented the concepts that underpinned my study; hence, this chapter discusses the theory that informed the study. According to Reeves et al. (2008), theories provide researchers with alternative "lenses" through which to examine complex problems and social issues, focusing their attention on various aspects of the data and offering a framework for conducting their study. The main purpose of my study was to stimulate change in the school's CPD programme and develop teacher leadership. Thus, the study was based on Kurt Lewin's action research and three-step model of organisational change. Kurt Lewin is widely regarded as the founder of organisational change (Schein, 1998) and by creating field theory, group dynamics, action research and the three-step model of change, he made a significant contribution to organisational change (Roşca, 2020). Diverse researchers regard field theory, group dynamics, action research and the three-step model of change as distinct entities. However, Lewin theorises that to better understand and effect change, these four phenomena must be viewed as a single entity (Lewin, 1946). This is because field theory and group dynamics provide the basis for understanding why individuals and groups behave as they do and action research and the three-step model of change provide methods for bringing about change (Sarayreh et al., 2013; Smith, 2001).

Even though the study's major theory is the action research and three-step model of change, the research drew on the other theories as a coherent whole to comprehend and stimulate change in the school-based CPD programme and develop teacher leadership. This chapter addresses the field and group dynamic to better comprehend the total situation of why the teachers behave the way they do in the school to bring about change. This is followed by a discussion of the approaches used to bring about change, including action research and the three-step model of change.

3.2 Field Theory and Group Dynamics

Before his demise in 1946, Lewin's field theory was the most developed theory of his theories. According to Burnes and Bargal (2017), field theory rests on the premise that to comprehend a behaviour, one must examine the behaviour in the context in which it occurs. This is because

Lewin was influenced by the Gestalt school of psychology, which holds that all individual, group and organisational behaviours are the result of the complete setting in which they occur (Burnes & Bargal, 2017). Lewin refers to this complete situation as the field or life space, which symbolises the sum of coexisting facts and the context in which a person finds themselves (Burnes, 2004). For this study, the relevant field was the school; thus, to completely comprehend the practices of the school-based CPD programme, it was necessary to examine the teachers, the SMT and the school as a whole.

Lewin felt that each field has a variety of forces that influence the behaviour of its members. According to Cartwright (1952), the field theory views behaviour as something that emerges from psychological forces in a person's life space and only changes because of these forces. Walker (2023) notes that in each field there are forces acting on a person's behaviour, which is why people behave as they do. Some of these forces serve as the driving forces behind a certain behaviour, while others prevent that behaviour from occurring. For instance, the rules, surroundings, personalities, the way the school is managed and the attitudes of individuals you associate with, and the entire staff can influence how teachers behave in the school. Lewin (1946) concludes that it is these forces that influence an individual's conduct. Therefore, to comprehend a behaviour, it is necessary to comprehend its driving and restraining forces, which involves a comprehensive examination of the environment in which humans exist. According to Roşca (2020), the field should not be viewed as a self-contained entity but rather as an interaction of several forces influencing the behaviour of the persons in the field.

The field is not devoid of change. According to Lewin (1946), the field or life space is in a transient state of adaptation and is subject to change at any time based on which forces are more powerful. Lewin refers to this condition of adaptation as the quasi-stationary equilibrium, which depicts a balance of forces in which the driving forces and restraining forces are in a state of equilibrium (Burnes, 2004). The condition of quasi-stationary equilibrium is a scenario in which all organisation's practices, conventions and beliefs are accepted and adopted and there is no impetus for change. For instance, if the existing leadership and school-based CPD programme practices have reached a state of equilibrium, one might argue that these are the accepted and adopted methods of doing things. Though for Lewin, this condition is never stable, and may change based on the forces exerting influence on the group (Burnes, 2004). Understanding the forces that sustain equilibrium is therefore essential for bringing about

change. However, according to Lewin, change can only be accomplished through comprehending and modifying the forces that influence the group, not the individual.

According to Cartwright (1951), a group is also a force, and forces also influence group behaviour. Therefore, to comprehend how these forces influence organisations, Lewin established the concept of group dynamics; for Lewin, groups, which consist of at least two people with a common goal, are dynamic and powerful, with the ability to influence others inside organisations (Gençer, 2019). In a school group, for instance, group norms, rules and expectations might influence how teachers behave in a group. To be able to bring about change in school-based CPD and teacher leadership, it is crucial that teachers are collectively motivated to effect change. According to Lewin (1946), the group is more influential than the individual in determining behaviour, since people respond to group norms. To bring about change in the school-based CPD programme, it is necessary for everyone to be on the same wavelength collectively. Moreover, according to Kippenberger (1998), the theory of group dynamics was established to address two concepts. The first concept is to comprehend the forces that drive a certain group to behave as it does. The second concept is attempting to comprehend how these forces may be altered to effect change. The idea of group dynamics assists in comprehending how a group might respond to change. Only when we comprehend the forces that sustain the school's perspective can change occur, such as in the modification of the school-based CPD programme.

According to Lewin, change may be planned for. This necessitates destabilising the quasi-stationary equilibrium by analysing all the forces that support the object of change (Roşca, 2020). This is the process of recognising unwanted behaviours, such as the teachers' attitudes, school structures and time, as indicated in the literature review and identifying the forces that may need to be strengthened or lessened to effect change (Lewin, 1998). The process of changing an organisation's practices is equivalent to altering the organisation's well-established attitudes and behaviours (Burnes & Bargal, 2017). Managing this transition is difficult since there may be forces that are in opposition to the new methods that are to be adopted. As change is often accomplished by establishing new routines and patterns, which may result in a new quasi-stationary equilibrium, some may find it difficult, as according to Lewin, change entails unlearning and relearning new information. Lewin created action research and the three-step model of change to manage and comprehend change for this reason.

3.3 Action Research

Lewin laid the groundwork upon which action research (AR) is constructed today. According to Peter and Robinson (1984), Lewin passed away before he could thoroughly conceptualise his concepts of AR, as he only completed around 22 pages on the subject. Although this may seem little to others, it laid the groundwork for AR viewed in a Lewinian way (Dickens & Watkins, 1999). According to Lewin, AR is a participatory, iterative process in which research leads to action, action leads to evaluations and more fact-finding, which is intended to lead to further action and iteration until the goal is reached (Coghlan, 2011; Lewin, 1946a). This idea led to numerous researchers describing AR in different ways, such as Dickens and Watkins (1999) who saw AR as a cyclical back-and-forth approach to problem solving. In addition, Cunningham (1993) characterises AR as a spectrum of activities centred on research, planning, theory, learning and development. Therefore, academics embraced Lewin's definition of AR.

Lewinian AR is fascinated by public inquiry. Action research (AR) was established due to the urgent need for answers to respond to the effects of war, the Great Depression and antisemitism (Hoffer, 1961). Lewin observed that there was a lack of collaboration between practitioners and researchers since researchers generated ideas without practitioner input. This led to misinformed behaviours, which ultimately led to failure (Dickens & Watkins, 1999). Lewin believes that mixing action and theory may result in improved behaviour and societal change for this reason. Therefore, the affected people are required to collaborate directly with the researchers to bring about change that affects them. Adelman (1993) argues that AR in the Lewinian view must involve the active engagement of persons in the field requiring change. In addition, this relates to the prior concepts of group dynamics and the field theory, which claim that it takes the group and not just the individual to effect change. This is what my study planned to achieve, to engage with the teachers in my school as a group in the PAR process, for them to deliberate on issues of the school-based CPD programme and teacher leadership and to try bring about change.

Given that Lewinian AR necessitates public inquiry, the sort of AR employed in this study is PAR. Participatory action research (PAR) is a subset of AR (McDonalds, 2012), although for Koshy (2005), AR is the same thing. As controversial as the origin of PAR may be, several researchers, including Reason and Bradbury (2008), Walter (2009), and McDonald (2012) have linked it to Kurt Lewin. This is because Lewin believes that the greatest way to advance people is to involve them in the process of solving issues that affect them (Walter, 2009). Consequently, in defining PAR, my study used McIntyre's (2007) four fundamental tenets. Participatory action research's (PAR) primary tenet is a collective commitment to explore an issue. The second tenet of PAR is the intention to engage in self- and group-reflection to acquire clarity on the issue being studied. The third tenet of PAR is that it is a collective decision to engage in collective action that leads to a solution that benefits the individuals participating. The final tenet of PAR is that it entails the formation of alliances between researchers and participants in the planning, implementation and dissemination of research findings. McIntyre's (2007) four tenets of PAR accord with the goals of my study as I collaborated with my colleagues to identify the forces restraining school-based CPD and the development of teacher leadership. Thereafter, we engaged in a series of sessions in which we reflected on our practices and how to bring about change and then collaborated in the process to bring about change.

In addition, PAR helps to ensure that the study is consistent with the concept of democracy. According to Stringer (1996), PAR is a democratic approach since it enables affected individuals to participate in the entire change process. In addition, PAR does not consider participants as subjects of the study but rather as active contributors to the entire research process (Kelly, 2005). Moreover, Nelson (2014) asserts that PAR is "democratic, equitable, liberating, and life-enriching, providing agency and voice to individuals who are marginalised from power and resources in society" (p. 5). Participatory action research (PAR) facilitates the transfer of power from the researcher to the participants, and the researcher is viewed as a tool to facilitate change rather than the project's owner. In my study, I was thus only a catalyst for change.

Participatory action research (PAR) is not only a cyclical method of bringing about change, according to Lewin (1946), it is primarily based on trial-and-error. Lewin thought that experimenting is a crucial component of any change initiative until a viable solution is discovered (Dicken & Watkins, 1993). For instance, when attempting to solve an issue, several

solutions must be tested until the optimal one is discovered. This is in accordance with Burnes (2004), who claims that successful action is built on recognising and testing all conceivable situations at hand. Therefore, according to the Lewinian perspective, AR is not just something that follows a predetermined sequence. However, for this study, O'Leary's spiral AR cycle was employed to provide a basis for how to enact change (see Figure 3.1).

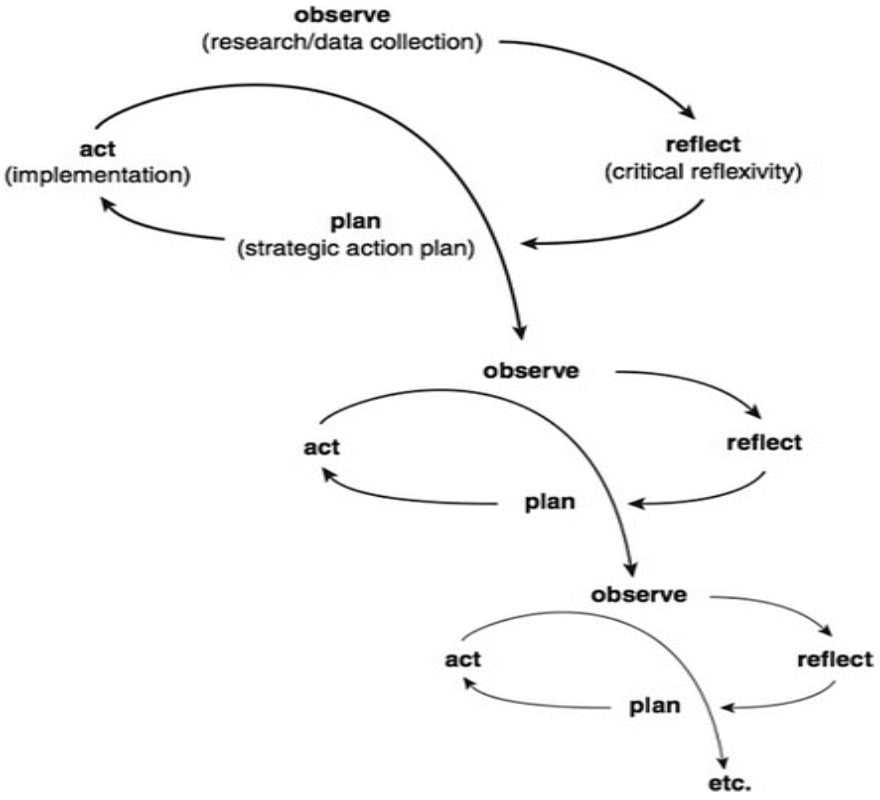


Figure 3.1: O'Leary's Cycle of Research (cited in Koshy, 2005)

The AR cycle offers a process for effecting change. According to Lewin, change begins with a need for change; hence, it begins with the collection of data to spark the need for change, as the larger the need, the greater the possibility of change occurring (Burnes, 2004). As Lewin's action research is rooted in Gestalt psychology, which emphasises that change can only be accomplished by supporting individuals to reflect on their circumstances, this was followed by a sequence of reflections (Burnes, 2004). According to Walter (2009), reflection leads to the formation of a plan which necessitates collaboration between participants and researchers to devise a solution to the issue and implement the plan. They then need to observe how the plan is doing and reflect on the actions and results to determine how to modify the strategy (Walter,

2009). According to Walter (2009), at this point, the first cycle concludes and a new cycle begins until the problem is totally resolved.

While the process of PAR coincides with the purpose of my study, it also raises several challenges that require consideration. According to Gillis and Jackson (2002), it is difficult for participants to retain their dedication to the study over time and there is the possibility that participants may lose interest or choose to withdraw due to unanticipated circumstances. As a result, in my study I communicated often with the participants and scheduled the PAR sessions when most of the teachers were available, resulting in only four sessions of PAR. In addition, Maguire (1987) emphasises that power concerns must be addressed prior to commencing PAR, as participants enter the study with various reputations and positions that may tilt the study's balance. Moreover, Brydon-Miller (2012) emphasises that it is simple for researchers doing PAR to underestimate power dynamics among the study participants, which may favour some participants while silencing others; hence, it was critical that the issues of power were considered.

After discussing AR, it is necessary to describe the three-step change model. According to Coghlan (2011), the back-and-forth acts in AR serve as a process or tool for bringing about change; however, to better describe the process of change, AR is anchored by the three-step model of change, since it explains how change occurs in organisations (Bargal, 2004). This is why the discussion proceeds with a description of the three-step model that describes the stages of change.

3.4 The Three-step Model of Change

The three-step model of change illustrates how Lewin envisioned the change process. Individual or group learning, according to Schein (1996), involves painstakingly unlearning old routines and learning new approaches. This is why the three-step model provides methods for understanding and managing change. Lewin illustrates how social change occurs using the example of changing the shape of an ice block by first melting it, then reshaping it and then refreezing it in its new form as shown in Figure 3.2 (Mindtools, 2017).

Figure 3.2: Three-step model of change (Mindtools, 2017)

Lewin thought that every effective change required three phases: unfreezing, change or mobility and refreezing. To better discuss the three-step model, Schein's (1996) expansion of Lewin's unfreezing step was added to enhance the first step of unfreezing.

3.4.1 Unfreezing step

To bring about change, the present quasi-stationary equilibrium must be destabilised. According to Schein (1996), for change to occur, the quasi-stationary equilibrium must be destabilised or thawed since it consists of forces that maintain the status quo. Consequently, according to Nehyba (2011), the unfreezing step entails removing individuals from their comfort zone and exposing any organisational flaws. Nonetheless, if done improperly, this may lead to further conflict as change, according to Schein (1996), is a dynamic process and it is not simple to eliminate the forces supporting the quasi-stationary equilibrium as resistance may be encountered. The primary aim of this step is to stimulate the desire for change. In addition, Schein (1996) states that the process of unfreezing is divided into three phases: disconfirmation, induction of guilt or survival anxiety and creation of psychological safety.

3.4.1.1 Disconfirmation

Like AR, there must be a need for change to occur. Schein (1996) claims that learning and change begins with some type of data-generated discontent. The procedure of disconfirmation entails bringing to light the failings of the organisation (Schein, 1996). For this study, data on leadership and the school-based CPD programme were gathered through interviews, observation and documentation. This information educated the participants on the status of the school's leadership and CPD programme. This was done to induce what Schein (1996) referred to as survival anxiety – the sensation that we will fail to achieve our goals if we do not adapt. In addition, for the purposes of this study, disconfirmation entailed disregarding the behaviours

or forces that constrained the effectiveness of the school-based CPD programme and teacher leadership. According to Kayumbu (2020), one of the reasons why the school-based CPD programme failed in the Namibian context was because of the lack of knowledge and abilities of principals to help teachers and consider them as leaders in their own right. This should be brought to light so that arrangements can be made to support the principals. According to Schein (1996), merely condemning or exposing the factors impeding the school-based CPD programme is insufficient to encourage individuals to change. Rather, for people to be motivated to change, they must embrace all the wrong and feel bad about it. This leads to the subsequent phases in the unfreezing stage, which include the induction of guilt or survival anxiety.

3.4.1.2 Induction of guilt or survival anxiety

Only when disconfirmation is accomplished satisfactorily will the existing quasi-stationary equilibrium be called into question. According to Schein (1996), the induction of guilt process is a method for ensuring that disproven practices, norms, forces or data are accepted and deemed necessary for change. As soon as we acknowledge that the existing practice of the school-based CPD programme is problematic, we may begin to consider alternatives. Nonetheless, Schein (1996) asserts that when individuals agree that the current processes are flawed, it creates a loop Schein labelled learning anxiety, in which people become defensive because they fear change. Consequently, Schein (1996) notes that the key to creating the necessary change is addressing the instability. Therefore, for individuals to change, they must be convinced that it is the correct action; otherwise, they will resist the change. This brings us to the final phase of the unfreezing stage, which is the development of psychological safety.

3.4.1.3 Creation of psychological safety

If individuals feel frightened undergoing change, there will be no change. According to Schein (1996), there must be a balance between the threat posed by disproven methods and the psychological safety required for teachers to internalise the knowledge, experience survival anxiety and be inspired to change. For instance, in my study, the teachers and the SMT had to understand and believe that altering the school's methods would not result in further dysfunction. Therefore, to successfully alter the present quasi-stationary equilibrium, the individuals in the field must feel secure about the impending change. Schein (1996) argues that there are a variety of ways to lessen the pressures that constrain development, and group work

is an example of one of these strategies as when individuals work in groups, they feel that the change is theirs and not something that was pushed on them. Hence, teachers working as a group is consistent with the concepts of CPD, distributed leadership, teacher leadership and AR advocated in this study.

The unfreezing procedure parallels the collection of data collection and reflection steps of AR. The first step of AR according to O'Leary (2005) involves recognising a need, collecting information on that issue and then reflecting on the issue to try find the root cause of the issue. The same is true of the unfreezing process, as Burnes (2004) explains that change stems from the recognition that things are not fine, hence, the unfreezing step aims to bring that which is not fine into the open to ensure that the need for change is ignited and acknowledged.

3.4.2 Change step

Now that the present quasi-stationary equilibrium has been destabilised, it is necessary to reshape and relearn new methods, since individuals are now extremely motivated to change. This stage, according to Schein (1996), demands cognitive reframing or the acquisition of new behaviours. According to Lewin (1951), the transition stage is the phase during which true change occurs. In this stage, the activities necessary to bring about change must be organised; hence, communication is crucial, as members must be informed of the process. In addition, as the pioneer of group dynamics, Lewin believes that change happens via group interaction (Al-haddad & Kotnour, 2015; Burnes & Bargal, 2017). Therefore, the participation of the entire group is required for the modification to be implemented. Change, according to Mengesha (2019), necessitates learning new things and learning occurs via trial-and-error. Therefore, the change step is like the planning and acting phases of AR, as it demands that teachers deliberate over an action plan and implement it (O'Leary, 2005). As according to Burnes (2004), AR is an iterative process including study, action, and more research that enables organisations to transition from less acceptable to more acceptable behaviour.

If change is to be accomplished, the stage of change requires the backing of individuals in official leadership positions. The change stage, according to Mengesha (2019), requires leadership that demonstrates dedication and support for the change endeavour. According to Roşca (2020), leaders need to inspire people to adhere to the plan and act during the change's implementation. Therefore, to effect change in school-based CPD and teacher leadership, the SMT must support the reform process and situate themselves within the previously articulated

notions of distributed leadership and teacher leadership. As my role as a researcher was limited to that of a facilitator, the SMT's support was required, as they had the authority to permit or disallow implementation of the action plan.

After implementing the plan, it is essential that the necessary practices be maintained. Lewin (1947) cautions that change is a process, and if care is not taken, it cannot be sustained since it is simple for individuals to revert to their prior quasi-stationary equilibrium if reinforcing the new methods is not carried out effectively. This leads to the last stage, which is the refreezing stage.

3.4.3 Refreezing step

After the change has been made, it is necessary to assure its continuation. According to Mindtools (2017), even if change is continual, a perception of stability must be generated; hence, the refreezing step is designed to do this. In addition, the refreezing step is the final stage of the three-step change model and its purpose is to ensure that what has been learnt is implemented. Schein (1996) claims that the refreezing phase aims to settle the group in a new quasi-stationary equilibrium such that the new behaviour is reasonably resistant to reversion. This is why Lewin saw collective activity as a more effective change agent than solo action as change is impossible if group norms are not altered. In addition, Mengesha (2019) states that this phase entails several tasks to guarantee that the driving forces and restraining forces are in balance, for instance, continual practice to achieve socialisation and internalisation of the material. Also, Wang (2009) believes that the refreezing step is comparable to the evaluation and reimplementation of the plan in AR, as it is through the process of evaluating and refining the plan that the new quasi-equilibrium is achieved – as O'Leary's (2005) spiral AR cycle indicates, after acting, you observe, reflect, plan and act again and the process goes on and on. Roşca (2020) drew the conclusion that for this phase to be a success, individuals must practice the new routines until they get ingrained in their own set of abilities and processes. Therefore, for the establishment of a new quasi-stationary equilibrium, continual practice, the group, refining and repetition are needed.

3.5 Criticisms of the Three-step Model of Change

Every theory has its critics, and the three-step model of change is no exception. Diverse experts have determined that the three-step model of change is simple, linear and prescriptive (Bartunek & Woodman, 2015; Cummings et al., 2015; Kanter et al., 1992). Scholars believe it

lacks something and is insufficiently detailed. In response, Burnes (2020) remarks that the assertion that the model is simple is implausible. As Lewin was a prominent child psychologist, and his study was based on many years of research on the knowledge of human psychology and behaviour, it can be said that his work is founded on extensive research. In addition, Burnes (2020) contests the argument that the model is linear by stating that Lewin realised that change is indefinite, which is why he integrated the three-step model of change with AR which is an iterative process. This influenced the methodology of the study to become AR. There are also questions on whether Lewin created the three-step model of change. Kurt Lewin did not consciously design the three-step model of change according to Cummings et al. (2015), despite the praise and appreciation he receives. One of the points Cummings et al. (2015) make to support their argument is that most papers on the three-step model of change were published after his death in 1947. Cummings et al. (2015) conclude that all that is known about the three-step model of change is only a reconstruction. Another explanation is that Lewin never used the term refreezing, as his former student Leon Festinger rephrased his comments. Burnes (2004) states that the three-step model of change is Lewin's work and that its growth began long before his death in the 1920s; this may be explained by examining the concepts of his other theories, particularly field theory, group dynamics and AR. Although there are criticisms of the three-step change model, the advantages outweigh the criticisms. Kanter (1992) was amazed that not only has the three-step model survived, but it has also flourished. The three-step model of change provided my research with a toolkit for comprehending behaviours, what influences behaviours and how behaviours might be changed. In addition, the three-step change model complemented the PAR by providing the description on how change occurs which clarified how to go about changing the school-based CPD programme.

3.6 Chapter Summary

The chapter explained the theoretical underpinnings of the study. This leads to a discussion of the research methodology used in this study.

Chapter Four: Research Methodology

4.1 Introduction

This chapter describes the study's methodology and explains why it was chosen. The methodology chapter for Bertram and Christiansen (2020) describes the ways used to gather data and how the data was analysed. Neuman (2014) elaborates on this notion by defining the methodology chapter as the chapter that contains the entire research process, including its social organisational context, philosophical assumptions, methodologies, ethical principles followed and data analysis. As a result, this chapter begins its discussion by reminding the reader of the study goals and questions, as it is these goals that decide the appropriate research methodologies and research choices. The chapter then discusses the critical paradigm, the paradigm within which the study was situated. The chapter next explains the employed research design which was PAR, as mentioned in preceding chapters. Following this, the chapter provides a brief description of the study's research site and describes my position as an insider researcher. The chapter then describes the research participants as well as the sampling technique used to choose those participants.

This is followed by a review of the tools used for data generation. As the study was divided into two phases, each phase had its own data generation tool and is individually discussed. Phase one, which attempted to map the understanding and constraining forces of school-based CPD and teacher leadership, employed document analysis, focus group interviews and observations; all these tools are explored. Phase two, which attempted to engage participants in the process of PAR to bring about change in school-based CPD and develop teacher leaders, used a series of four recorded sessions and these sessions are all discussed. After covering the data generation tools, the chapter explains how the data generated during the two phases were analysed. This is followed by a discussion on trustworthiness to convince the reader that the generated data is authentic. The chapter concludes with an explanation of the ethical principles followed, as it was essential that the research be ethically conducted.

4.2 Research Goals and Questions

The study used the process of PAR in a school-based CPD programme at a rural combined school in the Kavango West region, for teachers to learn from one another, improve professionally and develop leadership skills. Therefore, the aims of my research were as follows:

- To better understand how teacher leadership and the school-based CPD programme is understood and practiced in the school.
- To surface the forces enabling and constraining the success of the school-based CPD programme and the development of teacher leadership.
- To engage in PAR to stimulate and develop the school-based CPD programme and teacher leadership.

To achieve the above-mentioned aims, the overall research question was as follows: *"Does involvement in a PAR process stimulate a school-based CPD programme and develop teacher leadership in a rural school in Kavango West?"* To address this overall research question, the sub-questions were separated into two phases:

Phase 1

- How is the notion of school-based CPD and teacher leadership perceived within the school?
- What attempts regarding CPD and teacher leadership development have been explored at the school?
- What forces constrain the effectiveness of the school-based CPD programme and the development of teacher leadership?

Phase 2

- Does the involvement in a PAR process stimulate and expand the school-based CPD programme and develop teacher leadership?

4.3 Research Paradigm

Every research study must be positioned within a predetermined paradigm. Rehman and Alharthi (2016) assert that the choice of a paradigm has a big impact on the choices a researcher makes during the study process. This is because, as defined by Guba and Lincoln (1994), a framework is "a fundamental framework or worldview that inspires the investigator" (p. 105). Assumptions, conceptions, beliefs and practices influencing how reality and knowledge are seen constitute a paradigm (McGregor & Murnane, 2010). All the presumptions and beliefs inform researchers' choices of study design and methodology to meet their predetermined research objectives.

My study is positioned within the critical paradigm since it sought to change the school-based CPD programme and develop teacher leadership. I was confident that the critical paradigm – which involves a critique of the positivist and interpretative paradigms – that only attempts to create knowledge about the social reality and maintain the status quo was in line with my study (Rehman & Alharthi, 2016). Through the process of bringing about change in the social environment, the critical paradigm goes beyond what is perceived and strives to create a better society (Ashgar, 2013). Critical theorists contend that historical influences on culture, politics, ethics, gender and religion have impacted reality and knowledge (Rehman & Alharthi, 2016). In addition, knowledge is created and spread by individuals, particularly by those in positions of authority in these factions. Since critical theorists attempt to transform reality by confronting and critiquing authorities in the field to bring about change, locating my work within the critical paradigm aided in bringing about change in the school-based CPD programme at the school (Okesina, 2020).

The nature of subjectivity in critical paradigm research is relevant to why it was the ideal paradigm for my study. According to Rehman and Alharthi (2016), Okesina (2020) and Ashgar (2013), the critical paradigm allows for dialogic and dialectical techniques, since it encourages researchers to collaborate with participants and effect change collaboratively to guarantee that the marginalised are also involved. The above is consistent with my conceptual framework, which advocates for teacher engagement in decision-making. It also fit nicely with my theoretical framework, which holds that change happens when collective behaviour, rather than individual behaviour, is altered.

The necessity to locate my work within the critical paradigm was further inspired by the three criteria established by Bohman (2005) that define critical paradigm research. The first criterion is that the study must explain what is wrong with today's social reality. This is consistent with one of the study goals, which was to identify the forces that enabled or hindered the school-based CPD programme and teacher leadership development. The second criterion requires that the study identify a solution to the problem. The study used PAR to try to come up with solutions to solve the problems in the school-based CPD programme and teacher leadership development. The third is that the study must also give unambiguous normative critique and change. Because the conceptual and theoretical frameworks used in the study require transformation, the three criteria coincided with what my study was about; therefore, locating my study in the critical paradigm assisted with achieving the intended aims.

4.3.1 Research design

The study was based on the ideas of Kurt Lewin and aimed to change the school-based CPD programme at a rural school in Namibia. This is why AR was chosen as the method for the study. As Brown and Dowling (2001) explain, "action research" is a term for research in which practitioners try to make changes in their own work. In Lewin's AR, it is very important for the community to be involved in the research that affects the participants (Walter, 2009). Therefore, my study was a PAR, as I felt that working with the teachers and the SMT during the research was the best way to move forward, as together we could develop new knowledge and practices.

The goal of the study was to give teachers a chance to have a voice in the school-based CPD programme. Participatory action research (PAR) is a collaborative method that is meant to make sure that people who are affected by the research have a say in it (Ozer et al., 2010; McTaggart, 1991). Participatory action research (PAR), therefore, made it possible for teachers to take an active role in making changes to the school-based CPD programme. This is because, according to Whyte (1991), PAR does not treat people as objects who only give permission for a study. Instead, people take an active role in trying to make change happen.

Participatory action research (PAR) gave me the foundation I needed to start making changes. As Walter (2009) says, research should do more than just find out facts, instead, it should be able to bring about change on the issues being studied. Baldwin (2012) says the same thing when he notes that PAR is more than just a source of information – it changes people. As was

earlier stated, O'Leary's (2005) action research cycle, which is made up of a spiral of steps that can overlap was adapted for the study and included the following:

- Observation on the issue, this is the process of collecting data on the problem.
- Reflecting upon the problem, as in questioning the problem.
- Developing an action plan.
- Acting on the plan and starting from the beginning to refine the action plan.

Even though the steps above enhanced my study, I knew that PAR has its critics. One of the problems with PAR is that no one knows when it will end because the process can keep going until a problem is fixed, and it is hard to know when to stop (Walter, 2009). Even though the above critic is correct, the goal of PAR is not just the solution but the process, hence, PAR was the right fit for the study.

Having discussed the research design, the attention now turns to the research participants who were the owners of the study.

4.4 Sampling and Research Participants

To answer the research questions, participants are required. As this study was a PAR, participants were needed for the study to go ahead. This study was conducted at a rural school and its purpose was to alter the school's school-based CPD programme and teacher leadership development; therefore, the teachers and the SMT were the population since the population in a study consists of all individuals at the research site being examined (Mujere, 2016). The school population consisted of 17 teachers, including the SMT. In addition, it is essential that the right sample be selected from the population to represent the data more accurately as a sample is a subset of the population from which the researcher will collect data for the study (Mujere, 2016). Consequently, when selecting the sample, I considered all the teachers at the school because of their association with the school, as the study intended to stimulate the school-based CPD programme and develop teacher leadership. Because of this, the sampling technique I employed in the study was total population sampling, which represents the entire population. According to Canonizado (2021), total population sampling is a type of purposive sampling in which the entire population with a specific set of characteristics is examined. Because the school's entire population consisted of 17 teachers, including the SMT, it was essential that all teachers and the SMT be included to limit bias in the case. In addition, the

population was relatively small and using all the teachers allowed the data to represent the entire case in terms of the teachers' knowledge and experience with the school-based CPD programme and for their voices to be heard (Lærdd Dissertation, 2012). A second factor that led me to total population sampling was my knowledge that participants' participation required permission and that they could withdraw from the study at any time (Melham et al., 2014). As a result, all the teachers at the school were invited to participate in the study to prevent a scenario in which there were very few participants.

As stated previously, total population sampling was used. Of this total, 11 teachers expressed interest and the others felt they had no time due to other obligations. The interested participants were divided into three groups: the SMT, senior teachers and novice teachers. This was done because each group possessed unique yet complementary characteristics, knowledge and abilities. In addition, this was done to limit the influence of power, as one of the data collection methods employed was the focused group interview, which might have silenced the teachers if they were grouped with the SMT. Surprisingly, all three members of the SMT were interested in the study; however, only four of the seven senior teachers were interested, and one had to withdraw from phase two due to a transfer. Four of the five novice teachers were interested, but by the end of the second phase of the study, only two remained because one had left on maternity leave and the other because of illness. Although this is normal to research, the use of total population sampling helped mitigate the impact of these absences. The participants were the following: four members of the SMT, four senior teachers and four novice teachers.

4.5 Research site and Positionality

According to MacMillian and Schumacher (2001), it is essential to choose an appropriate research site. As a result, a rural combined school on the southern outskirts of the Kavango West region in Namibia was chosen for the research. The school is considered a combined school because it provides education to learners from pre-kindergarten through ninth grade, thereby catering to different phases. Due to the school's location on a farm 200 kilometres from the nearest town, most of the learners are children of farm workers. I chose to conduct the study at the school because at the time of the study I was teaching there, and because the master's in education degree is offered at a distance, doing the study at the school was more cost-effective and time-efficient given that I live on the school premises. I also opted to conduct the research at the school where I was teaching because of the challenges we face there. This pertained to the inability to obtain timely support from other stakeholders, the lack of support for teachers

who continue to struggle with their subjects despite the failure of their learners, and the attitudes of teachers in the school. As a result of these challenges, the need to be a change agent in the school was sparked, and I deemed it appropriate to conduct the study at the school where I was teaching.

In terms of demographics, at the time of the study the school had 342 schoolchildren, which is considered a small school. To comply with the teacher-to-learners ratio, this resulted in the school having 17 teachers. Due to the small size of the school, the formal management team consisted of a male principal and two male heads of departments. In addition, the school is a government school, and coupled with the fact that it is a farm school, it is under-resourced because the parents of the learners are low-income earners, and the school relies on government support and funding. Regarding facilities, the school has 15 classrooms, an administration building and a classroom that has been converted into a library as well as water and electricity.

The primary language of instruction at the school is English. English is viewed as a challenge at the school and is one of the primary reasons why learners perform poorly at times as Rukwangali is the home language of most of the learners. Due to the school being approximately 300 kilometres from the regional office, it is difficult for teachers to obtain information and expertise from senior education officers. This is also one of the reasons why the school was a suitable site for my study; it provided an authentic space to stimulate a teacher-driven school-based CPD programme and thereby reduce our dependence on the regional office.

In this study, I conducted research with participants on our own practices at the school, thereby positioning myself as an insider – this is when a researcher may share experiences or cultural, ethnic, linguistic or religious identities with research participants (Voloder & Kirpitchenko, 2014). As one of the long serving teachers at the school, I had extensive tacit knowledge of the school-based CPD programme's practices, as I had been at the school for 10 years. Given my relationships with the teachers and position at the school as a senior teacher, a mathematics subject head, a school board member and the vice-chairperson of the Namibia National Teachers Union (NANTU) in our circuit, I acknowledge that I may have influenced the study's findings in some way. On the one hand, the participants may have viewed me as one of their own and my status as an insider may have aided me in generating accurate and trustworthy data (Sanghera & Thapar-Bjokert, 2008) as the participants would have readily trusted my requests.

In addition, my knowledge of the school-based CPD programme allowed me to ask more pertinent and insightful questions as I was familiar with the programme's status.

On the other hand, Darwin Holmes (2020) warns that insider researchers may be unwittingly biased or sympathetic due to what Herr and Anderson (2015) term a propensity for self-promotion in the research. This may have occurred because of my relationship with the participants who were also my co-workers. They may have assumed that I was aware of certain information and opted not to speak up, thus influencing the outcome of the data. Also, since we shared a relationship, I may have been unknowingly pressured to not ask difficult questions out of respect and fear of jeopardising the relationship, as the study was intended to uncover the constraints of the school-based CPD programme. In addition, my position as an ordinary teacher at the school and lack of a formal leadership position may have influenced the outcome of the study in some way. As Naaeke et al. (2010) caution, insider researchers without a formal leadership position are frequently confronted with power dynamics issues and in this case, I may not have posed crucial questions to the management for fear of embarrassing them.

I was aware of the power dynamics and the possibility that my relationship with the participants may have compromised the trustworthiness of the data. Therefore, to mitigate the effects of my positionality, I invited a critical friend to assist in reducing the study's bias. A trusted individual who is invited to participate in an AR study due to their expertise, experience, and skills is a critical friend (Campbell et al., 2004). I selected one of the school's HODs to be my critical friend since he recently graduated from Northwest University where he studied education leadership and management. Consequently, I believed he would significantly contribute to the study. Moreover, because he was a member of the SMT, selecting him ensured that he would keep the research under control to avoid creating tension between me and the SMT. My critical friend that I invited was entrusted with asking questions and providing an alternative perspective when examining anything related to the study. He was present from the start of the data generation process to the end of the PAR sessions. Inviting a critical friend allowed me to analyse the data and situations in multiple ways. In addition, I had someone to discuss things with and make decisions with, resulting in increased reactivity. Since he had been at the school for 16 years, he understood the school's history in terms of the school-based CPD programme which contributed to my selection of him.

In conclusion, my critical friend helped to alleviate some of the study's tension as he provided a listening ear, fearlessly inquired about the difficult aspects of the study and provided insightful commentary. He participated in all the focus group interviews and recorded his observations. Also, having a friend with a critical perspective was essential because we always had two perspectives or thoughts on issues as we tried to confirm our observations and insights. As we met after every focus group interview and sessions, this was done to try to confirm my thoughts from the process. My critical friend and I also met to discuss certain issues that needed attention. In terms of arranging interviews and how to go about the sessions, we usually met at least once before and after the focus group interviews and the PAR. I now believe Wennergren's (2015) assertion that having a critical friend entails having more than two eyes to view situations and broadens the interpretation of data which in this study was greatly valued.

4.6 Data Generation Tools

The generation of data was essential to the study. According to Kabir (2016), data generation is a method for acquiring information that may assist a study in achieving its objectives. The study generated qualitative data, which according to Barret and Twycross (2018), facilitates a better understanding of participant experiences and provides written descriptions of the data generated. Using qualitative data, this study revealed the significance that teachers attributed to their experiences with the school-based CPD programme and teacher leadership development (Yilmaz, 2013). According to Yilmaz (2013), this is because qualitative data describes and comprehends a studied phenomenon by capturing and communicating the participants' experiences in their own words, as opposed to having a set of predetermined hypotheses. As I was more interested in determining the what, why, who and how of the school-based CPD programme and teacher leadership development, qualitative data proved to be the most appropriate for this study. In addition, to gain a deeper understanding of the school-based CPD programme and teacher leadership development in the school, I was required to use multiple qualitative data generation tools that complemented each other and bolstered the credibility of the findings. This is consistent with the World Health Organisation's (WHO, 2002) warning that relying on a single data source may provide a limited description and understanding, which may lead to inaccurate and biased descriptions. Consequently, I employed document analysis, focus group interviews and observations as well as the spiral cycle of PAR. Bryman (2008) states that the use of multiple data generation tools leads to

crystallisation which may strengthen the study's credibility. As already mentioned, the process of data generation was conducted in two phases, the contextual profiling of the study and the PAR.

To answer the research questions, the first phase used document analysis, focus group interviews and observations. Each is described in detail below.

4.6.1 Document analysis

A significant amount of collective knowledge is stored in documents (Salminen et al., 1997). Due to the assertion, I believed that documents would provide historical and current information regarding the status of the school-based CPD programme and teacher leadership development. According to Bowen (2009), document analysis is a technique for systematically examining and evaluating documents. Document analysis is a qualitative research technique used by researchers to evaluate electronic and physical documents to interpret their meaning and gain an understanding of their significance (The Indeed Editorial Team, 2022). Since the first step in any PAR is to pose questions about an issue, it was essential to first comprehend the status of the school-based CPD programme and teacher leadership development in the school before posing questions. Because the school-based CPD programme was a UNAM initiative, it was essential to examine the programme's two implementation manuals, namely: *Implementation guide: Site/school-based CPD Coordinating Committee implementing CPD at the site/school level* (2014) and *A decentralised model for continuing professional development (CPD) of educators in Namibia* (2013). As the manuals provided me with options for what to look for during my observations and what to ask during the focus group interviews, I was able to make informed decisions. According to O'Leary (2014), the documents may be useful because they direct you to the questions that need to be asked during the interview or the situations to watch out for during the observations. In addition, O'Leary (2014) states that documents are essential because they can be used to support and strengthen the research, as they complement other data collection techniques.

Research articles and reports on the school-based CPD programme in the Namibian context were also reviewed. Even though few researchers have examined the school-based CPD programme in Namibia, Kayumbu's (2020) study on the effective management of the CPD programme stands out. As stated by O'Leary (2014), documents provide researchers with a starting point for contextualising their studies, and this study provided me with background

information on CPD in the Namibian context and the state of the school-based CPD programme and teacher leadership at the school. In addition, the Indeed Editorial Team (2022) states that documents enable researchers to track the development of their studies by comparing them to those of other studies. In addition, I reviewed relevant school documents, including the organogram, *Teacher self-evaluation* (MoE, 2013), *School self-evaluations* (MoE, 2013), *The code of conduct for teachers* (MoE, 2004), *The job descriptions of teachers, HODs and principals* (MoE, 2014), and *The school development plan of the school*. These documents comprised the policies that may have also affected the school-based CPD programme and teacher leadership development, hence, it was necessary to look at them as they provided the rules and regulations that bind teachers. In addition, document analysis was essential because it is a great tool for enhancing the credibility of research because it permits the comparison of different data sources.

Even though document analysis proved useful in the study, I did have some concerns. One was the limited research on school-based CPD in the Namibian context. O'Leary (2014) acknowledges that it is not always simple to locate the necessary documents. In addition, Bowen (2009) cautions that it is essential to thoroughly evaluate and investigate the documents to avoid bias which could undermine the credibility of the research. Therefore, it required a great deal of effort and time to ensure that I would not be affected by the position of the documents' authors. Garbutt et al. (2017) also cautions against using secondary data due to researcher bias and the fact that the data in the documents were created for a different purpose. O'Leary (2014) clarifies that the concerns are merely concerns and not disadvantages; as long as researchers follow a clear process when dealing with documents, they can be easily avoided. In addition, the findings from the documents were validated using other techniques, such as focus group interviews and observations, which will be discussed in the following section.

4.6.2 Focus group interview

According to Denscombe (2007), focus group interviews involve "interviewing a small group of people brought together by a researcher to explore attitudes, perceptions, feelings, and ideas about a topic" (p. 115). Moreover, according to Gill et al. (2008), a focus group interview is a group discussion on a specific topic that is organised and led for research purposes. Participants were required to discuss their opinions and feelings regarding the school-based CPD programme and teacher leadership development during the focus group interviews. The focus group interviews employed a semi-structured format, which Intrac for Civil Society (2017)

defines as interviews that contain a core set of questions but permit the interviewer to ask additional questions or change the order of the questions. This may have facilitated the pursuit of ideas in greater depth. In addition, semi-structured interviews may have allowed for more discussions as participants could be asked to elaborate if information that I may not have anticipated at the time the question was posed emerged (Gill et al., 2008). Therefore, semi-structured interviews were essential.

Three focus group interviews were conducted for this study. Rabiee (2004) cautions that group dynamics must be considered if the focus group is to be successful, as focus groups depend on the synergy of group interactions. In addition, the participants needed to feel safe and at ease within the group to participate fully in the discussions. For this reason, the characteristics, experiences and levels of influence of the participants in the three focus group interviews were matched as the SMT, senior teachers and novice teachers were interviewed separately. Krueger (1994) proposes that participants in the focus group interviews should have similar features, including gender, age range, ethnic background and social status. This is because group members must feel comfortable with one another to participate in conversations (Rabiee, 2004) and I feared mixing the teachers in the same group as the SMT may silence the teachers.

Before conducting the focus group interviews, a location was necessary. As a result, my critical friend's office was chosen as the location for the focus group interviews because it met the criteria that Gill et al. (2008) established for the location of focus group interviews. According to Gill et al. (2008), a suitable place for participants to discuss freely is one that is easily accessible, comfortable, private, quiet and free of distractions. Moreover, participants were informed that the interviews could last longer than an hour. This was crucial because it adhered to research ethics and best practices (Rabiee, 2004). In addition, in accordance with the ethics of Rhodes University, I requested permission from the participants to record the sessions. I reassured the participants that all data collected would be used solely for research purposes, and that the anonymity and confidentiality provisions of the signed agreement would still apply to the focus group interviews. The recordings and the transcriptions were saved in a secure location on my laptop. Participants were subsequently contacted for data verification, which Morse et al. (2002) define as the process of checking, confirming, ensuring and being certain. This was done to ensure that the transcribed data accurately reflected the opinions of the participants.

Focus group interviews were beneficial to the research. According to Barret and Twycross (2018), focus groups allowed me to obtain the opinions of numerous participants simultaneously. Using focus group interviews also allowed for the collection of data regarding the school-based CPD programme and teacher leadership development. This is consistent with Barret and Twycross' (2018) assertion that simply having many people discussing the same topic together can result in a higher level of debate, which affords the opportunity to collect rich data. As participants remind one another of their experiences when one may have forgotten a particular aspect of school-based CPD and teacher leadership, this widens the scope of the discussion. Also, as one participant recalls a particular aspect, it sparks ideas in the others, allowing them to contribute as well. According to Guest et al. (2017), the ability for participants to agree, disagree and correct one another increases the authenticity of the generated data as it is difficult for participants to conceal or fabricate information. As concluded by Guest et al. (2017), personal and sensitive disclosures on issues are more likely to emerge in focus group interviews than in individual interviews. Consequently, the use of focus group interviews was crucial.

Even though the use of focus groups was advantageous, several concerns were considered. According to Rabiee (2004), focus group interviews necessitate effort and trust for the researcher to obtain the most from the participants. As an insider, however, this was not an issue, as I had been at the school for 10 years and had developed strong relationships with my colleagues. Time was also an issue, as the discussions lasted between one to two hours. As a result, Barret and Twycross (2018) caution that focus group interviews necessitate a high level of skill in data transcription, as one to two hours of interviews yield voluminous amounts of data. Regarding transcription, I used Otter, a paid-for programme that saved me time. Thus, the advantages of using focus group interviews outweighed the disadvantages, which is why it was the optimal data collection method.

4.6.3 Observation

Observations are another method employed in this study. Maree et al. (2016) define observations as "a method for capturing the behavioural patterns of individuals, objects and events without interrogating or conversing with the participants" (p. 30). Moreover, Cowie (2009) defines observations as a conscious, in-depth examination of the behaviour of participants in a natural setting. Observations were a good fit for my interest in the school-based CPD programme and teacher leadership development, as I wished to gain knowledge

about the status of these issues. Observations, according to Barret and Twycross (2018), allow researchers to gain a first-hand understanding of what occurs at the research site, in this case the school. In addition, I used observations to confirm or refute the results of the document analysis and focus group interviews. This is consistent with Oun and Bach's (2014) assertion that observations help researchers prove or disprove a participant's theory.

I was aware that concerns must be considered when conducting observations. One such concern is ethical issues (Philips & Stawarski, 2008). Permission from the participants was required to observe them. All this information was included in the consent letters that participants signed prior to the study, and the consent contained all the research activities, objectives and questions that participants needed to be aware of. Furthermore, Cowie (2009) states that to accurately capture what is being practiced, a researcher must be a keen observer. Hence, the observations spanned the entirety of the study's duration. These observations took place mostly in the staff room, the school in general, and when possible, in the classrooms. Observing the practices connected to school-based CPD and teacher leadership was the only objective. As a result, I maintained a reflective journal and asked a critical friend to do the same, to record everything and confirm certain observations. The field notes were also later presented to the participants for member checking, a process described by Shin and Miller (2022) as researchers confirming their interpretations with participants to determine whether the interpreted data corresponds with the participants' actual experiences. This action was taken to improve confirmability.

As an insider and to avoid making participants feel uneasy, my role was that of a participant observer. Maree et al. (2016) define a participant observer as the researcher's position of being both a participant and an observer. Since I was an insider at the school, conducting research with my colleagues was simple, unlike being an outsider, which could have made them feel uneasy. In addition, as a participant observer, I learnt more about the school-based CPD programme and teacher leadership development in a natural setting without taking a back seat, which would have been awkward because it was imperative that participants act naturally – Oun and Bach (2014) caution that participants may change their behaviour when they sense that they are being observed. In addition, since the study was a PAR, it was crucial that I immersed myself in the research without taking a back seat (Maree et al., 2016). Being a participant observer does not entail fully participating in whatever is occurring; rather, it entails interacting with the participants as they carry out their regular duties (Cowie, 2009). In addition, the generated data was recorded as field notes and the observations were unstructured. Bertram and Christiansen (2020) define unstructured observations as capturing continuous descriptions as opposed to using a checkbox list. This corresponded well with the fact that I preferred detailed descriptions of the school-based CPD programme and teacher leadership development.

4.6.4 Phase 2 - Participatory Action Research

The study was a PAR, which according to Burns (2005), is research that aims to improve the social situation of the participants. The objective was to stimulate the school-based CPD programme and develop teacher leadership by participating in spiral PAR cycles. Initial data revealed the constraints that hindered the school-based CPD programme and the development of teacher leadership. However, the purpose of PAR is not just to discover but also to effect change (Walter, 2009). Thus, the data generated in phase 2 attempted to answer the final research question.

To address the research questions, participants engaged in O'Leary's (2005) spiral AR cycle (see Figure 3.1). Action research (AR), according to O'Leary (2005), is a cyclical process in which knowledge arises when individuals engage in a reflective cyclical process. As a result, I, together with the teachers and SMT engaged in a series of PAR sessions and O'Leary's (2005) cycle offered the framework for how to approach the discussions on the school-based CPD programme and teacher leadership development. The PAR spanned four months, from July to November 2022, including two months for the implementation phase from the 18th of

August to 30th October 2022. The initial plan called for six sessions, but due to the difficulties of participants not always being accessible, only four sessions were held by the end of the study.

The sessions required more planning to be successful. As a teacher and also the school's librarian, the library served as the site for all sessions. My position in the sessions was of a facilitator, a listener and a person who asked progressive questions to ensure that the conversations remained within the scope of the study. In addition, there were concerns about responsibilities, as several activities had to be completed during the meetings, such as chairing the meetings, writing down the decisions, taking photographs and recording the sessions. According to Algeo (2012), it is through negotiation that the action researcher and the participants have a greater grasp of what they have committed to deliver within the restrictions of the research setting. Before the meeting, I acted ethically by obtaining the attendees' permission to take photographs and audio recordings. Nonetheless, given that this was a PAR, I allotted certain tasks, such as taking photographs and documenting the significant decisions and conflicts observed. Also, I believed it would be unfair if I did the sessions' reflections on my own, so I prepared a guided reflection form for the participants to complete after each session, as I needed to know their views and feelings about the sessions. According to McIntyre (2007), participants recognise that they have a role in the study when they actively engage in critical discourse and group reflections. In addition, all session-generated data was transcribed and double-checked with the participants to guarantee accuracy.

4.6.4.1 The participatory action research sessions

As previously stated in Chapter Three, the theoretical foundations of the PAR are based on the work of Kurt Lewin. Therefore, according to Lewin, for change to occur, the problem must be acknowledged (Burns, 2005). This is why phase one of the data generation process was the initial step in the AR cycle. As stated by O'Leary (2005), the first step of a cycle is to observe or collect data about an issue as the data will indicate if a change is necessary or if there is a problem to be investigated. This is also supported by Schein (1996), who claims that exposing an organisation's flaws is necessary for change to occur. Consequently, the data I gathered in the first phase was used to problematise the concerns in the school-based CPD programme and teacher leadership development. For the participants to either corroborate or refute the data, they needed to be made aware of it beforehand. Hence, below is a description of all the sessions.

- **Session one - The introduction**

The first session took place on July 27th. The data for phase 1 had been transcribed and analysed at this point. The first session attempted to accomplish three objectives. The initial objective was to inform participants about the objectives and questions of the research. Critical to PAR, according to Walter (2009), is an equal and transparent partnership between the researcher and participants. This is also emphasised by Jacobs (2016), who states that the participatory nature of PAR symbolises a democratic approach to research, in which participants work jointly to co-generate knowledge to address a particular problem. Consequently, I believed that it was essential for the participants to understand the purpose of the study. The second purpose was to define the research design which is the PAR method. This was done to ensure that the participants understood what it meant to participate in a PAR, since Jacob (2016) notes that it requires a collective commitment to study an issue and that all participants are equally significant problem solvers and thinkers. As PAR is a democratic research procedure, it was crucial for the participants to understand their roles for them to be completely engaged and independent.

The final objective for this session was for the participants to reflect on the findings generated from phase one, but this objective was not met. This occurred because the session began late and lasted longer than one hour and 30 minutes. Participants requested a copy of the findings about the factors limiting the school-based CPD programme and teacher leadership development. This was so that participants could ponder on it independently before contributing to the subsequent session. This resulted in another round of reflection. Except for my critical friend, who was at a workshop, all attendees were present for this session. In addition, as noted previously, participants received reflection forms for independent contemplation.

- **Session two – The reflection**

This session took place on August 4, 2022, and built upon the previous session. The purpose of the session was for participants to consider the findings and engage in a discussion regarding the findings. The purpose of the discussion was to determine whether the findings accurately reflected the nature of the school-based CPD programme, to educate the participants on the current state of the school-based CPD programme and to primarily problematise the school-based CPD programme. This was done to instil the concern that if things continued in this

manner, failure may ensue (Schein, 1996). Participants were given the opportunity to discuss the what, how and why of the current state. This session corresponds to what Schein (1996) and Lewin (1946) refer to as the unfreezing stage, because according to Nehyba (2011), the unfreezing stage involves removing individuals from their comfort zone and exposing any organisational shortcomings. Therefore, the required change depended on whether the participants were persuaded that the school-based CPD programme required change.

Every participant attended this session, apart from three teachers who opted out due to a school transfer, maternity leave and illness. As the participants agreed, disputed and did their best to clarify concerns and, in some instances assign blame, the session was also lengthy and productive. This is because the participants deliberated on the issues of the school-based CPD programme and teacher leadership development as was requested of them. Power concerns were noticed as teachers restricted their arguments by choosing what to comment on which became unmanageable. As a result, my critical friend and I decided that for the upcoming sessions, we would try to find a means to restrict the SMT from influencing or suppressing the voices of other teachers.

- **Session three - The plan**

Following the reflection, a plan was required. This session's objective was to develop strategies for overcoming the recognised and agreed-upon limiting constraints. According to Cook (2010), AR attempts to combine action with reflection in the quest for practical answers in collaboration with others. On the 18th of August in 2022, all the remaining participants attended the session.

Because of the silencing of the teachers because of the powerful presence of the SMT, the session's structure was changed, as my critical friend and I believed that certain participants may have been overshadowed by the SMT. Hence, the nine participants that attended the session were divided into two distinct groups so that the SMT could debate their ideas on how to bring about change in the school-based CPD programme and teacher leadership development separately. In addition, the remaining teachers met in a separate group to propose a solution to the problems in the school-based CPD programme and teacher leadership development. This was done to increase the teachers' voice in the plan and minimise the power dynamics between teachers and the SMT (McKenzie, 2022).

Thus, the teachers and SMT were each responsible with developing a plan, presenting it, and then as a group attempt to merge the two plans into a cohesive action plan, as according to McKenzie (2022), PAR prioritises the distribution of decision-making authority across all participants. Consequently, the act of dividing the group allowed us to encourage participants to contribute to the plan, as it was ultimately their plan. This led to the next part which was the implementation of some of the recommendations that arose from the teacher development policy.

- **The implementation**

If there was to be a change in the school-based CPD programme and teacher leadership development, the process of implementing decisions taken was of utmost significance. Participatory action research (PAR), according to McKenzie (2022), goes beyond identifying and comprehending problems by empowering participants to act towards problem resolution. Consequently, this phase required the participants to implement the teacher development policy that they had created, which included various recommendations to assure the development of the teachers. The participants were also asked to record the changes, obstacles and strengths they observed while the plan was implemented. Additionally, the implementation process extended from August 19 to October 30, 2022. This was done to provide teachers and the SMT time to implement the recommendations, even though this time of year is hectic and posed numerous obstacles, such as a lack of time.

- **Session four – Reflection on the implementations**

Session four, which took place on the 1st of November 2022, was aimed at reporting on the effectiveness of the implementations. Due to the return of a teacher who had missed previous sessions because of illness, 10 participants attended this session. Considering the previous sessions, the teachers and SMT were divided into three distinct groups to evaluate the success and failure of the recommendations that were implemented, i.e. the SMT was assigned to one group, while the teachers were separated into two other groups. This was again done to boost the teachers' voices when discussing the adopted recommendations. According to Walter (2009), the cycle continues for as many iterations as necessary to fix the problem; however, for the sake of this study, the cycle ended there. In addition, Walter (2009) regards a review of the plan's success and failure as the conclusion of the first cycle. Nonetheless, it was up to the participants to determine if we would continue.

4.7 Data Analysis

The document analysis, focus group interviews, observations and PAR sessions created a vast amount of textual data that needed to be sorted, described and evaluated. This activity is referred to as data analysis by Ngulube (2015), who defines it as "the act of discovering, analysing, recognising, coding, mapping, studying, and summarizing patterns, trends, themes, and categories in raw data in order to interpret and communicate underlying meanings" (p. 1). There are numerous ways to analyse qualitative data, however, for the purpose of this study, Braun and Clarke's (2012) thematic analysis was employed to extract meaning from the data.

A thematic analysis is a technique for methodically discovering, categorising and providing insight into the meaning of patterns across a data set (Braun & Clarke, 2012). Thematic analysis is straightforward and enables researchers to discover patterns of meaning since it includes a set of stages to follow, which gives even beginner researchers a basis for data analysis (Braun & Clarke, 2012). The phases of thematic analysis as outlined by Braun and Clarke (2020) are listed below.

- *Phase one – familiarisation with the data*
- *Phase two – generating initial codes*
- *Phase three – generating themes*
- *Phase four – reviewing potential themes*
- *Phase five – defining and naming themes*
- *Phase six – producing the report*

As the researcher engages in the six phases, thematic analysis assures that they play an active role in knowledge development. Another reason I used thematic analysis was because it is adaptable (Alhojailah, 2012). According to Braun and Clarke (2020), thematic analysis permits both inductive and deductive approaches. In addition, Braun and Clarke (2020) claim that this is the case because they believe it is challenging for researchers to be completely deductive or inductive as researchers require subjectivity and criteria to answer research questions. Consequently, depending on the research question, both inductive and deductive analysis were employed in the study.

Most of the data obtained in the first phase of my study was evaluated inductively. According to Thomas (2006), this refers to a researcher deriving concepts, themes and interpretations from the raw data. In addition, according to Bertram and Christiansen (2020), using an inductive approach necessitates that themes arise from the data. Consequently, I initially read over the data while taking notes. As per Braun and Clarke (2012), reading and taking notes enables one to interpret the facts as they are. In response to the first research question, which sought to determine how the concepts of school-based CPD programme and teacher leadership development are seen in the school, the data was analysed inductively.

Not only was the data in phase one studied inductively, but it was also analysed deductively. Thomas (2006) explains that deductively examining the data entails testing if the evidence is consistent with the researcher's identified prior assumptions and theories. Therefore, to explain the data, it was necessary to locate it in the literature, as the study drew on a range of sources. For this reason, the second research question, which sought to determine the school's efforts to implement the school-based CPD programme and teacher leadership development, was deductively analysed using instruments such as the UNAM's manual for the school-based CPD programme (2014), Grant's model of teacher leadership (2006, 2008), and Farman and McKenzie's spheres of teacher leadership action for learning model (2012). In addition, Angelle and Dehart's (2010) four-factor model was used to identify the forces that constrained the school-based CPD programme and the development of teacher leadership when analysing the data for the research question that sought to determine the forces that limit them.

Most of the data obtained in phase two of my study was analysed deductively. The objective of the second phase was to determine whether participation in the PAR process stimulated and expanded the school-based CPD programme and developed teacher leadership. Since the research was within Lewin's three-step model of change, each stage of the model was used to analyse the participatory action research. According to Schein (1996), the unfreezing stage comprises encouraging the desire for change. Consequently, I examined the effectiveness of the interactions in convincing the participants that change was necessary. Moreover, the change stage, which according to Burnes and Bargal (2017) required the engagement of the entire group to design an action plan for the success of the school-based CPD programme and teacher leadership development, required the participation of the entire group. According to Mengesha (2019), the refreezing stage involves activities that ensure the change is ongoing. Using the three-step model of change, I was able to determine whether the process of bringing about

change in the school-based CPD programme and teacher leadership development through PAR was successful. Furthermore, the tools used earlier such as the UNAM's manual for the school-based CPD programme (2014) and Grant's model of teacher leadership (2006, 2008) were also used in looking at some decisions taken in the action plan.

In addition, I used Haapasaari and Kerosuo's (2015) six categories of agentive activities to determine if teacher leadership regarding the school-based CPD programme arose during the PAR. "Transformative agency is achieved by agentive behaviours that advance from resistance and criticism to consequential change actions" (Haapasaari & Kerosuo, 2015, p. 39). According to Haapasaari et al. (2014) and Haapasaari and Kerosuo (2015, p. 39), the six agentive activities I searched for in the PAR were as follows:

- Resisting the management or the researcher
- Criticising the current activity and highlighting the need of change
- Explicating new possibilities or potentials in the activity
- Envisioning new patterns or models of activity
- Committing to specific actions aimed at changing the activity
- Taking consequential actions needed to change the activity

This leads the discussion of the study to trustworthiness.

4.8 Trustworthiness

Connelly (2016) defines trustworthiness as the confidence in the data, interpretations and methodologies used to ensure the quality of a study. As a researcher, it was essential that I devise means for the study to be seen as credible by its audience. A range of methodologies, including crystallisation, member checking, reflexivity and the three criteria of AR adapted from Herr and Anderson (2014), were employed for this purpose.

4.8.1 Crystallisation

To make my study more credible, I employed crystallisation. According to Maree and Van der Westhuizen (2009), crystallisation is a method of using many methods for data collection and analysis. The process of crystallisation is very similar to triangulation, which involves using

several different methods to collect data to determine whether the data was credible or not (Heale and Forbes, 2012). Ellingson (2009), however, claimed that crystallisation is an extension of triangulation, where it aims to develop information about a certain phenomenon by analysing it from several perspectives and angles. Crystallisation thus gave my study the chance to conduct a more thorough and in-depth analysis. Furthermore, I chose crystallization because it fits the critical paradigm in which my study places itself. This was due to the fact that, in accordance with Ellington (2009), researchers who use crystallisation can celebrate several points of view on a phenomenon since they hold the belief that knowledge is never neutral, unbiased, or comprehensive. By using crystallization, I was able to consider a range of participants' points of view and better comprehend the school-based CPD program, which may have contributed to painting a clear image of the phenomena and boosting the study's confirmability and credibility (Stewart, Gapp, & Harwood, 2017).

4.8.2 Member checking

Member checking is the technique of returning generated and analysed data to participants for them to evaluate, verify or appraise the data's accuracy (Birt et al., 2016). The study was a PAR; therefore, the involvement of the participants was of the utmost importance. I provided the participants with the analysed data so that they could either concur with the interpretations or disagree with them. Also, after the analysis of the data obtained in phase 1, the second phase began with me presenting the data to the participants for deliberation on whether the generated data accurately reflected the school-based CPD programme and teacher leadership development. Member checking ensured that the correct descriptions and interpretations of the school-based CPD programme and teacher leadership development were produced, hence enhancing the credibility of the findings. As several participants in the conversation requested changes to portions, they believed did not accurately represent them, the resulting data accurately reflects their views on the school-based CPD programme and teacher leadership development.

I considered Candela's (2019) caution against the use of member checking when doing member checking. Candela (2019) emphasises that member checking may be harmful if the subject matter is sensitive, though my study was not a sensitive matter. Moreover, Candela (2019) notes that participants may sometimes believe that the researchers' interpretations are always correct because the researchers are the scholar. Nonetheless, I endeavoured to prevent my perspective from influencing their interpretations of the findings. Before the discussions, I gave

the participants time to reflect on the findings independently and highlighted that the study and the data belonged to them and that we were equal partners. This caused me to regard reflexivity as one way to ensure my credibility.

4.8.3 Reflexivity

According to Corlett and Mavin (2018), reflexivity is the act of reflection done by a researcher on how they conduct their research and communicate to an audience how they arrived at their results. In addition, reflexivity entails an immediate, dynamic and ongoing self-awareness that reminds the researcher to deconstruct their positionality to produce a more credible, transparent and honest account of the research (Finlay, 2002). To be reflexive, I had to take a step back to ensure that my ideas and experiences did not impact the research. Consequently, I chose to maintain a reflective journal. Turner (2021) defines a reflexive journal as a written record created by the researcher during the study process that describes what was done and why. In this journal, I wrote down all my observations as well as my thoughts following each PAR session and interview. This was done so that I would not forget anything and so that I could attempt to comprehend how I arrived at certain study-related decisions. As a result, I at least ensured that I reduced my influence on the study's results. Also, to ensure reflexivity, I invited a critical friend as was indicated earlier. Reflexivity also ensured the study's confirmability as the study's decisions were carefully considered to ensure that my biases and presumptions as a researcher did not influence the interpretations.

4.8.4 Criteria for quality action research

Herr and Anderson (2014) offer a set of criteria that make for high-quality AR, even though the criteria contributed to ensure credibility. Since the study took the form of PAR, its purpose was not only to discover but also to effect change in the school-based CPD programme. This is why I adopted three of the five quality AR criteria proposed by Herr and Anderson (2014), namely outcome validity, process validity, and democratic validity.

Herr and Anderson (2014) define outcome validity as the extent to which actions result in the resolution of the underlying problem that prompted the investigation. In a series of sessions, the study attempted to alter the nature of the school-based CPD programme and in so doing, expanded teacher leadership. As a result, several decisions were made and a plan was developed to address the constraining factors of the school-based CPD programme and teacher leadership development.

Process validity refers to the extent to which problems are articulated and solved in a manner that allows for the person's ongoing learning (Herr & Anderson, 2014). The study followed the spiral cycle of O'Leary (2005), beginning with phase 1 in which data was collected to enable problematisation of the school-based CPD programme and teacher leadership development. In addition, in phase 2, the participants engaged in a series of sessions to discuss the school-based CPD programme and teacher leadership development in greater detail; hence, learning occurred through exposure to these sessions.

Democratic validity refers to the degree to which research is conducted in collaboration with all parties with a stake in the issue being studied (Herr & Anderson, 2014). The study ensured that participation was available to all teachers at the school who wished to participate. Also, the teachers who participated in the study contributed to its decisions. In addition, because the study required everyone's participation, I emphasised the importance of everyone's voice in every session. In addition, I attempted to restrict the power issue that would silence teachers without a formal leadership position. This was accomplished by splitting the participants into groups, where the teachers debated their own proposals for resolving the issues and the SMT also constructed their own plan, and then combined the two plans in the end. This was done to ensure that all participants had a say in the plan and therefore took ownership. In addition, the participants were tasked with several responsibilities, including noting the significant decisions made, taking photographs and recording the sessions verbatim. My position was that of a facilitator and an observer, as I let the participants take the lead to make decisions on the processes of the study – everything was done to preserve democratic validity.

4.9 Research Ethics

In this study, ensuring that the research was conducted ethically was of the utmost importance. This is because, according to Banegas and Villacañas de Castro (2015), AR studies are rife with ethical difficulties that may jeopardise their purpose. Research ethics refers to conducting a study in accordance with moral and legal norms (Parveen & Showkat, 2017). In addition, it is the researcher's obligation to guarantee that the safety, dignity, rights and well-being of study participants are considered to ensure appropriate research ethics (Spata, 2003). Therefore, the following measures ensured that the study was conducted ethically.

4.9.1 The authorisation of gatekeepers

Before beginning the study, I deemed it essential to acquire permission from the gatekeepers. Individuals inside the organisation who have the authority to allow or deny access to the research location are known as gatekeepers (Andoh-Athur, 2020). In the context of the study, the initial step was to obtain approval from the ethical committee of Rhodes University (see Appendix A). After receiving initial ethical approval for the study, I was required to obtain permission to access the research location, since the intended audience consisted of teachers who were members of an institution led by the regional director and the school principal. I wrote a letter to the director of education in Kavango West requesting permission to do research in his region for this reason.

The letter included all pertinent information about the study, including the research topic, objectives and questions as well as the duration of the study. This was done to provide the director with all pertinent facts on the study so that they could make an informed decision regarding whether to allow the study to continue. After gaining written approval from the director (see Appendix B), I also presented the principal with a letter including information about the study (see Appendix C). This was done because gatekeepers have the autonomy to admit or prohibit access to their information, space and personnel (Singh & Wassenaar, 2016). Consequently, it was essential that I first seek their agreement, as the director and principal were required to analyse the dangers involved and how the study would impact their daily work. Nonetheless, this procedure ran smoothly because they were all interested to see how the study turned out. According to Pieper and Thomso (2013), requesting permission prior to undertaking research demonstrates respect and dignity for the individuals accountable for the institutions. Prior to inviting the participants who will be addressed next, I obtained both approvals.

4.9.2 Participants' participation

In every study, participation is optional, and participants must never be pressured or misled into participating; rather, people must be requested to engage (Polonsky & Waller, 2004). For this reason, I convened a brief meeting to distribute consent letters to the target group. In the meeting, I described the purpose of the study, their responsibilities and the potential repercussions of their participation. This was done so that participants would understand what they were agreeing to and be able to make an informed decision, as they had the option to

participate or not. I also mentioned that people who did not feel comfortable participating had the option to opt out, despite being my colleagues. I reiterated that I would not hold them accountable for their actions.

Additionally, as noted previously, participation was voluntary. The informed consent did not obligate participants to remain in the study permanently; they retained the option of remaining in the study or withdrawing from it. In addition, the participants had the right to examine or update inaccurate data during member verification as well as the right to report any unethical conduct to the Rhodes University ethics committee using the provided contact information (Bos, 2020). I requested consent not only at the outset of the study, but also throughout its duration (see Appendix F). When conducting the focused group interviews and PAR sessions, I requested permission to voice record and take photographs as participants had the option to refuse. Throughout the entirety of the study, participants' preferences were considered, and they were always given options.

4.9.3 The confidentiality of the research

As a researcher, one of my responsibilities was to safeguard the safety of the participants. This is consistent with Bertram and Christiansen's (2020) non-maleficent principle, which stipulates that research must not cause harm to its participants. As revealing the name of the data provider could result in danger, confidentiality was essential to the study. According to Polonski (2004), confidentiality implies that a researcher is aware of the identity of their participants, but they are not exposed in the study unless the participants consent to it. Since the study was a PAR, one of its objectives was to criticise present practices, which would have been problematic had names been used. For this reason, codes were generated during data analysis and presentation.

In addition, I acknowledge that maintaining confidentiality in PAR is not simple. As the sessions required teachers to ponder on issues, tensions may have arisen during the debates. However, I underlined to the participants that the data collected would only be used for this study. Moreover, the study was intended to assist us and the school, as teachers would be exposed. According to Bertram and Christiansen (2020), research must benefit the participants. To limit tensions, I also engaged in a series of reflexive practices with my critical friend in which we considered how particular topics would affect the participants.

The location of the focus group interviews and sessions of PAR also contributed to the confidentiality. As a researcher, it was my responsibility to create an environment conducive to maintaining anonymity (Petrova et al., 2016). To prevent other individuals from eavesdropping on focus group interviews and sessions, a private office was chosen. In addition, I constantly highlighted and encouraged participants not to disclose information with non-participants, nevertheless, guaranteeing that it did not occur proved challenging.

4.9.4 Ethical data management

According to UCD research ethics (2022), research data consists of all recorded descriptive, numerical or visual materials gathered and used in the study. This data needed protection, as its disclosure would have violated the study's confidentiality status. As a result, I was responsible for the management, security, storage and preservation of the generated data as a researcher. I was the only individual with access to the encrypted folder containing the data.

4.10 Chapter Summary

In this chapter I outlined the methodology behind the study's purpose. In the next chapter, I present and discuss my findings in relation to the first phase of my study.

Chapter Five: Phase 1 Findings: Contextualisation of Teacher Leadership and School-based Continuous Professional Development

5.1 Introduction

In the preceding chapter, I outlined the methodology and methods I employed for my research. Phase 1 of the study's findings are presented and discussed in this chapter. As the study was divided into two phases. the findings from phase 2 are addressed in the subsequent chapter. Phase 1 was the contextualisation phase that explored the status of teacher leadership and school-based CPD at a rural combined school in the Kavango West region and mapped out the constraints of the school-based CPD and teacher leadership. Document analysis, focus group interviews and observations were used to generate the data presented and discussed in this chapter. To remind the reader, the contextual profiling phase of the study sought to address the following research questions:

- How is the notion of school-based CPD and teacher leadership development perceived within the school?
- What efforts regarding CPD and teacher leadership development have been explored at the school?
- What forces have constrained the effectiveness of the school-based CPD and the development of teacher leadership?

To make this chapter easier to read and to comply with the norms of confidentiality and anonymity, I have presented my data using a coding system (Audette et al., 2020). The following table displays how the data was coded.

Table 5.1: Participant codes

Participants	**Codes**
Principal	SMT1
Heads of departments (2)	SMT2, SMT3
Senior teachers (4)	ST1, ST2, ST3, ST4
Novice teachers (4)	NT1, NT2, NT3, NT4
Data generation tools	
Documents	
Job Description for Teachers	D1
Code of Conduct for Teachers	D2
UNAM CPD manual	D3
Kayumbu (2021)	D4
Organogram	D5
School Development Plan	D6
Observations	
In the staffroom (briefings and corridor)	O1
On school grounds	O2
In the classroom	O3

Focus Group Interview	
Focus group one – Novice teachers	FGI1
Focus group two – Novice teachers	FGI2
Focus group three – Senior teachers	FGI3
Focus group four – SMT	FGI4
Participatory Action Research Sessions	
Session 1	S1
Session 2	S2
Session 3	S3
Session 4	S4

Please note that any reference to the documents analysed will only use their codes. This chapter is organised around the three research questions. Sections 5.2 and 5.3 contain the study's findings that answer research question 1. Section 5.4 is organised in response to research question two. My findings in relation to research question three are captured in section 5.5.

5.2 Participants' Understanding of the School-based Continuous Professional Development

Since the purpose of the study was to stimulate the school-based CPD programme, it was crucial that I understood the participants' understanding of the notion of CPD. This section therefore aimed at answering the first research question, which intended to understand how the teachers and SMT in the school understood the notion of school-based CPD. The participants differed on how they viewed the concept of the school-based CPD programme, some saw it as a way to equip teachers and others as a way to overcome challenges.

5.2.1 Using continuous professional development to equip teachers with necessary skill sets

Participants viewed CPD as the process that helps teachers acquire the skills necessary to perform their job professionally. This was clear as NT3 described CPD as *"the process of becoming better at performing your job than you were previously"* (FGI2). This was also echoed by NT1 who mentioned that CPD is *"a procedure when you are working one can continue to develop related their job"* (FGI1). In addition, some of the participants identified CPD as a means of providing teachers with the necessary skill sets over time. This was clear when ST1 noted that *"the more the environment we live in changes, the more prepared teachers must be to meet the problems"* (FGI3). This was further emphasised by ST2 as follows*: "In order not to be left behind, teachers must be equipped with new ideas, new norms, and new developments as they occur"* (FGI3). In a similar spirit, NT4 noted: *"CPD is a procedure to recover something that has been lost"* (FGI2). NT4 also remarked that *"as teachers, we must adapt to new changes in modern concerns"* (FGI2). This type of CPD is what Villegas-Reimers (2003) terms staff development and in-service training, which consists of teachers being trained through short courses, professional meetings and seminars on specific skills recognised by the education department.

5.2.2 Using continuous professional development to overcome challenges

Some participants considered CPD as a means to overcome the issues teachers confront. This was evident as NT3 stated that *"CPD is something that facilitates the execution of your task so that you may overcome any problems that arise."* (FGI2). For instance, NT2 noted that *"if we struggle with, say, teaching equations, and a colleague's assistance enables us to carry out our duties"* (FGI1). This is aligned to Guskey (1995), who states that professional development must be tailored to the requirements of specific teachers in the school. This view of CPD in schools as a means of overcoming obstacles is uncommon, as CPD has traditionally been considered as a means of training and equipping teachers by bringing them up to date with the most recent material (MoE, 2012). Continuous professional development (CPD) that attempts to modify a situation in the school is necessary but is often ignored. Participants answered that they participate in a universal CPD which caters for general school issues, mostly because the CPD available is based on a cascade model. This was made clear when ST2 noted: *"At a workshop, we can only learn something if we are open and express our concerns; if a workshop focuses on assessment and you choose to remain silent, you will learn only assessment."*

(FGI3). SMT3 also added that *"the workshops do not answer school specific issues as they are mostly organised by the regional office, and attended by different teachers from various schools, to cater for issues the regional office feels the schools need to know" (*FGI4). This type of CPD is what Bautista and Ortega-Ruiz (2015) term a cascade model of CPD, which is sporadic training which does not meet teachers' specific needs. Therefore, since most of the CPD the teachers and SMT received was the cascade model of CPD, this demonstrated the need for CPD in schools that strives to resolve school-based issues.

Having presented the findings that answer the first part of research question one, the discussion now moves on to the second part of research question one – how is the notion of teacher leadership perceived within the school?

5.3 Participants' Understanding of Teacher Leadership

Since the purpose of the study was to incorporate teacher leadership practices into school-based CPD, it was crucial that I knew how teachers and the SMT understood teacher leadership. Participants had differing perspectives on teacher leadership in the school. This is similar to Wenner and Campbell's (2017) systemic review, which revealed that no universally accepted definition of teacher leadership existed in 2013. Consequently, the data revealed three themes: teacher leadership as an attribute, teacher leadership as a delegated practice and teacher leadership as classroom management. Each is discussed in detail below.

5.3.1 Teacher leadership as an attribute

Several respondents considered teacher leadership as a possessed attribute. This is clear given that ST1 defined it as *"the capacity of a teacher to perform his or her tasks effectively"* (FGI). NT4 also described teacher leadership as "*the capacity to lead others"* (FG2). Also, teacher leadership was viewed as the possession of traits that assist people to perceive you as a leader. This is because many participants identified leadership attributes such as *"punctuality"* (NT1, FGI1), "*helping others"* (ST1, FGI3), and *"problem solving"* (ST2, NT3, FGI). As a result, viewing leadership as a skill is consistent with the behavioural era of leadership, where leadership was determined by looking at how an individual behaved and what they did (Hunt & Fedynich, 2018).

Participants also deemed that teachers who act unsupervised are teacher leaders. Evidently, SMT1 held the view that *"teacher leaders are teachers who can perform tasks without supervision"* (FGI4). Also, SMT2 remarked that *"these are teachers that work without being pressured"* (FGI4). These teachers are motivated to perform their duties well. NT3 concurred, stating that *"teacher leadership required teachers to be leaders in their own right, with the autonomy to determine what to do in their classrooms"* (FGI2). This is consistent with what Mat Yazid (2021) suggests, namely that teacher leaders are specialists in teaching and learning and hence excel at what they do. As a result, high-performing teachers are seen as leaders due to their fervour and capacity to excel.

5.3.2 Teacher leadership as a delegated practice

Teacher leadership was also considered as the technique of empowering teachers to spearhead specific tasks. This was clear when NT1 defined teacher leadership as *"a means by which teachers are granted power to lead in a particular component in school"* (FGI1). In addition, NT4 stated that *"I considered myself a teacher leader when delegated because I was acting on behalf of the delegator"* (FGI4). This argument was expanded by NT2 as *"teacher leadership is doing what the SMT asks of you"* (FGI1). This aligned with NT3's assertion that *"when teachers are delegated, they become leaders because they must act like the person who entrusted them with the responsibility"* (FGI2). This notion of teacher leadership is consistent with Little's (2003) assertion that the delegation of authority to other teachers determines a teacher's leadership abilities. Also, the assertion above aligns with what Gunter (2005) terms "authorised distributed leadership", which happens when work is passed on from the principal or in this case the SMT to the teachers legitimately. Therefore, delegating tasks or work to teachers afforded them the opportunity to become leaders.

5.3.3 Classroom leadership as an act of the teacher

Teacher leadership was mostly considered as shown during classroom-based activities. This was obvious from ST2's assertion that *"since teachers are in front of a group of learners and learners are entrusted to them as classroom leaders"* (FGI3). In addition, ST1 argued that *"becoming a teacher automatically qualifies you as a classroom leader"* (FGI3), as teachers engage in a variety of tasks in the class, such as "*problem solving"* (ST2, FGI3) and "*instruction-giving"* (NT4, FGI2). This is because the code of conduct for teachers mandates that *"a teacher shall substitute for parents while a learner is formally enrolled in*

school and when he or she engages in official school programmes and activities outside of school" (D2). This concept of teacher leadership is consistent with Grant's (2017) zone 1 of the model for teacher leadership, which states that teachers are designated leaders in the classroom. Also, Lieberman and Miller (2005) assert that teachers are accountable for their learners, therefore, they make all decisions regarding what happens in their class.

Having presented the findings to research question one, the discussion now moves to the second research question: What attempts regarding CPD, and teacher leadership development have been explored at the school?

5.4 Attempts at Teacher Leadership and School-based Continuous Professional Development at the School

The purpose of the study was to effect change in the school-based CPD programme; therefore, it was essential to understand the school's current CPD activities and teacher leadership practices. The data revealed that the mandated school-based CPD programme was not in evidence at the school. This was evident as SMT1 stated that *"unfortunately, we do not have the programme at the school unless we establish one"* (FGI4). With the same sentiments ST2 stated that *"in terms of professional development, I do not think we have such a programme, maybe my colleague can remember, as for me I do not"* (FGI3). ST1 agreed to the statement by stating that *"yes, we do not have such a programme, it is not there"* (FGI3). However, the findings revealed that there was some evidence of teacher leadership enacted at the school. I have elected to present the attempts at teacher leadership and school-based CPD according to Grant's model of teacher leadership (2017).

5.4.1 Zone 1 – Teacher leadership in the classroom

According to the data presented, most teachers' leadership opportunities occurred in the classroom. This aligns with the job description of a Namibian teacher, which states that of the six basic responsibilities of a teacher, five must be carried out in the classroom: planning, teaching, classroom leadership, evaluation and assessment (D1). Of the five possibilities, two emerged strongly from the data, namely classroom leadership and curriculum implementer.

5.4.1.1 Classroom leader

The data set revealed that classroom leadership opportunities are the norm for teachers. According to SMT1, "*teachers are allocated the role of class teacher, and he or she is the sole leader of that classroom; no one else is responsible"* (FGI4). This is consistent with an observation I made during the first 10 minutes of the school day, when "*teachers are instructed to meet with their students and ensure they are mentored, guided, and motivated"* (7-11th of February 2022, O1). This was also mirrored by NT1 who stated: *"Since I am a class teacher, I lead all the activities in my classroom, including the election of the class captain, the marking of the learner register, the creation of the cleaning schedule, and daily encouragement of my learners"* (FGI1). The tasks that the participants identified fit with the job description of a Namibian teacher, which is to maintain a learners' attendance register and cultivate a conducive learning environment (D1). In addition, the code of conduct for teachers mandates that teachers act in place of parents when a child is officially enrolled in school and participates in official school programmes (D2). Therefore, it is feasible for teachers to take charge of their classrooms. Consequently, teachers have the same effect in the classroom as a business manager. According to Granger and Jacques (2008), teachers motivate, inspire, stimulate, act as coaches and mentors, monitor errors and provide rewards for classroom achievements just as a manager in the business world would.

5.4.1.2 Teacher as a curriculum implementer

According to the data, teachers are leaders of the curriculum they implement. This is consistent with Grant's (2008) Zone one where the teacher is responsible for continuing to teach and enhancing their own teaching. The observation indicated that *"each teacher in the school is assigned a subject demonstrates this"* (14 January 2022, O2). This is supported by the fact that teachers are required to teach, plan, evaluate and assess the subjects they administer as indicated in D1. Therefore, each teacher in the school is assigned a subject to teach.

The school provides opportunities for teachers to improve their subject matter knowledge. SMT1 stated that *"teachers are encouraged to seek assistance from colleagues who know what they know in order to improve themselves and ultimately enhance the quality of their teaching"* (FGI4). Also, NT3 said that they occasionally use the internet to improve their knowledge: *"Since I teach life science and certain topics are not covered in the textbooks, we need an internet connection at school because we currently use our own data"* (FGI2). In addition, a

March observation indicated that teachers were invited to several workshops on the subjects they teach (O1). This was corroborated by NT3, who stated that *"the school sent us to workshops, whereupon we gained a great deal of knowledge applicable to the subjects we teach"* (FGI2). This aligns with Grant's (2017) role of the first zone which states that teachers should continue to teach and try to improve their teaching.

In summary, teachers in the school had the authority to manage the learners and the curriculum in their respective classrooms. According to NT3*, "The autonomy we are granted aids our development as we are exposed, as we feel more accountable in our classes and subjects"* (FGI2). in addition*,* this was evident as NT3 stated:

> *Teachers in the school are not under pressure, and we are given the opportunity to decide classroom matters such as what to teach for the day, when to administer a test, and what activities to assign to students, as well as accepting responsibility when learners fail.* (FGI2)

For the most part, teachers dedicated themselves to ensuring that their work is completed because of the autonomy that is granted to them.

5.4.2 Zone 2 – Collaboration with other teachers and learners outside the classroom in curricular and extracurricular activities

This zone represents teacher leadership beyond the classroom in formal and informal roles (Grant, 2008). This zone reviewed the school's activities that indicated whether teachers impart curricular information to others, whether teachers are given the opportunity to lead staff development or assist others, and whether teachers participated in teacher performance evaluation. The data revealed two initiatives that teachers showed outside of the classroom: serving on committees and learning through collaboration.

5.4.2.1 Serving on committees

The data indicated that teachers at the school have the opportunity to serve on a number of committees that oversee extracurricular and curricular activities. All respondents said that they serve on numerous committees, including the Environmental and Health Committee, the Discipline Committee, the Finance Committee, the Sports Committee, the Social Committee, the Time Tabling Committee, the Examination Committee and the School Feeding Programme (FGI1, 2, 3). According to SMT1, *"Teachers are granted the authority to make decisions in*

committees based on the requirements of the school" (FGI4). This coincides with Grant's (2017) role two, indicators one and six for zone two, which state that teachers participate in arranging curriculum, extracurricular and co-curricular activities.

Although participants were assigned to committees, it was clear that the committees required further teacher development. ST1 felt that *"we are not truly empowered in committees since we do not know what to do"*. This was also observed on the organogram, as none of the school's committees had a guideline outlining their tasks and responsibilities (D5). NT4 reiterated this sentiment, stating that *"a number of subject heads are unaware of their duties"* (FGI2). In addition, ST1 stated:

> *We just need more guidance on how to deal with certain issues or certain events. Because in most cases. You will only do it using your discretion, since we are not guided properly on what is right or wrong in the committees.* (FGI3)

Hence, more guidance is needed in the committees, and the teachers need be prepared and developed as teacher leaders so that they can perform their tasks effectively in these committees.

5.4.2.2 Sharing of expertise

There were opportunities for teachers to collaborate and gain knowledge from one another at the school. This is because teachers are required by the job description for teachers to contribute to the professional growth of their peers by sharing knowledge, ideas and resources (D1). This was also obvious at the school, as mentioned by ST2: "*SMT encourages everyone to collaborate intellectually and seek assistance from colleagues"* (FGI3). This was also clear in a comment made during my observation of a morning briefing, when the principal requested ideas from colleagues with expertise on how to reduce the school's English failure rate (19th January 2022, O1). This is consistent with Grant's (2017) role 3, which specifies that teachers in the second zone are required to lead in-service training and help other teachers.

In addition, teachers attempted to share their knowledge with one another. This was clear as NT4 noted that *"whenever I have difficulty, I consult one or two teachers with expertise in the subject" (*FGI2). In addition, NT2 indicated that *"I invited a colleague to come teach conversions"* (FGI1). Similarly, it was observed in the staffroom that a teacher asked another teacher about comparing fractions (2nd August 2022, O1). NT4 also acknowledged that *"I seek*

assistance from a particular senior teacher" (FGI2). Thus, teachers gain knowledge from one another. Nonetheless, some participants had the impression that the SMT should have mandated collaborative practices as ST1 noted: "*We do it on our own; management is unaware of this fact"* (FGI3). Also, NT1 indicated that *"some teachers do not want to share as they are not mandated to, hence do not take other seriously"* (FGI1). Sharing of practices aligns with Fairman and Mackenzie's (2012) third and fourth spheres of teacher leadership, which entail teachers exchanging ideas and learning and teachers cooperating and reflecting on their practices with other teachers in the school.

5.4.3 Zone 3 – Outside the classroom in the whole-school development

In this third zone, teachers are expected to take the initiative outside of the classroom and lead in the area of whole-school development. Teachers are required to take the initiative, collaborate and plan for school-wide challenges (Grant, 2008). Nonetheless, the findings suggested that teachers practicing leadership in the third zone was not initiative driven but was restricted to delegation.

5.4.3.1 Delegated practices

Only via delegation did the teachers contribute to the development of the entire school beyond curricula and extracurricular related activities. This was evidenced by the fact that SMT1 stated: "*In the past, teachers were rotated in to participate in the early management briefing, then directed others in the morning briefing by summarising what was discussed at the management meeting"* (FGI4). By doing so, SMT3 believed that

> *It provided teachers with an opportunity to learn, as they had to prepare by watching the day before on what to present, they had to arrive earlier than ordinary teachers, and they were required to participate in the management meeting.* (FGI4)

This is consistent with the observation made, which indicated that the teacher who was to give the briefing the next day moved around the school yard taking notes of all the happenings (21st of January 2022, O2).

Consequently, this exposure helped the teachers understand what it meant to be in management and allowed them to participate in the decisions made that day. As ST2 indicated:

> *It made me feel empowered at that moment, as if I were in command; I observe from every corner of the school, behaviour-wise and infrastructure-wise, so that you can tell others. I made note of things that, on a regular day, I would find unimportant because they are management's responsibility.* (FGI3)

In addition, ST2 stated:

> *This programme really helped teachers become involved in the school, resulting in a sense of ownership, because when you know it is your turn to sit with the management the next day, you will be very observant so you have something to report the following day, thus enhancing our leadership skills*. (FGI3)

Thus, the programme provided teachers with the opportunity to observe first-hand what the SMT does each day and where the information the SMT shares each morning originates.

In addition, teachers are assigned to head events such as parent meetings, staff meetings and certain school activities. This was clear given that NT1 stated: *"On occasion, we serve as master of ceremonies at parent meetings".* This was also evident in an observation made during the parents' meeting where teachers were tasked to draft an agenda and chair the meeting (16th of October 2022, O1). The teachers found this useful, as NT3 remarked: *"I felt like the leader there because I had to direct the entire process"* (FGI2). Consequently, the exposure fostered the growth of communication skills and self-assurance. Moreover, SMT2 noted that *"it is advantageous for teachers since they learn how to manage and oversee a large number of individuals"* (FGI4). Teachers also had the opportunity to increase their capacity by acting on behalf of management. SMT3 said that *"teachers are appointed in acting capacities when the SMT is absent; at that time, they make all school-wide decisions using their own discretion"* (FGI).

The delegated teachers were able to demonstrate their competence and gain knowledge from their experiences when assigned to be on a committee. This was clear as NT3 remarked: *"When dealing with committee tasks, you are given greater responsibility because everyone is looking to you to carry out what needs to be carried out"* (FGI2). In addition, ST2 remarked: *"The position I am given by management to be a member of the disciplinary committee gives me the confidence that at least they have seen what I am capable of in terms of disciplinary action"* (FGI3). In addition, the committees exposed teachers to various scenarios that could contribute

to their development. It was observed that the Social Committee was entrusted with ensuring that Namibian Child Day was celebrated; therefore, they had to assemble the necessary resources and experience to ensure that the event was a success (28th September 2022. O2). Moreover, NT3 thought that *"at that moment in the committee, we were the leaders because we had the authority to decide what was to be done"* (FGI2). Hence, giving teachers a chance to head committees coincides with Grant (2017) role six, which expects teachers to participate in school-level decision-making.

The delegated practices provided teachers with an opportunity to assume a leadership role, albeit limited. This was stated by ST1 who thought that *"certain tasks were simply delegated because the SMT were busy or overworked, and not necessarily with the intention of improving teachers"* (FGI3). NT4 concurred, stating that *"the role of subject head was underutilised since subject heads are not given the opportunity to complete their job description, even if it is merely to sign the lesson plans of others or observe the others"* (FGI2). Therefore, NT4 believed that *"opportunities are not provided, as historically these responsibilities fall to the SMT and not teachers"* (FGI2). This part corresponds to what Gunter (2005) terms "authorised distributed leadership", in which work is delegated from the leader to others based on the immediate necessity to do so. Hence, the examples of teacher leadership present in zone 3, the whole school, was authorised distributed leadership.

5.4.4 Zone 4 – Beyond the school into the community

Zone 4 describes the space of teacher leadership where teachers contribute to the community and surrounding schools. According to the data, the teachers participated in workshops and training arranged by the regional office, worked with other schools and served on circuit committees.

5.4.4.1 Teacher leadership through participation in regional and circuit activities

The data indicated that the school provided funding for teachers to participate in circuit and regional events. In March, it was observed that teachers who taught a variety of subjects attended workshops and provided feedback upon their return (March 2022, O1). ST2 said that this was advantageous because *"when the workshop is called, various teachers congregate in one location to benefit from one another's knowledge and expertise"* (FGI3). In addition, funding was made available for teachers to pursue training in several areas. This was significant, as SMT3 *"participated in athletics training"* (12th of September 2022, O1), while

NT4 and ST4 *"were sent to digital skills training to ensure that they use technology in their lessons"* (21st of October 2022, O1). In addition, SMT2 and SMT3 remarked: *"We attended an instructional leadership training"* (FGI4). These were opportunities for teachers who were sent to attend the workshop to grow, learn and network, hence, serving as a CPD practice.

5.4.4.2 Teacher leadership collaborations with other entities such as neighbouring schools

The data indicated that the SMT permitted teachers to obtain assistance from other schools regarding subject matter. This was clear as ST4 noted: *"When I was first assigned to teach entrepreneurship, the school directed me to a colleague at another school for assistance"* (FGI3). In addition, NT2 noted that *"when I had a problem teaching map work, the SMT made funding available so I could invite a colleague from a neighbouring school to instruct me and my learners"* (FGI1). According to SMT1, *"the school also took its teachers and learners to one of the best-performing schools so that teachers could share their knowledge with one another, and learners could observe how their peers behaved"* (FGI4). These attempts to assist teachers' shortcomings match with teacher-driven professional development which is centred on the teacher's individual needs and pursuits (Kedzior & Fifield, 2004). This directly assisted in resolving the subject matter challenges faced by teachers. Furthermore, this link with other schools is consistent with Grant's (2017) Zone 4 indicators namely "forge close relationship & build rapport with individual teachers through which mutual learning takes place, staff development initiative, mentoring role of teacher leader" (p. 43)

5.4.4.3 Teachers' participation in circuit committees

Several teachers at the school served on several regional and circuit-level committees. At the time of the study, I personally served as a vice-chairperson of the NANTU in our circuit, which is readily apparent on the organogram (D5). In addition, SMT3 stated: *"I am the chairperson of the circuit sport committee"* (FGI4, D5). SMT1 added: *"I am a member of the circuit management committee"* (FGI4, D5). Furthermore, SMT1 stated: *"I am happy that a number of teachers from our school have been appointed as circuit facilitators for various subjects"* (FGI4). Consequently, NT3, who was one of those selected, commented: "*It provided me more authority in the circuit to manage the subject matters in the circuit and lend my experience to teachers at other schools where I am needed"* (FGI2). All these platforms provide possibilities for teachers to be exposed to a variety of platforms, hence, ensuring that they develop and become school and community leaders. Serving in circuit committees aligns with Grant's

(2017) zone 4 indicators, namely "join in core, extra and co-curriculum development and networking at circuit and regional levels through committee or cluster meetings involvement" (p. 43).

Having now concluded the response to the second research question. The next part will address the third research question: What forces constrained the effectiveness of the school-based CPD and the development of teacher leadership?

5.5 Forces that Constrained Teacher Leadership and School-based Continuous Professional Development

Identifying the constraints that hindered school-based CPD and teacher leadership development was also essential for bringing about change, as this would assist the development of a clear plan for bringing about change. Angelle and Dehart's (2010) four-factor model of teacher leadership was employed to describe and discuss the forces (see Figure 2.5). Principals and teachers, according to Angelle and Dehart (2010), are the primary actors in establishing teacher leadership. Consequently, each part of the model is explored considering the forces that constrained the development of teacher leadership. Like Poekert (2012), I hold the view that the same forces that constrain teacher leadership are likely to also constrain the school-based CPD programme.

5.5.1 Sharing of expertise

One indicator of teacher leadership according to the four-factor model of teacher leadership (Angelle & Dehart, 2010) is the teachers' capacity to share knowledge and skills. According to Angelle and Dehart (2016), the component of sharing expertise comprises teachers' willingness to share skills and knowledge. Many forces in the school hindered teachers from sharing their expertise and abilities. Below, I discuss three sub-forces that constrained teachers from sharing practices, namely limited knowledge and skills, teachers' attitudes and limited mandate to share expertise.

5.5.1.1 Limited knowledge and skills

The data revealed limited knowledge and skills inside the school which hindered teacher leadership and school-based CPD. This was clear as SMT1 remarked: *"We do not really know how to operate the school-based CPD because, after attending the workshop, we were left to our own devices; no instructions were provided"* (FGI4). This demonstrated that the SMT had

limited knowledge of how to administer the school-based CPD programme, and consequently, would be unable to ensure that colleagues shared practices. Moreover, Kayumbu (2020) cites "a lack of competence as a difficulty, as people who know how to administer school-based CPD are primarily located in Windhoek" (D4). This has resulted in the SMT being unable to assist their colleagues. This was clear given ST1's assertion that *"management may not know how to assist colleagues with challenges"* (FGI3). In addition, ST2 claimed that *"management only identifies teachers' subject problems after exam results are released"* (FGI3). This, according to ST2, *"has resulted in the management mandating a subject change for low-performing teachers*" (FGI3). Therefore, the lack of expertise has rendered the SMT incapable of sharing best practices inside the school.

The data also revealed that there were not enough direct HODs for several subjects, making it difficult for HODs at the school to communicate their knowledge in particular disciplines. This was clear as NT1 stated: *"We do not have a direct supervisor for each subject, which causes us to struggle because there is no content knowledge specialist in the school"* (FGI1). In addition, ST1 stated: *"At the school, there are only two HODs, one for language and one for lower primary; this pushes them to observe subjects they are not accustomed to, such as the language HOD observing a mathematics class"* (FGI3). This explains what NT4 meant when they remarked that *"when the HOD observes me, sometimes there are no comments, so you do not know if you performed well or not"* (FGI2).

As a result, teachers and the SMT were unable to share expertise because of their lack of knowledge in a range of school-related areas. This is consistent with Snell and Swanson's (2000) assertion that expertise is an essential component of teacher leadership. Therefore, when expertise in a certain area is limited, it is difficult for teachers to share their knowledge.

5.5.1.2 Teachers' attitudes

According to the findings, teachers' attitudes toward sharing knowledge and ensuring that they obtain it are constraining forces. This was obvious as SMT1 noted that *"some teachers fear how people will view me, if I admit that I am not managing. Will they make fun of me?"* (FGI4). ST2 reiterated the idea that *"since teachers have ego, it is difficult for them to confess they cannot handle something"* (FGI3). This may be the case as suggested by ST1 as *"some teachers do not want to learn from those they perceive to be jokers"* (FGI3). Therefore, teachers with problems will opt not to approach others, often making expertise sharing impossible. In addition, ST2 revealed that *"some teachers do not take other teachers seriously when asked"* (FGI3). Consequently, attitudes are equally essential when it comes to sharing knowledge as according to Eroğlu and Kaya (2021), teachers' negative attitudes are a barrier to school-based CPD and teacher leadership development.

5.5.1.3 Limited mandate to share expertise

According to the data, there are no policies requiring teachers to share their practices. This was obvious from SMT1's statement that *"teachers who attend workshops are not obligated to train others at the school"* (FGI4). Additionally, ST2 claimed that *"teachers share practices on their own volition; no policy requires them to share their experience with others, thus they may choose not to share"* (FGI3). In addition, an observation made in a briefing suggested that teachers who had attended the workshops provided only a summary of the agenda and the purpose of the workshop or training but did not train others (4th of April 2022, O1). Also, this was evident throughout the school development plan as there was no indication of sharing of teaching and learning practices or teachers' CPD (D6). Consequently, teacher leadership development and school-based CPD were hampered by the absence of school-wide policies requiring teachers to share best teaching and learning practices, as according to Angelle and Dehart (2011), successful teacher leaders cannot work in a vacuum. Therefore, systems that enable teachers to collaborate must be established within the school (Coyle, 1997). This leads to a discussion of the next factor, which explains the forces that constrained the sharing of leadership.

5.5.2 Sharing leadership

A second factor of teacher leadership according to the four-factor model of teacher leadership (Angelle and Dehart, 2010) is the sharing of leadership amongst teachers. This section describes the forces that constrain the sharing of leadership in the case study school. As the factor on sharing leadership relates to the mutuality of the leadership in the school, namely the principal's desire to share leadership and the teachers' willingness to face the challenge of leadership (Angelle & Dehart, 2011), sharing leadership is comprised of two sub-factors: limited leadership opportunities and limited leadership engagement. How each constrains teacher leadership and school-based CPD is discussed below.

5.5.2.1 Limited leadership opportunities

According to Angelle and Dehart (2011), the availability of leadership chances for teachers depends on the attitude of principals about offering such possibilities to teachers. Consequently, this section presents and discusses the forces that constrain the SMT from providing opportunities to the teachers to also take the lead. These forces include an absence of trust, role confusion and limited teacher participation in decision-making.

- **Absence of trust**

The findings suggested that teachers are not trusted; hence, the SMT are unwilling to offer opportunities for teacher leadership. This was clear since SMT1 showed that *"the enormity or significance of the work is the reason why teachers are not provided opportunities; teachers lack the commitment necessary to complete the SMT tasks, as some activities demand careful inspection"* (FGI4). This was also mentioned by NT4, who claimed that *"they may not have faith in your ability to complete the task"* (FGI2). In addition, SMT3 indicated that *"some of these tasks affects many people if a single mistake is done, for instance moderation of answer scripts, if not done properly, a learner might fail"* (FGI4). Furthermore, an observation on how teachers were chosen to be part of the interview panel indicated a lack of trust when the SMT chose to select a teacher in a different department to be part of the panel to interview a candidate from another department and left out the subject head of that department (29th of November 2022, O1). This concern is consistent with Lieberman and Miller's (2005) assertion that principals confront accountability issues and so choose not to incorporate other teachers out of fear of being held responsible if something goes wrong. As a result, the absence of trust hampered teacher leadership and school-based CPD.

- **Role confusion**

It became apparent from the data that there is much role confusion, particularly with regard to the legislation of the HOD and the more informal roles of the subject heads. According to the findings, the SMT are not able to delegate certain responsibilities due to the roles that are part of their job descriptions. This was clear as SMT3 stated: *"Subject heads are the area we are not utilising; as their roles clash with the roles of an HOD"* (FGI4). This was also revealed by ST2 who claimed that the *"SMT do not provide opportunities for subject heads, not even to observe, because SMT lack subject competence in certain areas"* (FGI3). This may have been clarified by NT4 who remarked, *"This may be because certain of the tasks are typically assigned to the HOD and are governed by policies; therefore, they opt not to assign them to the subject heads"* (FGI2). As per the job description for teachers, HODs and principals are required to conduct frequent performance evaluations; therefore, they may feel forced to execute these duties and not delegate them to subject heads (D1). Therefore, job descriptions constrained teacher leadership.

- **Limited teacher participation in decision-making**

According to the findings, teachers' ideas at times are not considered. This was evidenced by NT4's observation that *"teachers' remarks are not always considered, so I opt not to say anything at the morning briefing" (FGI2)* In addition, ST1 reported that *"there is a lack of opportunity in decision-making because the majority of decisions are made without input and teachers are simply informed"* (FGI3). In addition, an observation in the school reported that *"during examinations, the bell for learners to leave was rung without the consultation of teachers; some teachers opined that they wanted learners to stay longer so that they could study, but to their dismay, they were not consulted"* (1st of December 2022, O2). Therefore, the exclusion of teachers from the decision-making process hindered teacher leadership and school-based CPD; as including teachers in decision-making allows them to demonstrate their competence and feel empowered, it is advantageous to do so (Barth, 2001). Also, Yoon (2016) emphasises that teachers must be involved in decision-making to find, evaluate and develop PD solutions. Thus, by excluding teachers from the decision-making process, this measure constrained teacher leadership and school-based CPD. This also supports the earlier claim that teacher leadership in the school is restricted, as teacher participation in decision-making was limited.

This leads to the second sub-factor, which explains that sometimes it is not the principals who do not want to share leadership, but the teachers who do not take advantage of the opportunities provided.

5.5.2.2 Limited leadership engagement

The SMT may be willing to provide opportunities, but whether teachers seize the opportunity to lead and participate in the leadership activity provided is the essence of leadership engagement (Angelle & Dehart, 2011). This section explores the forces which contribute to teachers not taking advantage of the available chances: lack of commitment and lack of confidence.

- **Lack of commitment**

According to the data, some teachers do not take advantage of the opportunities presented to them in the school, owing to a lack of commitment. This was clear as SMT1 reported that *"some colleagues do not take opportunities seriously, since they must be told repeatedly to accomplish a task"* (FGI4). In addition, SMT2 revealed that *"some teachers accept responsibilities as extra work, since they were not assigned to them"* (FGI4). In addition, ST2 noted that *"some of my colleagues do not desire challenges or difficult tasks; they prefer to remain within their comfort zones"* (FGI3). Furthermore, SMT3 revealed that *"some teachers want to be pushed all the time for them to do something"* (FGI4). This is consistent with Lieberman and Miller (2005), who state that some teachers appear to be conditioned to remain in their classrooms, and therefore, may not be devoted to other duties. Furthermore, according to Damkuvienė et al. (2018), lack of commitment is an issue since leadership is viewed as the process of not only convincing people to commit to new ideas, but also of colleagues' willingness to commit, offer their resources and energies and take the initiative. Therefore, it is problematic to provide teacher leadership opportunities without teacher commitment.

- **Lack of confidence**

According to the findings, some teachers lack the confidence necessary to take advantage of available chances at the school. SMT1 revealed that *"some teachers are hesitant to accept allotted tasks, and when requested for assistance, some respond that they do not want the learners to fail"* (FGI4). In addition, ST2 said that *"some teachers refrain from pursuing possibilities because they fear being held accountable if they fail"* (FGI3). ST2 elaborated:

"Some teachers are appointed to two or more committees, but in none of those committees do they take a leadership role; they always prefer to follow" (FGI3). As a result of a lack of confidence or fear of failure, some teachers do not take advantage of the possibilities provided for teacher leadership and school-based CPD. According to Angelle and Dehart (2011), teachers can be given the authority to lead, but they must be willing to assume the responsibilities this authority entails. Moreover, Ware and Kitsantas (2007) assert that teachers who exhibit self-assurance might enhance their teaching practices. Therefore, for teacher leadership to prevail, means must be discovered to boost teachers' self-confidence, otherwise, teachers may decline leadership opportunities.

This leads to the third factor of the four factors in the four-factor model of teacher leadership (Angelle & Dehart, 2010) which explains the forces that prevent some teachers from independently assuming responsibilities.

5.5.2.3 Little aspiration to be a supra-practitioner

A supra-practitioner is one who accepts additional responsibilities above their regular responsibilities and performs tasks that others are unwilling to perform (Angelle & Dehart, 2011). This section covers the forces that prevented teachers from eagerly accepting additional responsibilities beyond their job description. A lack of ambition and a lack of time appeared as the main constraints for school-based CPD and teacher leadership development.

- **Lack of ambition**

The data demonstrated that some teachers lack ambition and, as a result, choose not to exceed their customary duties. This was clear given that SMT1 noted that *"some teachers do not realise that they must grow, and that I must gain experience"* (FGI4). In addition, SMT1 said that *"teachers do not believe they will one day become principals, and they are already content, as they have little drive to advance in the profession"* (FGI4). As a result of their lack of ambition, some teachers have gotten so content with their positions that they have no desire to advance as according to Muijs and Harris (2007), when teachers are ambitious, they tend to be motivated to take up more responsibilities.

- **Lack of time**

The data demonstrated that teachers have no time for additional responsibilities. As SMT1 said: *"Teachers combine their personal and professional commitments, which holds them back".* In addition, SMT3 noted that *"teachers are frequently invited to volunteer, but they often decline because they lack the time"* (FGI4). This was also demonstrated by the observation that teachers also taught during the afternoon study period from 3 to 5 p.m., leaving them with little time for other tasks or CPD activities (11-14 April 2022, O3). Therefore, ST1 stated: *"This is the reason why some teachers seek to isolate themselves".* This is in accordance with Rashid et al. (2017), who note that teachers with high workloads are less inclined to engage in CPD activities or assume other additional responsibilities at the school.

This leads to the fourth and final factor in Angelle and Dehart's (2010) four-factor model, which discusses what makes principals decide who to give opportunities to, as this is also a factor that hinders teacher leadership in schools.

5.5.2.4 Principal selection

Principals have the authority to select who may and may not participate in school leadership roles (Angelle & Dehart, 2010). This study found that, in general, the SMT selected teachers who were competent and reliable to act as leaders.

According to the data, competent and reliable teachers are assigned more responsibilities than others. This was clear given that SMT3 remarked: *"As a manager, I do not wish to pressure individuals, so I provide opportunities to those who are motivated to learn"* (FGI4). In support, SMT1 noted that *"at times, we may appear to be biased, but in reality, we are evaluating the quality of the colleague"* (FGI4). Consequently, teachers' competencies are used to determine who deserves the opportunity and who does not. As SMT3 noted further: *"It is through your own dedication that you may positively influence your leaders' perspectives and be granted additional responsibility" (*FGI4). Therefore, a teacher is favoured because of their dedication; nevertheless, ineptitude results in the exclusion of certain teachers from positions of greater responsibility. This aligns with Grant and Singh's (2009) finding that states that SMT senior teachers were favoured more than the junior teachers when it came to giving them more responsibilities.

5.6 Chapter Summary

In this chapter, I presented and analysed the first phase of my findings, drawn from the documents, observations and focus group interviews. In the next section I present and discuss my findings in relation to phase two of my study.

Chapter Six: Phase 2 Findings: The Participatory Action Research Sessions

6.1 Introduction

Using Angelle and Dehart (2010), the preceding chapter highlighted the condition of the school-based CPD programme and teacher leadership development and mapped the forces constraining them. Consequently, this chapter presents and discusses the findings of the second phase, which aimed to engage the teachers and SMT at the rural combined school in the process of PAR to stimulate school-based CPD and develop teacher leadership. The research employed the PAR methodology to encourage participants to bring change to the school's teacher leadership practices, hence enhancing school-based CPD. To remind the reader, the purpose of PAR is not only to uncover information, but also to effect change (Walter, 2009). It also enables teachers to analyse and reflect on their approaches and to acquire a sense of agency to effect change (McTaggart, 2005). The chapter aims to address the following research question:

- Does the involvement in the PAR process stimulate and expand the school-based CPD programme and develop teacher leadership?

To answer the research question, four PAR sessions were conducted in this study. The four PAR sessions corresponded to the Lewin (1946) three-step model of change, O'Leary's (2005) spiral AR cycle and the required agentive action as per Haapasari and Kerosuo's (2015) agentive actions. Consequently, the primary sections of this chapter are the unfreezing step, the change step and the refreezing step. Figure 6.1 helps portray how the data is presented.

Figure 6.1: Three stage model of change and the required actions for each stage

6.2 The Unfreezing Step

Section 6.2 focuses on the unfreezing step, which corresponds to O'Leary's (2005) reflection stage, to spark the need for change in school-based CPD. According to Schein (1996), for change to occur, it was essential that the forces that impeded both school-based CPD and teacher leadership be exposed and analysed. Also, Schein's (1996) elaboration of the unfreezing stage was used to explain whether the participants acknowledged that the school required improvements in school-based CPD and teacher leadership development. In addition, this stage used the first two agentive actions proposed by Haapasari and Kerosuo (2015), namely resisting the researcher, critiquing the status of the school-based CPD and teacher leadership and emphasising the need for change, and explicating alternative options.

It was important for teachers and the SMT to understand the what, how and why of change for change to occur. This involved informing the participants about the forces that constrained the development of teacher leadership and the school-based CPD programme. The unfreezing phase included two PAR sessions: the introduction session and the reflection session. The two sessions in the unfreezing phase ensured that the participants had a thorough understanding of the PAR procedure and were aware of the constraints to teacher leadership and the school-based CPD programme.

6.2.1 Participatory action research session 1

The first PAR session served as an introduction to the nature of the study. In the session I educated participants about the goals and questions of the research. In addition, I described what PAR is and the participants' obligations in the study. The participants could respond with questions, such as NT4 that asked, *"What is a PAR and how does it differ from the normal AR we did in year 2 at the UNAM?"* (S1). Also, during the session teachers wanted to know the ramifications if they were absent for a session. This was evident when SMT1 posed this question: *"If I am to be absent in a session does that mean I am out or I can just join whenever I can, I am asking because I will be attending a workshop for the next two weeks?"* (S1). Furthermore, I with regard to their role in the sessions, ST2 raised this question: *"What are we required to do in the sessions, do we just sit and listen to you or what is the main purpose for us to meet?"* (S1). The session involved discussions on what was required of the participants, and I answered any questions that they had. This session was crucial as it laid a foundation for the other sessions, as Walter (2009) states that PAR necessitates an equal and open relationship between the researcher and participants. Furthermore, due to PAR's mandated collective commitment it was crucial that the participants understood the purpose of the study, as this aided in the discussions and ensured they knew what was expected of them (Jacobs, 2016).

6.2.2 Participatory action research session 2

The second session constituted the reflection part of the PAR cycle. The purpose of the second session was to ensure that the need for change in the status of teacher leadership and the school-based CPD programme was instilled. This was accomplished by presenting the data generated from phase one of the study. As stated previously, the primary objective of this session was to spark the desire for change; hence, Schein's (1996) expansion of the unfreezing stage was used to determine whether the need for change was sparked by these sessions, namely disconfirmation, induction of guilt and creation of psychological safety.

6.2.2.1 Disconfirmation

The purpose of the second PAR session was disconfirmation, which involved the presentation of all the constraining forces of school-based-CPD and teacher leadership development as indicated by the Chapter Five data. These constraining forces are listed below.

- Limited knowledge
- Teachers' attitudes
- Limited mandate to share expertise
- The SMT's lack of trust in teachers
- The SMT's existing mandated roles
- Limited teacher participation in decision-making
- Teachers' limited commitment
- Teachers' limited confidence
- Teachers' limited ambition
- Limited time
- Teacher competence and reliability
- Delegation

The presentation of the forces revealed the inadequacies in school-based CPD and teacher leadership on the part of both the SMT and teachers. The process of disconfirmation was aimed at planting the seed of discontent or frustration with the practices of the school-based CPD and teacher leadership, which may promote the process of change (Schein, 1996). Nonetheless, Schein (1996) emphasises that merely teaching and criticising teachers and the SMT about their inadequacies concerning school-based CPD and teacher leadership are insufficient to bring about change, unless teachers and the SMT demonstrate acceptance of the disproven practices. Consequently, the following section provides a discussion on whether teachers and the SMT agreed with the disconfirmed practices.

6.2.2.2 Induction of guilt

The second session also provided teachers and the SMT with an opportunity to agree or disagree on the constraints that affected school-based CPD and teacher leadership development. The second session revealed that the teachers agreed on certain forces which was clear when NT3 remarked:

> *There is some truth to the claim that some teachers are not given opportunities due to their attitudes, as I have witnessed colleagues refuse to be delegated, and making it difficult for the SMT to delegate these teachers.* (S2)

SMT1 echoed this sentiment, stating that *"attitude is truly a problem, since some colleagues believe that this is the SMT's exclusive responsibility, thus I cannot do it, which is problematic because one day you will be alone at the school and what will you do?"* (S2). Acceptance by teachers and the SMT that something was wrong is crucial for change, as this would stimulate the teachers' and SMT's desire to consider other methods for making things better (Schein, 1996). In addition, the process of teachers and the SMT criticising their methods is consistent with the first agentive action described by Haapasari and Kerosuo (2015), which stipulates that individuals begin criticising the current activity.

Furthermore, the second session afforded the teachers and the SMT the opportunity to clarify why things were the way they were, resulting in not only unanimity but also divergent perspectives that led to more discussions. This was clear when SMT1 asked: *"Please explain to me what NT3 meant when he said that some teachers are repeatedly delegated owing to favouritism"* (S2). Elaborating, ST2 remarked: *"The teacher felt that it is not always the case that teachers lack competency; therefore, NT3 suggests it may be due to favouritism"* (S2). This prompted SMT3 to state: *"It is not necessarily the case that some teachers are preferred, but as a manager I give opportunities to those who are eager to learn; if you refuse delegated tasks, do you want us to compel you?"* (S2). This discussion establishes the significance of PAR in recreating social interactions and generating new acts (McTaggart, 2005). Hence, this provided answers for some teachers and the SMT on why things are the way they are and therefore, it might help teachers readjust themselves in the future.

In addition, the discussions acted as an educational opportunity for both the SMT and the teachers. This was clear as SMT1 observed:

> *Whenever an opportunity presents itself for me, you must rise above and seize it as having a negative attitude is detrimental. As for us, we will continue to provide you with opportunities; it is up to you to take them seriously.* (S2)

In addition, SMT3 remarked:

> *Many times, we give you opportunity to speak in the morning briefing, but some of your colleagues are constantly quiet, so it is crucial that you take use of these opportunities since that is how you will contribute to the school*. (S2)

Therefore, through deliberations, teachers and the SMT understood the reasons why things were the way they were; consequently, the need for change was surfaced. This demonstrates two of Haapasari and Kerusuo's (2015) agentive activities, namely emphasising the need for change and explicating opportunities in the school.

However, there were forces that the teachers resisted since they felt that these forces did not require change. This brought the conversation to the final unfreezing stage, which is the establishment of psychological safety.

6.2.2.3 Creating psychological safety

Though the SMT and teachers concurred on some disconfirmed practices and the necessity for change, some teachers anticipated that change would cause numerous difficulties at the school. This was evident as ST2 stated the following:

> *I want to touch on the issue of constantly reshuffling low-performing teachers and nothing is done to support them so they improve, let us say we choose the root of improving that teacher, that means the teacher needs attention from an expert outside the school, and our school is far, so I feel there is no need to change what we do because it will require additional resources.*

As a researcher, I used questions to attempt to convince teachers and the SMT that change was necessary. This became clear when I asked ST2*: "What if there is no other teacher available to teach those subjects? Will we let that teacher suffer in silence because we as a school cannot assist them?"* This is consistent with Schein's (1996) assertion that there are a variety of ways to lessen the demands of restricting change, including individual reasoning and group action.

In doing so, the teachers and the SMT at least agreed on the necessity for change and continued to encourage one another to change. This was done in response to a concern posed by SMT3*:*

> *At our school, there are committees run by a single teacher, such as the timetabling committee; what would happen if that teacher transferred? Who will create the timetables? I am telling you we shall suffer. Therefore, it is essential that we learn from others and as a group, as being alone limits our ability to acquire knowledge*. (S2)

The above warnings summarise the entire unfreezing process and demonstrate that the sessions achieved their intended goals to some degree. This was because it initially forced teachers and

the SMT out of their comfort zones and then persuaded them that change was necessary (Nehyba, 2011; Schein, 1996). In addition, the unfreezing phase guaranteed that teachers were inducted into Grant's (2006) zone three since they were able to participate in whole-school development by reflecting on the forces constraining school-based CPD and teacher leadership development.

To bring about change in the school-based CPD programme and teacher leadership development, the discussion now proceeds to the next step which is the change step.

6.3 The Change Step

After the process of awakening the teachers' and SMT's desire for change had been completed, the change step was considered. At this point, the teachers had decided that the current state of school-based CPD and teacher leadership required change. The change step corresponds to O'Leary's (2005) creation of an action plan and then implementation of the plan. The objective of this phase was for the teachers and SMT to deliberate, create an action plan and then implement it. According to Lewin (1951), this is the period where transformation must occur. Therefore, this section on the change stage presents and discusses data from only one session, which was the third session, as time constraints prevented the holding of many sessions. The purpose of the third session was to ensure that teachers and the SMT chose the constraints that they believed needed attention and then establish a plan to implement change in school-based CPD and teacher leadership development. According to Haapasari and Kerosuo (2015), the agentive actions that must be apparent at this stage include participants explicating new possibilities, imagining new patterns or models of school-based CPD, and committing to actions aimed at altering school-based CPD and teacher leadership development. As at this point, the forces that were pushing for change were stronger than those resisting it (Burnes, 2020)

The change step consisted of a single, roughly three and half hour-long third session to achieve two predetermined objectives. The first was for the SMT and teachers to choose and agree upon the forces that they felt must be considered to stimulate school-based CPD and develop teacher leadership. After the SMT and teachers agreed on the forces that they needed to change, the second objective was for the teachers and SMT to deliberate on the change plan and its implementation. To present and discuss the data from the session on change, the section on the change stage is divided into five subsections: selecting the forces that need to be considered, determining the plan, developing the teacher development policy, aspects to implement and results from the plan's implementation.

6.3.1 Selecting the forces that need to be considered

The third PAR session began by allowing teachers and the SMT to determine for themselves what needed to be altered to bring about change in school-based CPD and teacher leadership development. The practice of choosing the forces was done collectively by a group of nine participants. Teachers and the SMT picked the forces they felt required change. This was demonstrated by ST2's statement: *"I feel we should examine the point that states teachers do not request help out of fear of being demeaned and teachers do not take others seriously when they need assistance; this is what I believe we should consider"* (S3). In addition, ST1 stated: *"I find it troubling that teachers who attend workshops do not spend time to training others; as a result, they may take their expertise with them when they transfer; I believe this must change"* (S3). SMT3 stated:

> *The issue that bothers me the most is that there is limited honesty when teachers do the teacher self-evaluation, which is an attempt to be somebody you are not. Give the impression that you are a flawless teacher who needs no assistance.* (S3)

In addition, SMT1 stated, *"I am particularly interested in the statement that nothing is done on teacher development and there is no policy requiring teachers to share and train others in the school"* (S3). SMT1 concluded by stating:

> *I believe the statement that there is no induction for teachers at the school and that classroom observations conducted by the SMT are merely for formality's sake because some HOD have limited knowledge in certain subjects, such as a language teacher observing science subjects*. (S3)

The practice of allowing teachers and the SMT to identify the forces they believed required changing was essential to the study's underlying ideas. This process opened the opportunity for democratic participation and the development of democratic values (Burnes, 2004). Also, this process ensured instances of teacher participation in whole-school development (Grant, 2006; Harris, 2007). Also, this process ensured the practice of effective CPD as teachers and the SMT had the chance to reflect on their practices, hence, they learnt from other teachers (Guskey, 2002). Therefore, the practice guaranteed that the voices of teachers and the SMT were heard during the process of changing the school-based CPD programme and teacher leadership development, which was likely to increase the democracy and quality in the school. The discussions during the third PAR session culminated in the agreement of the most important issues that needed to be addressed. These selected forces were recorded and projected to the participants as shown in Table 6.1.

Table 6.1: The forces selected by the SMT and teachers

- No internal policy to mandate those that attend workshops to train others.
- Observations are just for pedagogical purposes. SMT members observing sometimes are not equipped with subject content.
- Teachers do not take others seriously when asked for assistance.
- Teachers are afraid if they ask for assistance they will be belittled by others.
- There's limited honesty when completing the teacher self-evaluation.
- Induction and mentoring programme for teachers missing as teachers are just orientated.
- Focus is more on teaching and not on teacher development.

This list provided the stimulus for the next stage of the PAR process: the need to for the teachers and SMT to determine a plan of action and consider potential ways to bring about change. This necessitated identifying all realistic alternative options and picking the most suitable one for the issues noted in the school-based CPD programme and teacher leadership development (Burnes, 2004)

6.3.2 Determining the plan

The previous subsection revealed the forces which the teachers and SMT felt needed to be changed. This section presents and discusses the process used by the teachers and SMT to develop the action plan. At this juncture, the SMT and teachers were given, as a whole group of nine participants, an opportunity to come up with various solutions to solve the selected concerns. There was much discussion with a range of thoughts and ideas emerging. To illustrate, ST2 suggested that *"considering the views that teachers are afraid to ask questions and are unwilling to share practices I think what we need is a cultural shift were initiative for teachers to share and ask questions are put in place"* (S3). In addition, ST1 suggested that *"for me I feel workshops must be organised at the school so that all that attended workshops train others in the same field"* (S3). On this, NT3 commented that *"it might be hard for those that attended the workshops as most workshops took place in the first term between January to March"* (S3). Also, NT1 suggested that *"I think as teachers we need training on how to complete the teacher self-evaluation as it sometime confuses me"* (S3). SMT1 also suggested that *"considering that one of the constraints is that there is no internal policy mandating those that attend workshops to train others and no policy for teachers to share practices, I think it is high time we developed an internal policy on this it will really help"* (S3). SMT1 further explicated on his suggestion by adding:

> *Colleagues, if we look at the all the forces, we selected they all speak to one another, hence in the internal policy that I am suggesting those forces together with some that we did not place there will be the recommendation that will be taken into consideration.* (S3)

Agreement was finally reached, and the teachers and other SMT members agreed to SMT1's proposal to adopt an internal policy on teacher development following the clarification. This was clear as SMT3 concurred with SMT1's recommendation by expressing, *"Yes, I agree with SMT1, as this internal policy will require teachers to train, share practices, and participate in other activities that will be beneficial to all of us if we develop and adhere to the policy seriously"* (S3). In addition, SMT2 backed the proposal by stating: *"Developing a CPD policy for the school was one of the duties we were assigned as HODs during instructional leadership training, so I believe we should attempt this and see how it works"* (S3). Therefore, it was decided to design an internal policy on teacher development that would consider the majority of limiting forces. Allport (1948), a change theorist, emphasises that for change to be effective,

it must occur at the group level and be a collaborative and participatory process involving all parties. The practice of the teachers and SMT agreeing to develop an internal policy on teacher development as a group aligns with Allport's theory, as their being involved in the plan's development would ensure that they take ownership and do not waste their efforts. Moreover, the collaboration between teachers and the SMT guaranteed that teacher leadership prevailed, as, according to Smith and Stern (2015), teacher leadership entails unifying educational stakeholders around a single goal. In this instance, the shared goal was to create the internal policy on teacher development. Additionally, the process through which teachers and the SMT constructed the policy on teacher development justified the action-oriented nature of AR (McDonalds, 2009). This leads to the next stage in the PAR process of developing the suggested internal policy for teacher development.

6.3.3 Developing the policy for teacher development

The preceding section presented and discussed how the teachers and SMT agreed on the plan to develop the internal policy on teacher development; thus, this section presents and discusses the process of developing the policy's contents. Although the plan determination process was successful, it was difficult to avoid the SMT from influencing the plan's development. As in the previous section, the SMT played a central role in determining the plan to stimulate school-based CPD and enhance teacher leadership. Since the essence of a PAR is involving all participants in decision-making (McKenzie, 2022), my critical friend and I determined that it was necessary to divide the teachers and SMT into separate groups to increase the voice of both the SMT and teachers in the teacher development policy. Consequently, the SMT were grouped separately with SMT3 designated as the group's spokesperson, while the teachers were likewise grouped together with ST2 selected as the group's spokesperson. Each of the two groups was responsible for developing the goals of the internal policy on teacher development and then recommending content or initiatives that must be included in the policy.

The suggested internal policy on teacher development was viewed by both teachers and the SMT as a tool intended to improve and assist teachers and SMT in doing their work efficiently. This was made clear by ST2, the spokesperson for the teachers' group, who stated: *"As a group, we believe this policy must contain provisions to ensure that teachers continue to develop and carry out their duties efficiently"* (S3). SMT3 echoed nearly identical thoughts as the spokesperson for the SMT group, stating, *"For us, the purpose of the policy must be to support one another in times of difficulty"* (S3). In addition, ST1 stated that *"this policy must reduce*

our dependence on regional office staff" (S3). The goals of the internal policy on teacher development that the teachers and SMT established speak to teacher-driven CPD, as Kedzior and Fifield (2004) argue that teacher-driven CPD is more relevant because teachers will address their own problems within the school. If the goals are achieved, emergent teacher leadership may ensue, as the internal policy on teacher development may offer an opportunity for teachers to engage in a variety of school activities and participate in decision-making in the school (Grant, 2017). Consequently, the sections that follow, present and discuss the SMT and teachers' group-suggested contents for the internal policy on teacher development.

As a result of the third session, teachers and SMT groups both concluded that it was vital to provide teachers with opportunities to lead various school activities to promote their development. This was evident as the ST2 spokesperson of the teachers group proposed,

> *There was a need to increase the amount of expertise in the school; therefore, we felt that subject heads should have the opportunity to observe those in the departments rather than the HODs who have limited knowledge of the subjects. Also, teachers felt that more SMT tasks should be assigned to us whenever possible so that we are prepared for what is ahead.* (S3)

This was also echoed by SMT3, the spokesperson for the SMT group, who concurred that:

> *As the SMT, we felt that subject heads must be given opportunities to observe other teachers and participate in other activities, such as evaluating their department's results and coming up with solutions, and that teachers who are not on the organogram will be assigned to various committees so that everyone can at least contribute to the school*. (S3)

In addition, the SMT group proposed a long-term plan, as SMT3 indicated that *"subject heads will be changed every two years so that other teachers have the opportunity to be subject heads and gain experience"* (S3). The teachers also agreed to this proposal – this was evident as there were no objections. The process of giving teachers opportunities beyond their teaching duties is what teacher leadership is all about (Baker-Doyle, 2017; Grant, 2006; Katzenmeyer & Moller, 2001). Consequently, if this recommendation is implemented, it could lead to school-based CPD through the exposure to teacher leadership.

Both the teacher and SMT groups also believed that training others in areas in which they lack knowledge was necessary to ensure the growth of teachers. This was evident as ST2, the teacher group's spokesperson, remarked that *"teachers who attend workshops should be required to train other teachers upon their return so that other teachers can also be prepared with the workshop's content"* (S3). In agreement with the suggestion, SMT3, the spokesperson of the SMT group stated:

> *We concur with the practice suggested of mandated workshop attendees to train others, especially those that teach the same subject or if the workshop was about general issues all teachers must be trained, as we were caught up in situations where a teacher was trained on the programme of school link but transferred, thus as a school we had no one in the school who knew about the programme, thus mandating training for all teachers.* (S3)

Furthermore, SMT3 proposed an important training plan by noting, *"Since we have had a reading difficulty for many years, the junior primary HOD will train the language teachers on how to teach reading at the beginning of each school year"* (S3). The teachers did not object to the proposal as ST1 a teacher from the teachers' group stated that *"reading is a problem at the school and if trained every year, it will prove to be a refresher workshop for the teachers*" (S3). The practice of teachers training other teachers corresponds with the failed school-based CPD advocated in Namibia, which was intended to encourage teachers to train themselves (UNAM CPD Unit, 2014). Also, the practices, such as teachers leading training initiatives, sharing practices and learning together, which were suggested by the teachers and SMT to be included in the internal policy for teacher development coincides with teacher leadership (Fairman & McKenzie, 2012; Grant, 2017).

The teacher and SMT groups both felt that to ensure the development of teachers required that the teachers and SMT needed to be supported on their shortcomings. This was evident as ST2 of the teachers' group stated that *"teachers who take on new subjects as well as new teachers, should receive suitable induction for their professional development"* (S3). This was further enhanced by SMT3 spokesperson of the SMT group who stated:

> *Teachers who are struggling with subject content will be assigned a mentor at the school. For those who are unable to get support in the school they will be sent to other schools or if possible, an expert will be invited to support the teacher.* (S3)

Furthermore, ST2 stated that *"teachers will be encouraged to be open enough in stating their shortcomings so that they are supported"* (S3). With the same sentiments was SMT3 who further added that *"to be able to support teachers will require the teachers to complete the teacher self-evaluation instrument honestly, so that SMT find out teachers' weaknesses, hence help individual teachers develop personal development plan following their weaknesses"* (S3). This practice aligns with contemporary CPD which is workplace-oriented as van Niekerk and Muller (2017) states that workplace-oriented CPD ensures the school targets their shortcomings and solves them. Furthermore, the practice of supporting teachers further ensures that the teachers develop as they are constantly supported on the areas of need. Also, teachers mentoring others may lead to the development of teacher leadership (Grant, 2017).

The last suggestion that emerged was that both the teacher and SMT groups also felt that another way to ensure the development of teachers was through collaborative practices in the school. This was evident as the SMT group through SMT3 stated that *"co-planning and peer teaching will be encouraged in the school. And teachers must not sit in isolation collaborate with your colleagues, help one another on the things you do not know"* (S3). In addition to that, ST2, the teacher group's spokesperson also stated that *"teachers must work together by assisting one another and we need a cultural shift from working in isolation and tackling our school problem as a group"* (S3). This practice aligns with Lin et al. (2016) who state that using peer teaching, collaborative practices, shared evaluations and informal mentorship amongst colleagues can help teachers develop professionally. Also, this aligns with Boles and Troen (1994), who state that teachers gain competence through collaboration with others. Hence, the practice of teachers working together, sharing practices and supporting one another might stimulate the school-based CPD programme and develop teacher leadership.

The teacher development policy stated below is the result of the above-mentioned deliberations over the content of the suggested internal policy to assure the teachers' development. The deliberations were smooth as both the teachers and SMT agreed on the suggestions and there was no opposition. Hence, I put all the suggested aims and initiatives together and displayed them for all the participants to see. Thus, the deliberations on the contents of what the proposed internal policy must contain to ensure the development of teachers resulted in the proposed teacher development policy as outlined in Table 6.2.

Table 6.2: The initial proposed internal policy for teacher development

The proposed internal policy on teacher development

The aim of the policy

- To ensure that teachers develop and are able to execute their duties exceptionally.
- To ensure that teachers facing difficulties are supported to deliver effectively.

Forces to ensure teachers develop

1. **Teacher must be given opportunities to lead various activities in the school:**
    - Subject heads must be given an opportunity to observe others in their departments.
    - Subject heads must be given the opportunity to do the results evaluation of their departments and come up with solutions on how to solve their challenges.
    - Teachers at times must be assigned to do SMT tasks.
    - All the teachers in the school will be included in various committees so that they can contribute to whole-school development.
    - Subject heads must be rotated every two years so that every teacher in the department gets an opportunity to be a subject head and be exposed.
2. **Teachers must train others on various aspects that others lack:**
    - Teachers who attend workshops must train others as soon as they return from the workshop.
    - Language teachers to be trained every year on how to teach reading using Jolly Phonics.
    - Teachers must train others on how to do certain tasks required in the school.
3. **Teachers's shortcomings in the school must be supported:**
    - Teachers who take on new subjects as well as new teachers must receive suitable induction.
    - New teachers and poor performing teachers must be allocated a mentor teacher to support them.
    - Teachers who are struggling to teach a subject and do not have direct support in the school must be sent to other schools to receive training on the subject matter they struggle with.
    - Outside experts must be invited to support poor performing teachers in the school.
    - Teachers must complete the teacher self-evaluation instrument honestly, so that management can know their weaknesses and hence know how to support them.
    - Teachers must be open enough to speak out on subject content they are struggling with so that they receive the necessary support as soon as possible.
4. **Collaborative practices must be the order of the day in the school:**
    - Teachers must use practices such as co-planning and peer teaching in the school.
    - Teachers must not work in isolation but collaborate and share practices.

- A culture of togetherness must be practiced in the school when solving school issues.
- Teachers should be included in decision-making.

6.3.4 Aspects of the internal policy for teacher development to be implemented

Even if the suggested internal policy on teacher development was in place, the third session did not end as issues remained over the implementation of the plan. Due to the academic nature of the study, it was necessary to implement something to complete the AR cycle and evaluate the implementations. Hence, in the third session, the teachers and SMT were still required to decide what to implement immediately to ensure that the academic study met its goal as this process revealed the significance of leadership for the change to prevail in the school. As the researcher, I posed the following question:

> *Since this study is an academic research and a PAR, we are still left with two actions: implementation of the plan and evaluation of the plan's effectiveness; therefore, from the policy, what do you think we can implement and evaluate so that it is included in the study, given that the majority of the recommendations are long-term?* (S3)

In addition, SMT1 inquired:

> *How will we implement some of the practices, given that we have already implemented some of the stated practices, such as observations and workshops, which do not occur frequently, and teacher self-evaluations will not be conducted until October? What do we do now so that the colleague can include it in his study?* (S3)

This issue was answered by SMT3, who was responsible for the school's term plan. He remarked:

> *Since most practices are long-term, we must pursue the remaining steps of the study if we are to put things into effect. I believe we can still repeat observations by delegating the process to the subject heads and then evaluating its effectiveness. I believe that will not affect us; therefore, I will determine how we can plan it over the next two weeks*. (S3)

Also, ST2 said, *"If possible, could the teachers who attended the workshops train us, particularly on Jolly Phonics, because I want to learn how to teach reading?"* (S3). For this question, SMT3 responded:

> *As it has been so long, it would not be fair to ask teachers who attended the work between January and March, as they may have forgotten the contents of the workshop. However, as I was the one who was trained on Jolly Phonics, I will look at the term plan to see if it is feasible to have a workshop on Jolly Phonics, and I will communicate the dates*. (S3)

Consequently, from the discussions above, both teachers and the SMT agreed that the two main initiatives to be implemented and examined were the Jolly Phonics workshop and the opportunity for subject heads to observe other teachers in their respective departments. The preceding discussions emphasised the importance of leadership in ensuring the implementation of teacher leadership development and school-based CPD programmes in the school. As the SMT could ensure that all planned initiatives were implemented, the necessity for change-friendly leadership was evident – this is consistent with Mengesha's (2019) claim that for change to occur, leadership must exhibit commitment and support. Therefore, the success of teacher leadership development and school-based CPD depended on school leadership as Angelle and Dehart (2011) allocate two factors of their four-factor model to school principals, namely leadership sharing and principal selection.

Through the school's leadership, the third session, which lasted for more than three hours, ended after it was determined that subject heads would be given opportunities to observe teachers in their departments and that training on Jolly Phonics would be scheduled. This brings the discussion to the findings from the subject head observations, the Jolly Phonics training and other general issues from the internal policy on teacher development that were implemented.

6.3.5 Implementation

The third session on planning for change concluded with the researcher, the SMT and teachers agreeing to set days for the subject heads to observe the teachers in their departments and for the teachers to get training on Jolly Phonics. Consequently, this section presents and discusses my observations regarding the implementation of the agreed-upon internal policy for teacher

development, which was between session three and four. SMT3 led the Jolly Phonics training and guided the subject heads during the observations. To present and discuss the data from the implementations, the section is divided into three subsections: findings from the Jolly Phonics workshop, findings from the subject heads' observations and general findings from school implementations because of the PAR sessions.

6.3.4.1 The Jolly Phonics workshop

Because of the difficulty in teaching reading at the school, it was decided during the third PAR session that teachers must be trained on how to teach reading; therefore, a workshop on Jolly Phonics was organised. The session on Jolly Phonics was held on August 16, 2022. Jolly Phonics is a synthetic phonics method that teaches children the alphabetic code of the English language. Only the junior primary (grades 0–3) teachers at the school had received training on how to teach reading using phonics. Since the rural school's school development plan recognised reading as one of the school's challenges, it was agreed that other teachers, particularly language teachers, should be trained (D6). The workshop was led by SMT3, an HOD at the school, who also participated in the Jolly Phonics workshop organised by the regional office. In addition, portions of the workshop were voice-recorded with the participants' agreement, as one of the language teachers who participated was not among the study's participants.

There were several positives observed during the Jolly Phonics workshop. One was that good attendance by the teachers in the school was observed at the training. This was evident as seven of the school's 17 teachers attended, including two SMT members, three senior teachers and two novice teachers (16 August 2022, O4). From the seven teachers, three of the five language teachers at the school attended the school-organised workshop, which was designed just for them by the school through the proposed internal policy on teacher development. Also, the Jolly Phonics workshop provided an opportunity for the teachers to learn new aspects related to teaching reading. This was evident as the teachers that attended asked questions on reading that they did not comprehend. For example, SMT2 inquired: "*Is it feasible to give us all the sounds of the alphabets, as we simply name them as we see them, even when teaching the learners?"* (JPW). In addition, it was observed that the workshop facilitator was useful, as he carefully answered all the questions on how to teach reading using Jolly Phonics (16 August 2022, O4). In addition, facilitator SMT3 noted: *"Implementing Jolly Phonics is not simple as*

it demands additional time, and for those who encounter difficulties, please invite me so we may go over it again together" (JPW).

It was clear that the participants were not satisfied with the two hours allocated for the workshop as NT3 noted: *"We only received two hours of training, and it is clear that there is much to be learnt" (JPW).* In addition, ST2 stated that *"it is true as I think you attended the workshop for several days" (JPW).* Consequently, if teachers were to be completely trained, the same amount of time was required. This observation demonstrated that extra time is required for CPD activities. This brings together many academics who perceive time as a barrier to CPD activities (Bwanga, 2020, Eroğlu & Kaya, 2020). Therefore, it is important to note that the same efforts must be placed into the first training for teachers to be thoroughly trained. This takes the conversation to the subsequent implementation, subject head observations.

6.3.4.2 The subject head observations

Apart from the Jolly Phonics workshop, the SMT and teachers also agreed to implement another recommendation from the proposed internal policy on teacher development, which was to give subject heads an opportunity to observe other teachers in their departments. Therefore, on the 31st of August, SMT3 who was the HOD responsible for the term plan at the school announced that the subject heads were given two days to observe other teachers in their departments. The 31st of August and the 1st of September of 2022 were designated as the days for subject heads to observe teachers in their respective departments.

The opportunity provided by the SMT for the subject heads to observe other teachers presented various opportunities for learning at the school. This was evident as an observation made indicated that for the teacher observing, it provided an opportunity to see how others performed the tasks and learn from them. It was also an opportunity for the teacher being observed to receive expert advice on how to teach the subject, as it was stated in phase one that the SMT observes subjects in which they are not specialists (1 September 2022, O3). In addition, another observation made was that the subject heads were called in to train them on what to look for when observing; consequently, this taught them what to expect when they are being observed. Thus, the procedure was an educational opportunity (31 August 2022, O1). The opportunity presented to the subject heads was unprecedented.

However, the subject heads observations also proved difficult for the subject heads. This was evident as it was observed in the staffroom that the subject heads struggled as they asked each other questions on how the classroom observations should be conducted (31 August 2022, O1). Also, another observation was that the subject heads complained that the provided time was insufficient, as they had to balance the job of observing others with their own teaching responsibilities (1 September 2022, O1). This is consistent with Wenner and Campbell's (2017) conclusion that time can be a factor that discourages teachers from taking on additional tasks because time is limited. This caused the subject heads to believe that the activity was rushed and that they were not properly trained, as they had only received the observation instrument that morning. Also, some teachers made it difficult for the subject heads, as when observing in the staffroom, I overheard NT3 reveal that *"several teachers were unable to provide their timetables on time, and continued delaying the observance time"* (31 August 2022, O1). This insight led to the requirement for more time to plan and train the subject heads. This takes the discussion to the final section, which consists of general observations that may be executed without any prior planning.

6.3.4.3 Unplanned implementations in the school because of the PAR sessions

A variety of new initiatives in the school were connected to the proposed internal policy on teacher development. This was obvious from an observation made during the morning briefing: the SMT created a new committee on time management and the teachers appointed on that committee were those teachers who, according to the data, were not represented on the organogram (14 August 2022, O1) (D5). In addition, another observation was made in the staffroom, where one of the HODs wished to assign some teachers to go outside and assist the learners, but instead urged the teachers to volunteer and encouraged them to take on the responsibility so as not to be left behind (14 September 2022, O1). Another observation was made in the staffroom, where the teachers were requested to develop criteria for each committee so that each member would understand what was expected of them (2 November 2022, O1). In addition, teachers were invited to participate in the development of the school development plan for 2023 and thereby contributed to the formulation of the school's mission and vision (3 December 2022, O1). The final version of the school's school development plan featured a never-before-stated purpose, which was to promote cooperation and staff collaboration through the sharing of best practices inside and beyond the school (D6).

These unplanned CPD practices demonstrated that the PAR sessions were useful, despite a few obstacles. The implementations match what Lai and Cheiling (2015) describe as the essence of a school that employs teacher leaders, namely, the teachers' participation in school events. In addition, the implementations suggested a shift in culture as the SMT put in place structures to support teachers. This is consistent with York-Barr and Dukes' (2004) assertion that teacher leadership is the result of teacher empowerment. Consequently, considering all measures, teachers were empowered and provided possibilities. Also, the change in school culture bodes well with Avidov-Ungar's (2017) assertion that a lack of support from the SMT leads to the failure of school-based CPD. Consequently, if this assistance is maintained, teacher leadership and school-based CPD is likely to be effective.

Lewin (1947) stresses that change is a process that cannot be sustained if attention is not given. Considering this, the subsequent section and session focused on the refreezing phase, which aimed to evaluate the implementations of the proposed teacher development policy, then refined what did not work so that the changes were preserved.

6.4 Refreezing Step

After the plan was implemented partially, the next step was to determine whether the plan was a success or failure and expand upon it. This is the final step of Kurt Lewin's three-step model of change, refreezing, which corresponds to O'Leary's (2005) observing and replanning step. This step required the SMT and teachers to analyse the success and failure of the school's implementations discussed in the third PAR session and come up with resolutions (O'Leary). Time constraints necessitated the presentation and discussion of a single session due to the postponement of numerous sessions; hence, a single session held on the 1st of November 2022 was planned to evaluate the success and failure of the plan and to suggest improvements. As per Haapasari and Kerosuo (2015), the agentive acts at this stage consisted of the teachers and SMT taking the necessary actions to modify the action plan.

The reflection or evaluation procedure concludes the first cycle of a PAR (Walter, 2009). Therefore, the refreezing phase consisted of only one session, which was the fourth session. Though it was not enough, the study had to come to an end. The third session of the PAR developed an internal policy on teacher development; hence, the purpose of the fourth session was to reflect on the implemented tasks from the teacher development policy, specifically the execution of the Jolly Phonics workshop and the chance given to subject heads to observe other teachers in their departments. As already explained, three groups with the SMT separated from the teachers were tasked to reflect on the implementation. Each group selected a spokesperson – group one of the teachers' group selected ST2 to be the spokesperson, group two of the teachers' group selected NT2 to be the spokesperson and group three which was the SMT selected SMT3 to be the spokesperson after the discussions. Each group was tasked with evaluating what they thought worked and what did not work, so that they could try to come up with solutions that could be used to enhance the initial internal policy on teacher development and to redevelop the plan and decide the future of the study.

In presenting and discussing the findings, the unfreezing stage was separated into four parts: the reflection on the Jolly Phonics workshop, reflection on the observation of subject heads and the revised teacher development policy.

6.4.1 Reflections on the Jolly Phonics workshop

As specified in the change stage, a workshop on Jolly Phonics was organised as one of the implementations. The purpose of the Jolly Phonics workshop was to determine how effective school-organised workshops can be and how teachers would respond to such activities.

In presenting and discussing the findings of the Jolly Phonics workshop, three subthemes emerged: the successes of the Jolly Phonics workshop, the failures of the Jolly Phonics workshop and the recommendations.

6.4.1.1 The successes of the Jolly Phonics workshop

The data from the fourth PAR indicated that there was high interest in the workshop from the teachers, especially language teachers. This was evident as NT2, spokesperson of group two, stated that *"the attendance of the language teachers was high as three out of the five language teachers in the school attended"* (S4). With the same sentiments was SMT3, spokesperson of the SMT group, who stated that *"I was on the verge of cancelling the workshop due to low*

attendance, but the colleagues present urged me to wait a bit longer and to my surprise more teachers came. Plus, the teachers were eager to learn as they asked questions and intently listened and took notes. Also, all the teachers downloaded the app on Jolly Phonics, so they practice on their own" (S4). This showed that the teachers were interested in learning, which aligns to zone 1 of Grant's (2006) model of teacher leadership, that argues that teacher leaders in this zone devote time to their own practices to improve learners' accomplishments. This showed that the teachers at the school do have an interest in improving themselves, hence, if provided such initiatives the development of the teachers may occur.

The teachers that attended learnt a great deal on how to teach reading using phonics. This was evident as ST2, spokesperson of group one, stated:

> *The workshop provided the teachers with many ways of teaching letter sounds as now I know the difference in the letter sounds of 'k' and 'c'. At least for us who attended we gained a little bit of knowledge on how to help our learners.* (S4)

Furthermore, NT2, spokesperson of group three added that *"we were trained on how to teach reading which was very important as our school is coupled with learners with reading problems"* (S4). Reading was seen as a challenge in the school hence this sort of workshop aligned with CPD that considered the school's needs which Snow (2015) advocates. In addition, the workshop provided the presenter, SMT3 who was an HOD at the school, the chance to offer in-service training, help others and give curriculum development expertise, as required by Grant's (2006) zone 2. Hence, participating in these types of workshops could ensure the development of teachers at the school rather than waiting for workshops arranged by the regional office as they can provide teachers with the opportunity to share their best practices, thereby fostering teacher leadership and enhancing school-based CPD. To ensure school-based CPD and the development of teacher leadership, it is essential to establish structures to ensure that all teachers attend the workshops.

6.4.1.2 The failures of the Jolly Phonics workshop

Even though the Jolly Phonics workshop was implemented according to plan, the implementation presented obstacles. However, it is only through reflection on the practices that transformation is possible (Burnes, 2004) as Lewin thought that the most efficient and successful means of bringing about change in individuals is through group interaction (Burnes,

2004). Consequently, it was crucial that the participants examined what did not work as a group. Therefore, the participants in their respective groups pondered on what did not work. The groups identified three major obstacles regarding the Jolly Phonics workshop: communication on who must participate, limited time and restricted implementation.

There was miscommunication on who was to attend the workshop as teachers thought it was mainly for the research participants. This was evident as ST2, spokesperson for group one, stated that *"there was some confusion who was expected to attend the workshop. As some teachers who are not participants of the study mistakenly believed that it was intended solely for the research participants"* (S4). In agreement NT2 stated that *"it is true that the communication was a bit poor as when we met some teachers on our way to the training and they thought it was just for us the participants" (*S4). The poor communication may have stopped the other teachers from attending the workshop since the workshop was not presented as a routine school programme, therefore, the event's setup was rather challenging. This is what prompted teachers to believe that the workshop was primarily for the study participants. If future CPD workshops are to be successful, it is crucial that teachers are informed that they are all invited as the activity is a legitimate school activity. This demonstrates the significance of those in formal leadership positions in schools, as it is their responsibility to ensure that training is perceived as formal and delivered correctly. This is consistent with the findings of Tian et al. (2016), who claim that individuals in formal leadership positions are the gatekeepers of teacher leadership initiatives, as they have the authority to encourage or discourage participation in the activities.

The teachers felt that the time allocated for the workshop was not enough. This was evident when ST2 stated:

> *We feel that the two hours allocated for the training was inadequate. I believe that even those who attended the training outside attended for almost a week, and for us only two hours which seemed like a summary, I think it was insufficient for us to truly be trained.* (S4)

In agreement, SMT3, the spokesperson of the SMT group and the one that conducted the workshop stated that *"yes, it is true what I gave was just a summary as time was not on our side as the training consisted of many parts"* (S4). Two weeks of training were compressed into two hours, and this was seen as not enough – this aligns with several authors who have

identified time as a hindrance to teacher leadership and school-based CPD (Bwanga, 2020; Padilla, 2016; Rashid et al., 2017; Wenner &; Campbell, 2017). Also, it is essential that the initial regional workshop on Jolly Phonics and the school-based workshop sync, even though requiring teachers to attend training for the entire week is time-consuming for those who are already overworked. However, for the success of the proposed internal policy on teacher development time must be devoted to ensuring that teachers obtain all the workshop-learnt knowledge and abilities, thereby stimulating school-based CPD and developing teacher leadership.

Lastly, the SMT found that the limited implementation of what was learnt in the workshops was an issue. This was evident as SMT3, spokesperson of the SMT group, stated that *"60% of the language teachers received the training but there was no implementation"* (S4). With the same sentiment was NT2, spokesperson of the second group from the teachers who stated that *"the teachers did not put into practice what was learnt during the Jolly Phonics training"* (S4). Though the participants responded that no implementation was observed, NT4 said that *"we are trying little by little, but it is not going so well because putting what was learnt into practice is difficult because I do not fully comprehend and do not know where to begin"* (S4). Therefore, teachers did not implement what they learnt from the training because they only received a summary and found it difficult to apply. This corresponds to the lack of implementation of the school-based CPD programme in Namibia, as Kayumbu (2020) discovered that principals lacked the required training to assist teachers with the programme. Therefore, for teachers to truly implement what they learn, any CPD programme must ensure that they obtain comprehensive training that includes the steps of implementation. This brings the conversation to some of the resolutions made by the groups' participants to ensure the success of future workshops.

6.4.1.3 Suggestions for addressing the difficulties encountered in the Jolly Phonics workshop

According to the findings, the primary obstacles of the Jolly Phonics workshop were communication, time constraints and a lack of implementation, hence there were a few suggestions from the groups to address those challenges. ST2, spokesperson of the first group of teachers, stated that *"our request is that more time must be allocated to the training so that teachers receive the entire package"* (S4). This request aligns with Ahmed (2019) and Sherrington (2020) who state that for CPD activities to be successful, more time needs to be

invested in the practice. In so doing, the teachers will grasp all that needs to be known and be able to implement it, although some scholars feel that teachers have excessive workloads and more time spent on CPD initiatives mean more work for the teachers. Therefore, ways need to be found to ensure that a win-win situation is found as CPD initiatives are of equal importance.

Another suggestion on the implementation was that the SMT must take centre stage in ensuring that the teachers attend and implement what was learnt. This was evident as NT2, spokesperson of the second teachers' group, stated:

> *SMT must ensure that attendance of the workshops are made compulsory to all the teachers depending on the type of workshop and this must be communicated in the morning briefing like other school communique and that SMT must follow up the implementation to ensure that what was learnt was implemented and so that teachers struggling with implementation are supported.* (S4)

Also, SMT3, spokesperson of the SMT group stated:

> *To better improve on the implementation the department will be required to provide feedback on any of the required implementation. Also, to better implement Jolly Phonics teachers will be trained every year in January plus the language department will select learners who have reading problems as Jolly Phonics is not for every learner, it is for those learners that are struggling*. (S4)

The call was for the SMT to take centre stage in the implementation of teacher leadership development and school-based CPD initiatives. It was indicated earlier that the SMT is the gatekeeper of teacher leadership, hence, it needs to ensure that teachers attend the workshops and implement what they learn by supporting them throughout the process (Tian et al., 2016).

In summary, several recommendations were made and incorporated into the teacher development policy, such as the mandatory participation of teachers in any training, which may help alleviate the attitude difficulties identified in phase 1's findings. As of now, there is a system or guideline in place to ensure that teachers receive the necessary support. Also, when conducting school-based workshops, the training period must be equivalent to the original training so that teachers obtain the complete training. The teachers in the relevant department will be responsible for implementing the workshop's contents and they will assess the

implementation's progress. The final decision was to incorporate Jolly Phonics workshops into the school year schedule.

The practice of analysing the performance of the Jolly Phonics workshop made it possible to run future workshops. This practice exemplifies what PAR is all about, which was a collaborative and practical process in which individuals assessed their social interactions with others to improve the way future workshops are conducted (Kemmis & Taagart, 2005). Consequently, the next section discusses and presents the subject head observation evaluations.

6.4.2 The subject head observations

The subject heads were also given the opportunity to observe other teachers in their department as part of the proposed internal policy on teacher development. This was because the findings from phase 1 indicated that the SMT does not provide opportunities for subject heads to carry out their responsibilities and that the school has inadequate expertise in the departments because of the small number of heads of departments. As a result, this may result in an decrease in expertise in certain departments. Consequently, the discussion and presentation of the findings adhere to the same subthemes as the Jolly Phonics workshop.

6.4.2.1 Successes of the subject head observations

The practice of allowing the subject heads to take charge of the observations proved to be beneficial to both teachers and the SMT. The practice ensured that there was enough expertise. This was evident as ST2, spokesperson of group one for teachers, stated that *"giving the subject heads the opportunity to be part of the observation team saved time in the sense that there were many observers rather than just the principal and the two HODs"* (S4). This is one of the benefits of distributed leadership as giving opportunities allowed for a range of knowledge to be used and shared in the school (Bennet et al., 2003). Also, it saves time and relieves the pressure off the principals. Hence, the expertise of subject heads was used to reduce the dependency on the SMT. Also, the practice of giving teachers opportunities ensured that the subject heads learnt a great deal from the experience. This was evident as NT2, spokesperson of the second group for teachers, stated that *"the subject heads learnt a lot on how to conduct observations and how to also conduct lessons in the classroom"* (S4). Also, SMT3, spokesperson of the SMT group, stated that *"the subject heads were trained on how to use the observation instrument which was a learning process"* (S4). Hence, the subject heads developed because of being given the opportunity, as now they know what to look out for when

being observed. This is consistent with Poekert (2012), who states that distributed leadership enhances participation of teachers in a range of duties in the school, which may lead to deeper learning. Hence, the subject heads developed from being given the opportunity to observe others (Barth, 2001).

6.4.2.2 Challenges to the subject head observations

There were several failures in the implementation of the subject head observations. However, these restricting forces are crucial when it comes to planned change because they indicate what needs to be addressed (Burnes, 2004).

There were several challenges faced during the implementation of the subject head observations as the fourth PAR session indicated that less time was allotted for this. This was evident as NT2, spokesperson for the second group of the teacher, stated that *"subject heads were merely given two days to observe the teachers as SMT took a step back, which was not enough"* (S4). Hence, limited time led to many other challenges – for example, ST2 stated that *"teachers were unwilling to be observed by subject heads, as the observations were just sudden, hence postponed the observations"* (S4). The subject heads failed to give feedback to the teachers they observed due to limited time. This was evident as ST2, spokesperson of the teachers first group, stated that *"due to various circumstances, many teachers did not receive their comments from the observations"* (S4). In addition, NT2 added that *"no feedback was provided following observations"* (S4). Hence, this meant that the observations were not complete and did not achieve the intended purpose which was for teachers to observe and share expert knowledge from what they saw. However, the session provided a forum for further discussion of why the feedback was not provided. According to NT3:

> *Those who were charged with observing are the subject heads, and I believe they lacked skills on how to provide feedback. Because they were only given a form in the morning and received no training on what was expected of them.* (S4)

NT1 remarked that *"perhaps this was because there were no established criteria for what subject heads were expected to do throughout the observations"* (S4). ST4 noted that *"maybe the overall supervisors did not seek the response of the delegated SH"* (S4), since the SMT delegated the subject heads, the SMT should have inquired about the progress. NT5 also said:

> *Because I was simultaneously teaching and observing, I was unable to provide feedback. This caused some confusion, and by the time you remembered to provide feedback, the opportunity had passed. Therefore, you may not have time to provide feedback; this was one of the factors that led us to refrain from doing so*. (S4)

The preceding discussion demonstrates the significance of leadership in supporting the success of school-based CPD and the development of teacher leadership as SMT3 indicated that *"as the SMT we were not involved in the procedure, we gave all the power to the subject heads"* (S4). Hence, the absence of the SMT in the initiative proved problematic as they are required to ensure that individuals to whom responsibilities have been allocated are performing them correctly, and if not, to correct or coach them on where they are going wrong – this may contribute to the development of teacher leadership. The process of SMT monitoring of and deliberation with the teachers might have afforded them the chance to learn and improve. According to Colmer et al. (2014), providing teachers with opportunities to discuss, dispute and provide critical feedback on their practices improves their professional development. Therefore, it is essential that the SMT enforces school-based CPD and teacher leadership practices for them to prevail in the school.

In contrast with the SMT enforcing school-based CPD and teacher leadership is Hargreaves and Fink (2008) who warn that engaging in the practices of distributed leadership could be another method to empower the principals into overworking the teachers. Harris (2013) echoes this sentiment, stating that the method of providing teachers with opportunities may at times be used to overburden teachers with work. In a Namibian setting, however, people in official leadership positions can assist the development of teacher leadership and school-based CPD by exercising control and oversight over the granted opportunities to teachers. This brings the conversation to the resolutions discussed in the groups.

6.4.2.2 Improvement strategies to counter the issues raised by subject head observations

As a result of their deliberations, the groups devised several resolutions to address the difficulties facing future subject head observations. First is that the subject heads were mandated to give feedback to the teachers they observed. This was evident when ST2 stated that *"feedback for the observation must be given to the teachers"* (S4). This was agreed upon with NT2 from the second group who stated that *"the feedback must be given as within a reasonable timeframe"*. In addition to the feedback suggested, SMT3 stated that *"yes, subject heads must give the feedback and the subject heads are exempted from teaching when it is the observation days so that the contracted on the observation and giving feedback"* (S4). This would give teachers enough time to achieve the intended aims of the observations. Hence, this practice was important as it aligns to the notion of Lewin (1947) that to ensure that change is permanent requires more trial-and-error.

The second suggestion was that the SMT must continue to support the subject heads throughout the process. This was evident as NT2 stated that *"the SMT should make follow up on the overall observation process and not take a step back"* (S4). To ensure that the observation process is a success, the SMT must especially support the subject heads who are struggling as this may reduce the negative attitude of some teachers towards the observations. In this regard, NT2 also indicated that the *"SMT must support the subject heads to ensure that teachers stop the tendency of postponing the observations"* (S4). From this suggestion SMT3 added that *"observations will be mandatory and a timetable will be developed for the observation*" (S4). Hence, the need for those in formal leadership positions are still needed, as Harris (2011) states that advocating for distributed leadership does not necessarily mean that the principal or those in formal leadership positions are removed from those positions but,

> It implies the relinquishing of some authority and power, which is not an easy task, and a repositioning of the role from exclusive leadership to a form of leadership that is more concerned with brokering, facilitating and supporting others in leading innovation and change. (p. 8)

Hence, we still need the support from those in leadership positions to ensure that teacher leadership practices and school-based CPD prevails.

From the above discussion, the following improvement strategies were included in the proposed internal policy on teacher development. The first strategy was that the subject heads are required to provide feedback when observing, so that they can pass on their knowledge regarding what went wrong and what went well in the lessons. The second measure was the addition of additional time and the creation of an observation schedule to guarantee that teachers follow and are aware of their observation dates. The third strategy was that teachers who are observing will be exempt from teaching so that they can focus on observing the teachers who have been assigned to them. The fourth strategy was that teachers should not delay the observations since they are to their benefit. The strategies highlighted the significance of PAR in effecting change through collaboration (Kemmis & Taaargart, 2005). Due to the several resolutions and strategies discussed by the groups on future school-organised workshops and subject head observations, the next section presents the revised internal policy on teacher development.

6.4.3 The revised teacher development policy

The objective of the refreezing phase was to ensure that the strategic change practices were enforced through evaluations. Until a suitable solution is established, experimentation is a necessary component of any change endeavour as Lewin notes (1947 as cited in Dicken & Watkin, 1993). Lewin (1947) notes that if care is not taken, change cannot be sustained; hence, change can only be perpetuated if reflection and resolutions are implemented. Even though, for the purposes of the study, the fourth PAR session was the final one on the academic front as the study had to be written up, the participants and/or the SMT were given the choice to continue with the process and it was agreed that this would form the foundation of the internal policy on CPD for the school. This was evident when SMT3 stated that *"though this was just a study for academic purpose, it does provide the starting point of the internal policy on CPD as requested by the regional office to be submitted next year"* (S4). Also, the findings in the section on the implementation indicated that the proposed internal policy on teacher development was being adapted bit by bit due to the PAR session and the way things were done in the school were changing. Consequently, below is the revised internal policy on teacher development that incorporated all the suggested resolutions from the SMT and teachers' groups. The changes to the proposed internal policy on teacher development were incorporated during the fourth PAR session as suggested by the participants.

Table 6.3: The revised proposed initial internal policy on teacher development

The revised proposed internal policy on Teacher Development

The aim of the policy

- To ensure that teachers develop and are able to execute their duties exceptionally.
- To ensure that teachers facing difficulties are supported to deliver effectively.
- To ensure that teachers take delegated practices seriously.

Forces to ensure teachers develop

1. **Teacher must be given opportunities to lead various activities in the school:**
    - Subject heads must be given an opportunity to observe others in their departments.
    - Subject heads must be given the opportunity to do the results evaluation of their departments and come up with solutions on how to solve their challenges.
    - Teachers at times must be assigned to do SMT tasks.
    - The SMT must monitor the progress made by the teachers given opportunities to ensure the teachers are supported if they are struggling.
    - All the teachers in the school will be included in various committees so that they can contribute to whole-school development.
    - Subject heads must be rotated every two years so that every teacher in the department gets an opportunity to be a subject head and be exposed to leadership.
    - During subject head observations a timetable will be made and teachers must follow the timetable strictly.
2. **Teacher must train others on various aspects that they lack:**
    - Teachers who attend workshops must train others as soon as they return from the workshop.
    - Teachers must implement all that is learnt, and the departments are required to monitor the progress of the implementation of what was learnt to support the teachers.
    - More time will be given to school-organised workshops to ensure that teachers that are trained are able to implement what was learnt.
    - Language teachers to be trained every year on how to teach reading using Jolly Phonics to ensure that they are acquainted with the best way on how to teach reading.
    - Teachers must train others on how to do certain tasks required in the school.
3. **Teachers' shortcomings in the school must be supported:**
    - Teachers who take on new subjects as well as new teachers must receive suitable induction.
    - New teachers and poor performing teachers must be allocated a mentor teacher to support them.

- Teachers who are struggling to teach a subject and do not have direct support at the school must be sent to other schools to receive training on the subject matter they struggle with.
- Outside experts must be invited to support poor performing teachers in the school.
- Teachers must complete the teacher self-evaluation instrument honestly, so that management can know their weaknesses and hence know how to support them.
- Teachers must be open enough to speak out on subject content they are struggling with so that they receive the necessary support as soon as possible.

4. **Collaborative practices must be the order of the day in the school:**

- Teachers must use practices such as co-planning and peer teaching in the school.
- Teachers must not work in isolation but collaborate and share practices.
- A culture of togetherness must be practiced in the school when solving school issues.
- Teachers are to be included in decision-making.

6.5 Chapter Summary

This chapter provided and analysed the data generated during the PAR sessions. This ends the discussion of the study's findings. In the next chapter, which is the final chapter, I summarise the findings and conclude the thesis.

Chapter Seven: Summary of Findings, Conclusions and Recommendations

7.1 Introduction

This chapter concludes the thesis by demonstrating how the study aim, objectives and questions were met and answered. To do so, I will first provide an overview of the study. Second, I present a summary of findings according to the study questions for the reader. Third, I discuss the study's implications. Fourth, I discuss the study's limitations and lastly, I provide the recommendations, followed by my conclusion.

7.2 Study Design and Research Questions

Two of Namibia's four primary educational goals are to provide democratic and high-quality education. This is why several measures have been implemented to improve the quality and democratic nature of education. One programme of relevance to my research was the decentralised school-based CPD, which attempted to give teachers a voice in determining their own CPD requirements. Nonetheless, as Kayumbu (2020) discovered, the decentralised school-based CPD failed, and as a result, this failure may have compromised Namibian schools' efforts to provide quality and democratic education. By engaging in a series of PAR sessions to stimulate the failed school-based CPD programme and develop teacher leadership, my study attempted to effect change.

To accomplish this goal, my study sought to answer the following overarching research question: "Does involvement in the PAR process stimulate school-based CPD and develop teacher leadership in a rural combined school in the Kavango West region?" To address the overarching research question, the study was split into two phases with each phase containing the following research questions:

Phase 1 – contextualisation phase

- How was the notion of school-based CPD and teacher leadership perceived within the school?
- What efforts regarding CPD and teacher leadership development have been explored at the school?

- What forces constrained the effectiveness of the school-based CPD and the development of teacher leadership?

Phase 2 – participatory action research sessions

- Did the involvement in PAR process stimulate and expand the school-based CPD and develop teacher leadership?

The study was built on a critical paradigm to critique the status of school-based CPD and teacher leadership, as its purpose was to effect change.

After providing an overview of the study, I will now provide my study findings in the next section.

7.3 Study Findings

Using PAR stimulated and developed the school-based CPD programme and teacher leadership. This was because the teachers learnt from one another on a variety of issues through deliberation and collaboration. Also, PAR gave the teachers a chance to be change agents and take the lead in the school as the sessions allowed teachers to critique, collaborate, contribute, be agents of change, lead initiatives and participate in the school's overall development. Furthermore, PAR contributed to the goal of increasing democracy and quality education, as everyone was involved and there was a huge pool of knowledge and experience that the participants tapped into. In addition, the outcome-oriented nature of PAR led to the establishment of the proposed internal policy on teacher development, which, if implemented, might assist in stimulating and developing school-based CPD and teacher leadership. The template can serve as a starting point for developing teachers in schools around the world, notwithstanding its Namibian context. In addition, the study's process of PAR will teach other scholars, teachers and schools how to implement change in their own organisations. Additionally, the template can be used as a template for an alternative school-based CPD.

7.3.1 Summary of findings from the initial phase

Having answered the main research question, a summary of my findings is provided in the sequence of the study questions, from question one to question three from the initial phase.

"How was the notion of school-based CPD and teacher leadership perceived in the school?"

7.3.1.1 Conceptualisations of the school-based continuous professional development

Two conceptualisations of school-based CPD were highlighted by the research. Initially, some participants viewed CPD as a means to prepare teachers with the required skill sets. This was because CPD updated teachers' skills and knowledge, bringing them in line with the most recent advancements in education. This conception of CPD corresponds with staff development and in-service training in which teachers receive workshops and training on courses or the most recent educational changes (Villegas-Reimer, 2003). The second conception was that CPD was viewed as a tool for teachers to overcome shortcomings in their daily job, in such a way that teachers' unique shortcomings are addressed and their practices are enhanced. This is the type of CPD that the study endorses: one that is continuously targeted to address teachers' unique shortcomings (Guskey, 1995), hence enhancing the quality of education the teachers deliver to their learners.

7.3.1.2 Conceptualisations of teacher leadership

Teachers and the SMT perceived teacher leadership in three ways, according to the findings. First, teacher leadership was seen as the possession of leadership qualities. Teachers and the SMT viewed teacher leadership as an ability, a trait or a skill that allows one to lead. This conception of teacher leadership derives from previous leadership eras, such as the traits and behavioural eras, in which leadership was viewed as a trait possessed by an individual (Hunt & Fedynich, 2018). The second conception of teacher leadership was that it is a delegated practice, in which teachers are delegated to lead certain school activities as teachers perceived themselves to be leaders when acting on behalf of the SMT. This type of thinking is consistent with authorised distributed leadership (Grant, 2017), in which teachers are only considered leaders when allocated SMT tasks. The third conception was that teacher leadership was viewed as a classroom endeavour, since teachers perform most of their duties in the classroom (Grant, 2017). All three conceptualisations of teacher leadership suggest an understanding of teacher leadership as a restricted category (Muijs & Harris, 2007). This is in direct contrast to a more developed or expanded category of teacher leadership (Muijs & Harris, 2007), which

views teacher leadership as the practice of teachers being provided collaborative chances to contribute to school leadership work beyond the confines of the classroom in whole-school development initiatives.

These findings suggest that for school-based CPD to be successful, teachers and the SMT need to be exposed to teacher leadership and distributed leadership. Also, the school-based CPD guidelines and training needs to be informed by this literature so that teachers and the SMT are exposed to these alternate leadership frames so that they can begin to exercise their agency in the process.

Having completed the summary of the findings for the first research question, I will now summarise the findings for the second research question.

"What attempts at CPD and teacher leadership development have been explored in the school?"

7.3.1.3 Attempts at continuous professional development and teacher leadership in the school

The findings revealed that the government advocated school-based CPD programme had also indeed failed in the school; in fact, the programme did not even exist in the school. This made it difficult for me to investigate the school's CPD efforts. As noted in earlier chapters, I was working with Poekerts' (2012) concept that teacher leadership is a form of embedded professional development in the workplace. In the absence of a structured school-based CPD programme, teacher leadership practices were considered as indicators of CPD in the school. Grant's (2017) model of teacher leadership offered a useful framework for determining the expansiveness (or otherwise) of teacher leadership in the school.

To summarise, most of the teacher leadership occurred in the classroom in the school as teachers had relative freedom to direct their classes. Teachers were also allocated classes in which they were supposed to motivate, direct, inspire, stimulate, coach and mentor learners. In addition, teachers were assigned a subject in which they had control of the subject's development. The findings also revealed that teachers researched and sought assistance from a range of sources to enhance their teaching (Grant, 2017).

Teachers in zone two had primarily two opportunities for teacher leadership in the school. Teachers were given opportunities to serve on various school committees, where they interacted with other colleagues and shared ideas to guarantee the smooth operation of committee tasks. This was particularly related to curriculum and extra-curriculum committees, where teachers were given decision-making authority. Leading in committees provided teachers with an opportunity for CPD and leadership development, as they were exposed to and learnt from more experienced teachers in the committees while performing jobs. Teachers were also given the opportunity to learn from one another, as it was the SMT's mantra to encourage teachers to collaborate rather than work alone. In response, several teachers mentored other teachers in the areas in which they needed expertise. This type of partnership also presented a chance for CPD and teacher leadership development. This is why Muijs and Harris (2003) consider teachers to be crucial knowledge sources as when they share their expertise with others, it proves valuable in the classroom.

Few examples of teacher leadership in whole-school development were evident in the data. Where they existed, these were often delegated down the chain of command rather than emergent. Examples of this delegated leadership included standing in for the SMT while they were absent as well as leading events such as the parents' meeting, staff meeting and specific school activities. The findings demonstrated that some teachers appreciated these opportunities because they provided them with valuable experience and a sense of empowerment when serving on the SMT or leading meetings. Consequently, these opportunities increased their confidence and communication abilities. These possibilities also acted as a type of CPD, since teachers gained knowledge while completing their assigned activities. However, it was also revealed that only generic tasks rather than key SMT tasks such as supervising and evaluating the work of other teachers were delegated, due to the busy schedules of the SMT and their conceptualisation of leadership as a management function within the hierarchical school arrangement. At best one can argue that this was an example of authorised leadership, in which delegation was done due to immediate exigency and not because the SMT desired to incorporate teachers in whole-school development and in so doing, change practice.

Findings revealed that teachers participated in leadership capacities in various activities outside the school premises (zone 4). These included participation in regional and circuit activities to the extent that they attended many seminars where they shared and gained knowledge from other teachers in the region. In addition, it was clear that teachers worked with teachers from

other schools by mentoring or being mentored by other teachers outside of their school on subjects they did not understand. The findings also revealed that teachers served on committees such as sports, unions, circuit examinations and subject facilitators. These experiences contributed to their leadership and constituted a level of CPD. I argue that this cross-school networking within the circuit and region offers fertile ground for engaging on issues of teacher leadership, distributed leadership and school-based CPD. More can be done by the regional office during their workshops and training to engage teachers in and offer opportunities for their leadership. Their critical role as teacher leaders, change agents and their responsibility in sharing their new learning with their school-based colleagues should be highlighted. Thus, spaces should be created in the regional CPD training for teachers to deliberate on how new learning can be applied in their unique school contexts.

Having given the summary of findings from research question 2, my attention now turns to discussing the findings for research question 3.

"What forces constrained the effectiveness of the school-based CPD and the development of teacher leadership?"

7.3.1.4 Forces that constrained the school-based CPD and the development of teacher leadership

Using Angelle and Dehart's (2010) (see Figure 2.5) four-factor model, a number of teacher related forces constrained the school-based CPD and teacher leadership development. These forces included teachers' attitudes, as some teachers refused to share practices, refused to accept delegated practices and were afraid to ask or reveal the aspects they struggled with in the school. Also, some teachers reacted negatively and isolated themselves when their ideas were not taken up by the SMT, while other teachers lacked ambition, commitment and self-efficacy to take up more responsibilities. Time was also understood as a constraining force as the teachers were already overloaded with curriculum activities, hence there was no time for additional leadership responsibilities.

The SMT-related constraining forces included the limited number of HODs in the school, the limited knowledge of the SMT on how to run the school-based CPD programme because of a lack of training, the SMT's distrust of teachers and accountability concerns.

Having summarised the findings from the contextualisation phase of the study, I now move to presenting the summary of the findings from the PAR sessions.

7.3.2 Summary of findings from the participatory action research sessions

"Did the involvement in PAR process stimulate and expand the school-based CPD and develop teacher leadership?"

The contextual profiling phase uncovered a variety of factors that constrained school-based CPD and the development of teacher leadership. Consequently, the second phase involved a series of four PAR sessions designed to stimulate and develop school-based CPD and teacher leadership. The sessions were prepared and carried out in accordance with the O'Leary (2005) cycle (see Figure 3.1). Nonetheless, the findings were organised according to Kurt Lewin's three-step model, which provides a framework for understanding how change occurs and how to sustain it.

7.3.2.1 Unfreezing step

The purpose of the unfreezing stage was to stimulate the need for change in the school-based CPD and teacher leadership development which was crucial.

The two PAR sessions dedicated to this unfreezing step provided space for teachers and the SMT in the school to deliberate on the constraining forces until a consensus on why things were the way they were was met. Thus, the constraining forces provided the stimulus for the PAR study and discussions on why there was no CPD programme at the school. Teachers and the SMT learnt the various ways in which they knowingly and unknowingly constrained the school-based CPD and the development of teacher leadership. In so doing the teachers agreed that change was needed, though there was an acknowledgement that several teachers were afraid that changing would deplete the school resources. Hence, questioning and reasoning with the teachers proved to be one way that was used to ensure that all teachers agreed.

The process of constructively deliberating on the forces that constrained school-based CPD and the development of teacher leadership presented opportunities for CPD and teacher leadership. This is because participants collaborated and shared ideas and teachers were able to evaluate some school issues, thereby contributing to the school's overall development (Grant, 2008). This process also ensured that teachers were the agents of change in the school,

consistent with Cosenza's (2015) assertion that teacher leadership is predicated on the premise that teachers become the agents of their own professional development.

7.3.2.2 The change step

Since the teachers agreed that change was needed in the school-based CPD and teacher leadership development, a third session was held to develop a plan and decide on its implementation.

Through the process of deliberations in the PAR the session led to the development of an internal policy for teacher development and the decision that two initiatives from the internal policy would be implemented and several unplanned practices that related to the process of PAR would be observed. The change step and the planning process was dominated by the SMT since they had the authority in the school. This is the case in much of the Namibian education system which continues to be hierarchically organised with little space for teachers' voices, despite policy to the contrary. The study revealed ways to curb this, by splitting the participants into groups during the PAR sessions, so that teachers and the SMT had a safe and generative space for them to develop their voices and with time, their leadership. This strategy allowed for multi-voicedness in leadership practice, central to a distributed leadership perspective, which is an important consideration in the global south, particularly on the African continent with its legacy of patriarchy and traditional views on leadership. The findings also revealed that supportive leadership was needed when it came to ensuring that school-based CPD and teacher leadership practices are implemented in the school effectively, as then there would be structures and spaces available for teacher leadership development.

Having discussed the process of change, I now move to the next section to discuss how the change was consolidated to ensure that change was sustained, which is the main aim of the refreezing step.

7.3.2.3 Refreezing step

The final session, which was the fourth session, was convened after the implementation to discuss the successes and failures of the implemented Jolly Phonics workshop and the observations of the subject heads to sustain the change.

The first implementation was the school-organised workshop on Jolly Phonics. The findings revealed teachers had a strong desire to learn and improve when offered the opportunity, though

the findings also found that leadership was important to ensure that these sorts of activities were effective. Thus, the SMT were needed to ensure the arrangement and effective implementation on what was learnt in the Jolly Phonics workshop. The data indicated that the SMT took a step back during the implementations, hence, the intended change was not realised as there was no one to support and supervise the implementations. Also, the time allocated to the workshop was limited as the workshop covered a weeklong regional-based workshop in less than two hours, hence, the SMT were still needed to ensure that many afternoons would be allocated for CPD initiatives so that teachers could be trained.

The second planned implementation was the subject head observations. The implementation of the subject head observations ensured that the all the teachers were observed in time as the number of observers increased, as opposed to only the four SMT members observing. Also, this led to an increase in the amount of expertise from which the teachers could draw information. Consequently, the opportunity presented to teachers may have increased CPD in the school and developed teacher leadership. Time was seen as an issue as subject heads felt hurried, as they were only given two days to complete the observations, hence, this posed a challenge to the subject heads when balancing observations and teaching. Also, due to short notice, the teachers to be observed postponed their observations. This leads me to reiterate the importance of the SMT in these activities as they still took a backseat, which led to more problems than solutions. Hence, it was suggested that the SMT take command of these activities by assisting the subject heads, planning the observations in advance and supervising the whole process. This is because our school is hierarchical, hence, without the SMT's support initiatives may be left wanting. This aligns with Harris's (2011) assertion that adopting a distributive approach does not entail the removal of principals, but rather their continued presence to enable and observe those they have delegated authority to. Due to the requirement that the SMT take charge, it was determined that subject heads who were observing would be free from teaching during the observation period unless they were also being observed. To improve the proposed internal policy for teacher development, all the suggestions for future workshops and subject head observations were included (see Table 6.3).

Having completed the presenting of the finding's summary, I will now examine the study's implications.

7.4 Reflections on the Theories and Models Used

My study used Grant's (2017) model to surface the possibilities for teacher leadership in the school. Not only did it surface the number of areas where teachers could take the lead, it was also used to surface the areas where school-based CPD could be enacted in the school. The model was therefore a useful resource for stimulating teacher leadership and the school-based CPD programme (see also Poekert, 2012). However, because mine was an exploratory study, there is a need for more research to further investigate the relationship between teacher leadership and CPD in schools.

My study also used Angelle and Dehart's (2010) four-factor model which enabled me to surface the constraining forces of teacher leadership and school-based CPD. I found this model useful although I would caution that researchers need to engage deeply with the model to fully understand each factor.

My study also used a critical friend. I found having a critical friend very important in a study that was practice-based and it proved beneficial. Having a critical friend gave me another neutral perspective on matters of the study, which made things easier for me in terms of deciding how to go about solving issues in the study. Also, my critical friend had a formal leadership position which at least helped in reducing researcher and SMT tensions.

Finally, my research was informed by two of Kurt Lewin's theories: AR and the three-step model. Participatory action research (PAR) provided a structure for bringing about change in the school-based CPD programme in the school. It stimulated the programme and offered an opportunity for take-up of teacher leadership. The three-step model provided me with the tools to comprehend this change process. The field theory and group dynamics theory, on which action research and the three-step model of change are founded, equipped me with the tools to understand how groups behave and how to alter their actions. Consequently, my research established a basis upon which future researchers may build when employing Kurt Lewin's theories in the field of education leadership and management.

7.5 Limitations of the Study

Despite achieving its research goals, the study had drawbacks. The nature of PAR necessitates additional time to reflect, plan, act, assess and begin again to find the optimal solution to a problem. Hence, using PAR in a master's degree meant that there was little time for more

participatory action research cycles to take place. This is because more time is required for the back-and-forth actions to ensure that the plan is effective. While I believe that one research cycle was sufficient for me and the participants to construct the proposed internal policy for teacher development, it would have been more beneficial to have an extended period with the participants to continue with the PAR process. I did not have this luxury, given the constraints of the MEd degree.

My ethical clearance approval only allowed me to meet the teachers in the afternoons, after the formal teaching day was complete. While I agree fully with this rule, it created its own difficulties because some teachers had afternoon classes scheduled to support struggling learners. Other teachers had personal commitments that needed their attention in the afternoons. In addition, I had difficulty ensuring that the participants' interest in the study was at its maximum and it was challenging when teachers arrived at the sessions tired after a long day of teaching. This resulted in the PAR process being reduced from a planned seven sessions to four sessions. I suspect that PAR may be a more appropriate methodology to use at a doctoral level, as a doctoral degree spans four years and more rather than a two-year part-time MEd degree. My study would have benefited from more time to track the implementation of the internal policy on teacher development to ascertain how it evolved and how effective it was.

My personal time as a researcher was difficult. This was because I was still a full-time teacher at the school. Consequently, combining employment, studies, and family commitments was difficult which also contributed to the delayed pace of the study.

7.6 Recommendations

Despite the limitations discussed in the previous section, the study has several helpful recommendations for other educational stakeholders. Due to the findings, I recommend that the UNAM does additional research on the effectiveness of the proposed decentralised school-based CPD programme, as my study was the second to find that the proposed school-based CPD has failed. Also, as the UNAM and the NIED were tasked with implementing CPD initiatives in Namibia, I recommend that school-based CPD be built on the notion of teacher leadership, as the study found that the school-based CPD programme and teacher leadership have the same goals which is developing teachers through democratic practices. This could be done by firstly training the SMT, as supportive leadership is what the study indicated the

schools need. Hence, I recommend that principals and all necessary stakeholders be trained on how to practice teacher leadership and distributed leadership in school.

Also, the study found that the school did not have an established school-based CPD programme and neither did they have a committee as legislated in policy. This committee needs to be established. While waiting for training on how to run the school-based CPD programme, the school can use the suggested internal policy template for teacher development, since the document will serve as a starting point. Also, I recommend that the school sets aside a day or two in the week to ensure that the teachers' teaching difficulties are supported in a timely manner, as leaving it till the results are out might affect the results of the learners. Also, since schools in Namibia are also required to have an internal policy on CPD, the proposed internal policy can be used as a starting point.

In addition, I recommend that regional offices of education in Namibia ensure that departments concerned with CPD are allocated additional resources to ensure that the quality of education in Namibia is not compromised and that teachers are supported in overcoming the challenges they face in their subject area, as this will enable them to teach effectively. If we are to achieve the ideals of democratic education, I urge that the education ministry shift its perspective on leadership from instructional leadership to distributed and teacher leadership practices.

7.7 Final Thoughts on the Journey

This was the most difficult journey I have ever undertaken. Due to the difficulty of the journey, additional time and effort were required. However, it was a transformative experience that shaped me and altered my perspectives on many topics. As a result of doing the research, I now understand what leadership entails and how crucial it is for leaders to develop others. Additionally, the fact that I used Kurt Lewin's theory helped me to comprehend the process of change, as it has extended my perspective on how change occurs in schools and how it might occur in our own lives.

Regrettably, I was not in a formal leadership position to fully implement what I learnt from this study and oversee the process of training teachers using the internal policy template for teacher development. Therefore, I suggest that principals and future researchers use and expand the template. During my research, I realised that change can only occur when it is embraced. In addition, I learnt during the sessions that there are several teachers with progressive ideas that

are not initiated since they do not hold formal leadership positions. Though this concludes this journey, it has placed the seed in my heart so that I will need to continue what I have begun in this research journey through doctoral research in the future to properly understand the efficacy of what we have accomplished in this study. Consequently, I now get the phrase “You cannot understand a system until you attempt to change it” (Schein, 1996, p. 34).

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Appendices

Appendix A – Ethical Clearance Certificate

Rhodes University, Education Faculty
Research Ethics Committee
PO Box 94, Makhanda, 6140, South Africa
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https://www.ru.ac.za/researchgateway/ethics/

23 November 2021

Kangende Mario

Education Department

g19m9113@campus.ru.ac.za

Dear Kangende Mario

Re: School-Based Continuous Professional Development and the development of Teacher Leadership: A Formative interventionist case study in a rural combined school in Namibia

APPLICATION NUMBER: 2021-5288-6388

This letter confirms that your research ethics application has been reviewed and **APPROVED** by the Education Faculty Research Ethics Committee (EF-REC). Your permission letter(s) where applicable have been received and you are free to proceed with your study.

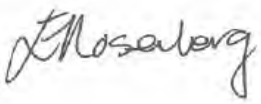
Approval is granted for 1 year. An annual progress report is required in order to renew approval for an additional period. You will receive an email notifying you when the progress report is due.

Should any substantive change(s) be made during the research process, that may have ethical implications, you should notify the Education Faculty REC Chair via email. This includes changes in investigators. The REC Chair will advise as to whether a new application is necessary.

Do keep this clearance letter secure and accessible throughout your study and after its completion. It will be needed when a thesis is examined and when publications are submitted to journals.

Please also submit a brief report to the REC Chair on the completion of the research. This can be done via email. The purpose of this report is to indicate whether the research was conducted successfully and whether any ethics-related matters arose that the committee should be aware of, in order to guide future studies.

Sincerely,



Prof Eureta Rosenberg

Chair: Education Faculty Research Ethics Committee

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Appendix B – Regional Director Approval

KAVANGO WEST REGIONAL COUNCIL
DIRECTORATE EDUCATION, ARTS AND CULTURE

Tel No: (066) 264976
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Enquiries: Klaudia Hamunyera
Ref: 26 / 1 / 16

Private Bag 6193, Nkurenkuru
Namibia

10 November 2021

Mr. Mario Mebin
P O Box 1523
Rundu

RE: PERMISSION TO CONDUCT A RESERCH STUDY AT [redacted] SCHOOL IN KAVANGO WEST REGION.

1. The Ministry of Education, Arts and Culture Kavango West wishes to acknowledge receipt of your letter dated 09 November 2021, seeking permission to conduct an academic research for your Master's degree in Education Leadership and Management on the topic: **School-Based Continuous Professional Development and the development of Teacher Leadership: A Formative intervention case study in a rural combined school in Namibia.**

2. Permission is hereby granted to you provided you seek for further clearance from the Circuit Inspector of Education where you wish to conduct your research to ensure that:

   - Permission is sought from the School Principals
   - Teaching and Learning is not interrupted
   - All participation is voluntary

3. Furthermore, you are kindly requested to share your research findings with the Ministry of Education Kavango West after completion of your study. You may contact the Deputy Director for Programme and Quality Assurance (PQA) for submission of a summary of your research findings.

4. We wish you all the best in conducting your research.

Sincerely,

KAVANGO WEST REGIONAL COUNCIL
Office of the Director
Directorate of Education, Arts & Culture
2021 -11- 11
Tel: 066-264976 Private Bag 6193
Email: kavangowesteac@yahoo.com

[redacted]
ACTING REGIONAL DIRECTOR OF EDUCATION, ARTS AND CULTURE
KAVANGO WEST

DATE

Appendix C – Principals Approval

[redacted]

18 November 2021

Mr. Mario Mebin K.

P.O. Box 1523

Rundu

RE: PERMISSION TO CONDUCT A RESEARCH AT [redacted] OMBINED SCHOOL

The management of [redacted] ombined School in Katjinakatji Circuit, Kavango West Region, acknowledge receipt of your letter dated 26 October 2021, requesting the school to grant you permission to conduct academic research for your Master's degree in Education Leadership and Management on the topic: School-Based Continuous Professional Development and the Development of Teacher Leadership: A formative intervention case study in a rural combined school in Namibia.

Permission therefore is granted after considering the following reasons

- The teacher will still continue to fulfill his professional obligations
- Consent letters of participating teachers be availed to the principal
- Teaching and learning are not interrupted.

As a school we are proud to have one of our staff members to reach the Master's Degree level and we wish you all the best in conducting your research.

For further information we can be contacted at the above-mentioned address or at kalihondamarkus@gmail.com or 081235 6809.

Yours in Education for all

[redacted]

18-11-2021
Date

[redacted]

Appendix D – Letter to the Regional Office

Enq: Mario Mebin

Cell: 081 811 8188

P. O. Box 1523

Rundu

Namibia

26 October 2021

The Director of Education

Kavango West Education Directorate

Private Bag 6193

Nkurenkuru

Namibia

REQUEST FOR PERMISSION TO CONDUCT RESEARCH A [redacted] SCHOOL IN KAVANGO WEST REGION

Dear Sir/Madam

I am Mr Mario Mebin Kangende (93010700121), a teacher at Mangetti Combined School in Katji naKatji Circuit. I am currently pursuing a Master's degree in Education Leadership and Management at Rhodes University in Makhanda, South Africa, through a part-time mode of delivery.

To earn the aforementioned degree in Education Management and Leadership, I am obliged to do research as part of my studies. My research study's title: ***School-Based Continuous Professional Development and the development of Teacher Leadership: A Formative interventionist case study in a rural combined school in Namibia***

I hereby request your permission to conduct research at the school where I am currently employed as a permanent teacher. The reason f[redacted]l school is because it is accessible and easy for me to do research there while continuing to fulfill my professional obligations. This study is focused on teacher CPD and, all members of the teaching staff will be invited to participate. However, only teachers who express their willingness to participate will be involved in my research. My reason for including all the teachers is that it is an interventionist study, with one of the research's aims being to understand and intervene in the SBCPD program at the school in order to improve it; thus, providing beneficial opportunities, both for the teachers and the school. According to research conducted by Kayumbu (2020), the SBCPD program, which was implemented in 2012 by the Ministry of Education and the University of Namibia, has been somewhat unsuccessful in some schools. As a result, my study will work with teachers using the methodology of Change Laboratory workshops, a workshop series where participants (Teachers and School Management Members) will work collaboratively with me towards change, in trying to figure out why the SBCPD program failed and develop strategies to improve SBCPD.

The data generation process is scheduled to begin in November 2021 and end in June 2022.

Phase 1, which will be run from November 2021 to February 2022, will aim to use the following:

- ✓ School documents such as Teacher Self Evaluations, School Self Evaluation, Plan of Actions for Academic Improvement, Internal Policies on SBCPD if available will be looked at.
- ✓ Participants will be interviewed in groups of Four (At least once). The interviews will be on the valuable experiences' teachers have picked up on their professional journey at the school on leadership and the SBCPD program. Participants will be grouped according to their position at the school and their years of experience.
- ✓ Participant's observations will take place for the purpose of my study.

Phase 2, which will be done from March 2022 to June 2022, will propose to have seven CLWs

- ✓ Together with the participants we will hold seven workshops, to discuss the findings of the data generated in phase one, to surface what constrains or enables the SBCPD program and deliberate on different ways to improve the situation on leadership and the SBCPD program at the school. The workshops are provisionally scheduled to take place once per week after school hours. Participants (Teachers and the school managements) participation will prove valuable as together we will look at the possibilities of modelling and implementing a new model of SBCPDP at the school. The provisional duration of each workshop is 2 hours and to be negotiated with the management in such a way that it does not affect teaching and learning.

All ethical criteria established by the Ministry of Education, Arts and Culture, as well as those established by Rhodes University, shall be followed during the research. As a result, participation in the study will be entirely voluntary, and all participants' consent will be requested. This study will attempt to suggest a new SBCPD model. Whilst, the findings generated at [redacted] not generalizable, if a viable SBCPD model is developed, it may be shared with other stakeholders to improve the quality of teaching and learning in Namibia.

In light of the aforementioned, I respectfully ask that your good office give me permission to conduct my study in your region. If you have any questions about this study, please contact Prof. Callie Grant at the following address: c.grant@ru.ac.za Cell: +27844003347 Email: c.grant@ru.ac.za. If you have any concerns about research ethics, you can contact Prof. Rosenberg at e.rosenberg@ru.ac.za

Thank you in advance for the assistance that will be provided

Yours faithfully

Mr Mario Mebin Kangende (student no: 19M9113)

Email: mario.mebin@gmail.com

Tel: +264 81 811 8188

Appendix E – Letter to the Principal

Enq: Mario Mebin

Cell: 081 811 8188

P. O. Box 1523

Rundu

Namibia

26 October 2021

The Principal

[redacted]

Namibia

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

Dear Mr. Kalihonda M.S

I am Mr Mario Mebin Kangende (93010700121), a teacher at [redacted]
I am currently pursuing a Master's degree in Education Leadership and Management at Rhodes University in Makhanda, South Africa, through a part-time mode of delivery.

To earn the aforementioned degree in Education Management and Leadership, I am obliged to do research as part of my studies. My research study's title is ***School-Based Continuous Professional Development and the development of Teacher Leadership: A Formative interventionist case study in a rural combined school in Namibia***

I hereby request your permission to conduct research at your school. The reason for choosing your school is because I am also a permanent teacher at the school. As a result, it is accessible and easy for me to do research there while continuing to fulfill my professional obligations. This study is focused on teacher CPD and, all members of the teaching staff will be invited to participate. However, only teachers that who express their willingness to participate will be involved in my research. My reason for including all the teachers is that it is an interventionist study, with one of the research's aims being to understand and intervene in the SBCPD program at the school in order to improve it; thus, providing beneficial opportunities, both for the teachers and the school. According to research conducted by Kayumbu (2020), the SBCPD program, which was implemented in 2012 by the Ministry of Education and the University of Namibia, has been somewhat unsuccessful in some schools. As a result, my study will work with teachers using the methodology of Change Laboratory workshops, a workshop series where the participants (Teachers and School Management) will work collaboratively with me towards change, in trying to figure out why the SBCPD program failed and develop strategies to improve SBCPD.

Hence, the data generation process is proposed to take place starting from November 2021 to June 2022. Though, divided into two phases.

Phase 1, which will be run from November 2021 to February 2022, will aim to use the following:

- ✓ School documents such as Teacher Self Evaluations, School Self Evaluation, Plan of Actions for Academic Improvement, Internal Policies on SBCPD if available will be looked at.
- ✓ Participants will be interviewed in groups of Four (At least once). The interviews will be on the valuable experiences' teachers have picked up on their professional journey at the school on leadership and the SBCPD program. Participants will be grouped according to their position at the school and their years of experience.
- ✓ Participant's observations will take place for the purpose of my study.

Phase 2, which will be done from March 2022 to June 2022, will propose to have seven CLWs

- ✓ Together with the participants we will hold seven workshops, to discuss the findings of the data generated in phase one, to surface what constrains or enables the SBCPD program and deliberate on different ways to improve the situation on leadership and the SBCPD program at the school. The workshops are provisionally scheduled to take place once per week after school hours and still to be negotiated with your good office. Participants (Teachers and School Management) participation will prove valuable as together we will look at the possibilities of modelling and implementing a new model of SBCPDP at the school.

All ethical criteria established by the Ministry of Education, Arts and Culture, as well as those established by Rhodes University, shall be followed during the research. As a result, participation in the study will be entirely voluntary, and all participants' agreement will be requested. Furthermore, all research efforts shall be structured in such a way that they do not interfere with teaching and learning.

This study will attempt to suggest a new SBCPD model that in turn may develop teacher leadership. Though the findings will be generated at your school, if a viable SBCPD model is developed, it may be shared with other education stakeholders. As a result, the Ministry of Education, Art, and Culture stands to benefit since one of the purposes of education is to offer quality teaching and learning to a Namibian child, and one method to do so is to develop our teachers, who are at the heart of teaching and learning.

In light of the aforementioned, I respectfully ask that your good office give me permission to conduct my studies at your institution. If you have any questions about this study, please contact Prof. Callie Grant at the following address: c.grant@ru.ac.za Cell: +27844003347 Email: c.grant@ru.ac.za. If you have any concerns about research ethics, you can contact Prof. Rosenberg at e.rosenberg@ru.ac.za

Thank you in advance for the assistance that will be provided.

Yours faithfully

Mr Mario Mebin Kangende (student no: 19M9113)

Email: mario.mebin@gmail.com

Tel: +264 81 811 8188

Appendix F – Consent Letter to the Participants

P. O. Box 1523

Rundu

Namibia

Consent: For all the Participants (Teachers)

I am Mr. Mario Mebin Kangende (93010700121), a teacher at [redacted]
I am currently pursuing a master's degree in Education Leadership and Management at Rhodes University in Makhanda, South Africa, through a part-time mode of delivery. As a result, I would like to cordially invite you to participate in a research study that I plan to undertake at your schoo [redacted] you decide to take part in the study, below are the things you will need to know.

1. **Research title**

   The title of the study *is School-Based Continuous Professional Development and the development of Teacher Leadership: A Formative interventionist case study in a rural combined school in Namibia*

2. **Research Goals**

   I am conducting this research on the SBCPDP at your school as:

   - ✓ To better understand how teacher leadership and the SBCPD program are understood and practiced.
   - ✓ To surface the contradictions enabling or constraining the success of the SBCPD program.
   - ✓ To engage in a change laboratory workshop process to stimulate SBCPD and develop leadership.

3. **Procedures**

   For the study to meet the intended research goals, the study is designed as an interventionist study to try to understand how teacher leadership and CPD is understood, though with an aim to bring about change together with you as a collective using the methodology of Change Laboratory Workshops. These are a series of weekly workshops where participants (Teachers and School Management) will collaboratively work with me (Researcher-Interventionist) towards trying to figure out why SBCPD programs failed and develop strategies to improve the SBCPD program at the school.

   The Study will be divided into two parts. Should you agree to be part of it, below is what you are going to be part of in each phase:

Phase 1, which will be run from November 2021 to February 2022, will require the following

- ✓ You will be asked to avail your Teacher Self Evaluations.
- ✓ You will be interviewed in groups of Four (At least once). The interviews will be on the valuable experiences you have picked up on your professional journey at the school on the leadership and the

SBCPD program. You will be grouped according to your position at the school and your years of experience.

- ✓ You will be observed by me for the purpose of my study as a participant in the activities.

Phase 2, which will be done from March 2022 to June 2022, will propose to have seven CLWs

- ✓ Together we will hold seven workshops, to discuss the findings of the data generated in phase one, to surface what constrains or enables the SBCPD program and deliberate on different ways to improve the situation on leadership and the SBCPD program at the school. The workshops are scheduled to take place once per week in the afternoons that will be availed for us by the school management and will be planned in a way that they do not hamper our work. Your participation will prove valuable as together we will look at the possibilities of modelling and implementing a new model of SBCPDP at the school.

4. **Risks**

Participating in this study possess low risks. Firstly, because everything we will do will need to be approved by the regional office and the school management team. This is ranging from our meeting times and all the other activities. Secondly, participation in this study is voluntary, though we are colleagues, should you decide to withdraw yourself and the data you availed nothing will be held against you. Thus, you have the rights to negotiate your participation in the study in any way. Thirdly, you will be given time an opportunity to deliberate on the transcribed data that you provide, to guard against misunderstanding your data. Lastly, the study wants to engage all the teachers at the into the study, including the School Management, to suggest a new SBCPD model that we think will be effective at our school. Thus, whatever we are going to engage in the management will also be part of it, thus there might not be any tension as the study aims to work collectively towards improving our SBCPD program.

5. **Confidentiality**

The results of this research will be kept as private as possible. Each participant will be given a chance to negotiate their anonymity in the study. Those who wish for their names to be included they will be given a chance. Participants who wish to remain anonymous will be assigned codes, which will be stored independently from any names or other direct identifiers. Because the data will be utilized for research reasons to improve SBCPDP, consent will still be requested while recording interviews, and any recoded videos in the CLWs will be used solely for this study. Also, in the CLWs pictures will be taken, thus, consent will also be asked for the usage and publication of the pictures from each participant separately.

6. **Benefits of the Participants**

Because this is a voluntary research study, there will be no monetary benefit for participating. Though being part of the study will prove beneficial to each participant as you will be engaged in various activities. And the study offers you a chance to be part of developing a CPD model which in turn will be valuable experience and lead to professional development, building collegiality and the development of teacher leadership. Most teachers aspire to develop professionally, hence this will give you a first-hand chance to

make your contributions on how you want to be helped in terms personal development. Lastly, the study will offer you a new learning platform on the various strategies of resolving and understanding organizational tensions.

7. **Voluntary Participation**

   It is entirely up to you whether or not to engage in this study. As a result, if you choose to engage in this study, you have the right to withdraw your permission and stop participating at any time, without any penalty.

8. **Questions**

   If you have any questions regarding the study, please contact my professor, Callie Grant, email her at c.grant@ru.ac.za; If you have any concerns about research participants' rights, you can contact Prof. Rosenberg at e.rosenberg@ru.ac.za

9. **Consent**

   Your signature below confirms that you have decided to participate in the research after reading all of the material above, that you understand the information in this form, that any questions you may have, have been answered, and that you have gotten a copy of this form to retain.

   Signature _____ Date _____

   Research Participant

   Signature _____ Date _____

   Research- Interventionist

   (Mario Mebin K, St no: 19M9113, Cell: 0818118188, email: mario.mebin@gmail.com)

   Or Contact Prof. Rosenberg on issues of ethics for this study on e.rosenberg@ru.ac.za

Appendix G – Document Analysis Instrument

Date of Analysis: _____

Documents	**Findings**
1. University of Namibia CPD Implementation Guide	
2. Research Paper • Namibia CPD Journal for Education	
• Effective management of the Continuous Professional Development Program in selected schools in Oshana Education Region, Namibia by J Kayumbu (2020)	
3. National and School Documents • Code of Conduct for Teachers	
• Job Description of Teachers, HOD and Principal	
• Departmental Internal Policy (If available)	
• School CPD Policy	
• SBCPD committee	

• Organogram	
• School development plan	
• Visitors Register	
• CPD register (If available)	

Appendix H – Focus Group Interview Schedule

Interview Schedule

Focus Group: _____

As stipulated in the consent letters you signed, one of the tasks that you will engage in is being interviewed as a group. The title of the research is *stimulating the school-based continuous professional development and the development of teacher leadership.* thus, the questions you will be asked are in relation to the leadership and the CPD at the school.

Please allow me to record the proceedings of this valuable discussion, so that I do not miss out on any information. Please bear with me if will ask probing questions, the reason is to further my understanding on the valuable points you will be making. Each respondent will be given an opportunity to contribute to the discussion.

1. **Teacher Leadership**
    a. How do you understand the concept of teacher leadership?
    b. Do you consider yourselves as teacher leaders, why do you say yes or no?
    c. In what spaces are you considered a teacher leader?
    d. What opportunities exists at the school to develop the leadership in the teachers?
    e. What do you think is hampering the development of teacher leadership at the school?
    f. How do you explain the type of leadership at the school?
    g. What do you like and dislike about the leadership at the school?
    h. What do you think can be done to improve the leadership at the school?

Additional questions will follow depending on the response of the respondent

2. **Continuous Professional Development**
    a. How do you understand the concept of CPD in schools?
    b. What are the purposes of CPD programs in schools?
    c. Is there a CPD program and a CPD committee at the school?
    d. What are their duties?
    e. What CPD initiatives are visible at the school?
    f. How does the school identify the CPD needs of the teachers?

g. How does the school respond to the CPD needs of the teachers?
h. What CPD initiatives are available in the Circuit or at a regional level?
i. Who has ever attended a school-based CPD program training?
j. How were you inducted at the school when you were first recruited?
k. Do you think the CPD program at the school is a success? Please explain?
l. What are the challenges that hampering, constraining or reducing the CPD program at the school or in Namibian Schools?
m. Do you attend workshops, Seminars or any type of training, if yes, please explain how they take place?
n. What does the person who attends workshop do after attending?
o. How does the school disseminate new policies or circulars?
p. What practices do you think will benefit or improve the CPD program at the school?

Thank you for your time that brings us to the end of our interview please be assured that the information shared will be used for the research purposes only. And you will be called for a follow up interview to come and confirm the transcribed data.

Appendix I – Observation form

Observation Schedule

The observations will be unstructured and will be happen in two stages

Stage 1

Teacher Leadership

To view teacher leadership at the school will use Grants (2008) Zones in which teachers can lead.

Zones	**Findings**
1. In the classroom	

2. Working with other teachers and learners outside the classroom, in curricular or extracurricular activities	
3. Outside the classrooms in the whole-school development (morning briefings and Meetings)	
4. Between neighbouring School in the community	

Continuous Professional Development

Observing professional development is not easy as it stems from a professional need, though will be vigilant in the following spaces to see or hear as it happens.

Zones of Observations	**Findings**
1. Everyday Morning Briefings, depending on visibility of CPD initiatives.	
2. As attend school activities	
3. Discussions in the staff room and corridors of teachers.	

Stage 2

Participatory action research sessions

There will be observations in the PAR sessions to record emotions, concerns, reactions, and agentive actions observed using Kurt Lewin' three-step model and Haapasari and Kerosuo (2015) agentive actions.

Aspects to be observed	**Findings**
1. Reflection/ Unfreezing phase – Session one and two • Disconfirmation • Induction of guilt • Psychological safety • Resisting the management or the interventionist • Criticising the current activity and highlighting the need of change	
2. Plan, implementation/ the change step • The planning • Collaboration • Explicating new possibilities or potentials in the activity • Envisioning new patterns or model of activity	

• Committing to specific actions aimed at changing the activity	
3. Evaluation, reflecting/ refreezing step • Evaluate or reflection • Suggestions • Taking consequential actions needed to change the activity	

Appendix I – Modified National Level Facilitator Approach

A cascade model is still implied at the national level, but it is adjusted to assist mitigate the detrimental effects of a complete cascade model (UNAM CPD unit, 2012). By connecting school-based CPD to central institutions such as NIED, Programme Quality Assurance (PQA), and University of Namibia (UNAM) faculty of education, the modified cascade model highlights the availability of ongoing support for school-based CPD. In addition, the National CPD program indicates that a regular and ongoing CPD monitoring, and evaluation mechanism is in place to guarantee that the country's CPD goals are reached by establishing Regional Coordinating Committees in addition to the national framework (UNAM CPD Unit, 2012). As a result of their requirements analysis of the obtained data, these committees will enhance the national model and devise actions to assure development. The facilitator method at the modified national level is similarly based on problem solving pedagogies. The National Committee Coordinating Structure and the Regional CPD Coordinating Committee are the two committees that make up the modified national level (UNAM CPD Unit, 2012)

National Committee coordinating structure

The national CPD consortium Advisory Committee coordinates CPD at the national level. The secretariat is the University of Namibia.

Aims of the committee according to UNAM (2012):

- To oversee the development of comprehensive policy that will guide CPD system development, delivery and participation.
- Set up systems for monitoring and evaluation, for credit accumulation.
- To oversee matters concerning the professional development of teachers, teacher educators, education manager and other concerned stakeholders.

The national structure consists of:

- NIED director plus a NIED representative
- PQA director plus another PQA representative
- UNAM Faculty of Education two representatives

- UNAM CPD Unit Director and staff who will serve as secretariat
- MCA- Namibia two representatives
- NANTU as the accredited Teachers Union

Regional CPD coordinating Committee (RCPDCC)

The regional committee serves as both the regional needs analysers and feedback to the national structures. Below are the aims and the regional structure as UNAM (2012) stipulated:

Aims of the regional coordinating committees

- Responsible for coordinating CPD activities in the region
- Serve as a feedback mechanism for the flow of information to the CPD unit and the national CPD consortium advisory committee
- Mobilise feedback teams at cluster and circuit levels
- Mobilise teams for data collection, training as data collection and collecting data
- Report through the coordinating structure on the impact of CPD activities
- Using the collected data provide continuous assessment to inform CPD

The regional structure consists of:

- Regional education officers (Deputy director of education) serves as the chairperson
- Faculty of education representatives from the regional campus
- Regional TRC manager
- Inspectors of education
- Senior education officers
- Principal representatives (2)

- NANTU regional CPD officer
- Regional Senior HR officer (UNAM CPD Unit, 2012)