RHODES UNIVERSITY

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Exploring teacher leadership: A case study at a senior secondary school in the Ohangwena region, Namibia

Submitted by

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DECLARATION OF ORIGINALITY

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

..... **.....**

Signature **Date**

ABSTRACT

Leadership has been for long thought to centre on the actions of a positional head of the organisation crafting the vision and influencing followers' behaviour based on his/her charisma and legal authority in a quest to achieve the set goals (Christie, 2010). However, contemporary views "emphasise leadership as relational" (Van der Mescht & Tyala, 2008, p. 226) and focuses more on the practice while taking form "in the interactions between leaders and followers" (Spillane, 2005, p. 146).

Looking through the lens of distributed leadership and using the Grant's (2008; 2012) model of teacher leadership as a data analytical tool, this research study aimed to explore the enactment of teacher leadership at a secondary school in the Ohangwena region, Namibia. The motivation of this research study was twofold; one, it was due to my personal interest in getting a deeper understanding of what constituted teacher leadership as a concept which is gaining momentum in the educational leadership discipline; two, it was due to the evident knowledge gap existing on the concept of teacher leadership as there seemed to be very less research done on the concept.

Using observation schedules, survey questionnaires, semi-structured interview schedules and analysing documents as data collecting tools, the study was geared towards answering four research questions which were driving the study, namely; i) In what ways do teachers participate in the leadership activities of the school? ii) What is the nature of the relations of these leadership activities? iii) What factors that may constrain the leadership activities of these teachers? iv) How do the principal and the School Management Team (SMT) encourage teacher leadership at the school? The study was of a qualitative nature located in the interpretive paradigm. A purposive sampling method was used to select research participants

The findings of the study indicated that the research participants had a general understanding of what teacher leadership entails. Teachers enacted leadership across the four zones of Grant's (2008; 2012) model of teacher leadership, though with very limited teacher leadership enactment in zone four. Zones one, two and three proved to be the popular media of teacher leadership enactment wherein teachers led in their classrooms enforcing discipline, serving as guides and caregivers to their learners (zone one). Teachers then extended their leadership outside their classrooms where they served as decision makers, curriculum developers for knowledge enhancement through reflective teaching and sport coaches (zone two). In Zone

three, teachers led in committees' structures, as mentors of learners, policy makers and as models of good practice. Zone four was the least media of teacher leadership. The data pointed to a host of factors that prevented teachers to assume leadership at the case study school, namely; ignorance and fear for accountability, policy and regulatory limitations, time limitations, limited skills and teachers as barriers to teacher leadership in terms of apathy, lack of confidence, negative attitude and anti-social behaviours as well as professional jealous. Nevertheless, the principal and the SMT emerged as catalysts for teacher leadership at the school as they enabled teacher leadership in a number of ways, namely, through delegation, motivation, free choice, open engagement, moral support and interdependence leadership practices.

In the final analysis, the findings revealed that, leadership at the case study school was manifested as spontaneous collaborated leadership practices through institutionalised practices embarked upon with intuitive working relationships.

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Finally, I thank all those who prayed for me and wished me well during my study. May God bless them and they shall continue with their goodwill.

DEDICATION

I dedicate this thesis to my father, Petrus Nghilalulwa Hamatwi "*Noshinge waNam'polo, wooHendrina Mbidi, waNdeenda yaKapunda, Ndjadila Namuf'okambwa waMaria*" (his personal eulogy).

He has been a nomadic cattle herder by trade, a seasonal miner and an evangelist. The vision he had for us, his children was so odd in the eyes of his contemporaries in the remote, then isolated village of Oluundje in Oshikoto region, who instead of sending their children to school, they kept them home to herd cattle and till the land for mahangu cultivation (like him they were all nomadic cattle herders), a fulfilling way of life by that time.
My father had a vision which he shared with me one evening at a sitting place after he recalled me from the cattle post. He told me that the following year, 1982 I was to go to school starting with grade 1 (then Sub A). I was to be 12 years old by that year. He envisioned that, to the surprise of fellow villagers I would one day be enrolled at a teachers' college and my siblings would be attending different secondary schools. So the story unfolded from then on, and we fulfilled his dream.

The vision he had made him to send all seven of us, me being the eldest, away from home to stay with relatives who accommodated us in their houses for years so that we can attend school. That was a right we could not have while travelling from our parents' house on a daily basis because the nearest school to our village was 24km away and along the way there were forests infested with elephants. The area also hosted People's Liberation Army of Namibia (PLAN) fighters who from time to time engaged in battles with the occupying South African military forces (refer to chapter one). Hence, to us, it was "A long walk to school: through thick and thin".

Noshinge waNam'polo, my father, has been a living legend, a souvenir I will forever cherish. May The Lord Almighty keep him healthy and strong in his twilight years.

LIST OF ABBREVIATIONS

UN	**-**	**UNITED NATIONS**
SWA	**-**	**SOUTH WEST AFRICA**
NANTU	**-**	**NAMIBIAN NATIONAL TEACHERS' UNION**
SSS	**-**	**SENIOR SECONDARY SCHOOL**
ICT	**-**	**INFORMATION COMMUNICATION TECHNOWLOGY**
CCP	**-**	**CLUSTER CENTRE PRINCIPAL**
SMT	**-**	**SCHOOL MANAGEMENT TEAM**
HOD	**-**	**HEAD OF DEPARTMENT**
P	**-**	**PRINCIPAL**
NT1	**-**	**NOVICE TEACHER 1**
NT2	**-**	**NOVICE TEACHER 2**
ET1	**-**	**EXPERIENCED TEACHER 1**
ET2	**-**	**EXPERINCED TEACHER 2**
I	**-**	**INTERVIEW**
O	**-**	**OBSERVATION**
Q	**-**	**SURVEY QUESTIONNAIRE**
D1	**-**	**DOCUMENT 1**
D2	**-**	**DOCUMENT 2**
D3	**-**	**DOCUMENT 3**
D4	**-**	**DOCUMENT 4**
D5	**-**	**DOCUMENT 5**
D6	**-**	**DOCUMENT 6**
D7	**-**	**DOCUMENT 7**
SWAPO	**-**	**SOUTH WEST AFRICA PEOPLE'S ORGANISATION**
PLAN	**-**	**PEOPLE'S LIBERATION ARMY OF NAMIBIA**

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CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter aims at introducing a research study which was geared towards exploring the enactment of teacher leadership and give an insight of what constitutes leadership from a distributed perspective at Vilho SSS (a pseudonym) in Ohangwena region, Namibia. A pseudonym was used to protect the identity of the school and teachers who consented to be studied as they enact leadership practices.

It has of late become a common trend in thinking and articulation that leadership in organisations such as schools is no longer centred on the principal or head teacher as was that case traditionally, but is distributed across the school involving the practices of multiple individuals (Moyo, 2010). The concept of leadership is now perceived as a practice rather than a positional title, suggesting that in an organisation anyone can be a leader (Phelps, 2008). As such, it is stands out to argue teachers have an opportunity to participate in the leadership of their schools giving rise to the concept of teacher leadership. Using Danielson's (2006) framework for understanding teacher leadership, Phelps (2008) argues that teachers have a crucial "leadership influence in the areas of teaching and learning, school wide policies and programs, and community relations" (p. 120).

Given evolution in leadership thinking, this study was initiated to explore the enactment of teacher leadership at a secondary school and contribute to a better understanding of teacher leadership in the Namibian context. The take-up of leadership roles by teachers as advocates of possible change in the school, innovators, care-givers, decision makers and models of good practice was analysed and documented as tangible leadership actions undertaken by teachers at the case study school.

This chapter introduces the study, briefly discussing the historical political and socio-economic landscape in the country as a contextual setting for the research study (the contextual description of the case study school has been discussed in chapter four of this thesis). The chapter then presents the research questions and the methodology employed to conduct the study. It ends with an outline of the research study.

1.2 Context of the study

For the reader to understand the context out of which the current education leadership and management in Namibia has evolved, I deemed it necessary to give a succinct historical background on the political and socio-economic situation of the country. The historical details may help the reader to appreciate the trends that may have shaped the current educational administration in the country.

1.2.1 Historical socio-economic perspective

While Namibia has been described as an upper-middle income country, it has also been ranked among the countries with the highest levels of income inequalities in the world (Shiwie, 2012). Viewed from a historical perspective, I argue along with others (Cohen, 1994; Malan, 2011; Shiwie, 2012; Nangula, 2013) that the income inequalities are the result of the legacies of colonialism, which befell the country for over a 100 years spanning from 1884 to 1919 under Germany colonial rule, through the period of the United Nations' (UN) mandated South African rule and more so during the apartheid political system which came with the South African colonial rule from 1920 up to the independence of the country in 1990. In support of this argument, Shiwie (2012) contends that upon arriving in Namibia and travelling across the country while gathering data for his study, he got struck by the fact that it looked "as if traces of apartheid had been sprinkled and left on the streets" (p. 1). This implied that, to him, the vestiges of apartheid were still visible amongst the Namibian society despite colonialism and apartheid having been politically and legally abolished from the country 21 years ago. Suffice to say, the arrival and presence of the early Germany traders and imperial government representatives in the country, complemented the presence of the Rhenish and Finnish

missionaries who arrived in the Namibian territory, then South West Africa (SWA) in 1806 and 1870 respectively (Cohen, 1994; Nangula, 2013).

1.2.2 Historical political perspective

The earlier period (1884 - 1889) of German entry into and occupation of Namibia focused on the acquisition of territorial land first by traders. Their land acquisition was limited along the coastal line most around the ports of Lüderitz and Walvis Bay. Following the appointment of the first Germany Imperial Commissioner in 1885 through to 1900 onwards, the country witnessed the establishment of settlements in the southern and central parts of the country, including Windhoek, the present day capital city of Namibia (Cohen, 1994).

It is then worth noting that the encroachment by the Germany settlers into the interior of the country, and the selling of large tracts of land to the white settlers by indigenous tribal leaders provoked resistance to the Germany colonial rule resulting into the uprising by local inhabitants which culminated into the years of the genocide of the Ovaherero and Nama people by the Germany colonial forces during the period 1904 – 1908 (Konig, 1983; Cohen, 1994). The genocide was accompanied by the appropriation of more land from indigenous owners by the white settlers and the creation of reserves for indigenous population. Missionaries, in the meantime, saw the creation of reserves as a mean to make their missionary work easy in maintaining their Christian congregations in the reserves (Cohen, 1994). The missionaries' work was mostly "based on […] the preaching of the Gospel, education and health care" (Nangula, 2013, p. 75)

Following the defeat of the Germany Imperial Forces by the South African Forces under the British Imperial Forces in 1915, the German rule in SWA (Namibia) came to an end (Cohen, 1994; Shiwie, 2012). This saw the dawning of the South African military rule which lasted until 1919 when Namibia was placed under the United Nations' mandate to be ruled by South Africa as from 1920 until such a time as the territory would be able to manage its own affairs and have independence granted to it (Konig, 1983; Cohen, 1994; Shiwie, 2012). Unfortunately for the people of Namibia, the mandate gave South Africa time and opportunity to enforce the apartheid system as an official policy in Namibia (Cohen, 1994). Though the United Nations eventually withdrew the mandate in 1966 (Shiwie, 2012), South Africa could not let go. The intention of South Africa to hold onto Namibia as its colony provoked the waging of the armed struggle for Namibia's independence spearheaded by the South West Africa People

Organisation (SWAPO). The first armed skirmishes between the South African occupying military forces and SWAPO's armed wing, the People's Liberation Army of Namibia (PLAN) erupted on 26 August 1966 at Omugulugwoomashe village in the north-western part of Namibia (Konig, 1983) signalling the beginning of a bitter war were thousands of lives were lost on both sides of the battle front. The armed struggle ended in the independence of the country on the 21st of March 1990 after 23 years of war and destruction.

1.2.3 Historical educational perspective

During the pre-Germany occupation before1884 through the Germany occupation till 1915 the Rhenish and Finnish Christian missionaries played a very crucial role in the provision and administration of education in Namibia. In the meantime, the Germany Colonial Government played a very limited role "in the indigenous people's formal education" (Cohen, 1994, p. 63). The education that the missionaries provided was four years of schooling which was designated for blacks and was "based on catechism and carried the power to transform the black society from illiteracy to literacy" (Nangula, 2013, p. 75). Through that education, the local inhabitants (the natives as were referred to by the settlers) acquired basic knowledge of reading, writing, arithmetic and handcraft as we as of understanding modernity. This enabled natives to read the bible and become valuable helpers of the missionaries in evangelization and by extension good servants with the necessary basic skills for the white masters (Cohen, 1994; Nangula, 2013). It is also worth noting that during the Germany colonial rule, coloureds (the offspring of Germany fathers and native mothers) attended mission schools separately from the native mission schools. Nevertheless, their schooling in terms of subjects, number of hours per week and years of schooling (four years) remained the same, but different from that of white children who had 10 years of schooling with an academically and vocationally oriented high school education (Cohen, 1994). "By the end of Germany rule, there were 115 mission schools with an enrolment of 5 490 pupils" (Cohen, 1994, p. 67) and "six state schools for 755 white children only throughout the country" (p. 70).

With the dawning of the South African apartheid rule in 1945, the education arrangement of the colonial Germany as presented above was already kind of "fitting in with the aims and policies of the new colonial rulers" (Cohen, 1994, p. 82). This means there was a perpetuation and intensification of the system of segregated education (Shiwie, 2012; Cohen, 1994) from

the South African side. That era came with South Africa's "civic responsibilities and control over Namibia" (Cohen, 19994, p. 83), including the centralization of the education system.

As was the case in South Africa, during the period of the apartheid rule and prior to independence, the curriculum policy in Namibia "mirrored the Bantu Education curriculum premised on the notion of white supremacy, racial and ethnic separation, centralized control of curriculum decision making and high unequal provision of curriculum resources" (Jensen, 1995, p. 6). As if that was not enough men, mostly whites dominated the leadership and management of the Department of Education as well as schools as principals, often using hierarchical and autocratic styles of leadership and management (Jensen, 1995; Hashikutuva, 2011). These white males occupied high positions in order to administer the different curricular which were separately designated for blacks, whites and coloureds for the enforcement of the policy of segregation (Cohen, 1994; Shiwie, 2012). It was therefore in response to this legacy that the new government deemed it necessary "to replace the apartheid education system with a new, democratic system of education" (Shanyanana & Cross, 2014, p. 2).

1.2.4 Post-independence developments

Emerging from the colonial past and laden with inequalities and power imbalances which characterised the provision and management of education in the country, the new government made education a principal focus of the transformation (Shanyanana & Cross, 2014). Hence, post independent Namibia has since 1990 seen vigorous reforms of the education system geared towards rectifying the mishaps of the past.

Since independence, access to basic education has expanded (Namibia, Ministry of Education, 1993). However, the leadership and management capacity of those entrusted with the running of educational institutions remained a challenge with many people then still believing in the notion which Lai and Cheung (2014) call a "one-person leadership" (p. 1), without the recognition of the potential of shared leadership. As such, it became evident that the success of the reforms which were being undertaken was directly linked to the competencies of educational administrators (Namibia, Ministry of Education, 1993), cum educational leaders and managers at all levels of the system. That referred to a range of management and leadership activities ranging from classroom operations where teachers are key role players, school

management and to the general curriculum and policy implementations (Cohen, 1994; Namibia Ministry of Education, 1993). Back later

To that end, in the developmental policy brief for education in *Namibia - Towards Education for All, Ministry of Education* (1993), democracy was made to be one of the four goals of education in the country. In the policy document, it has been argued that "to teach democracy, our teachers – and our education system as a whole must practise democracy" (Ministry of Education, 1993, p. 41). In essence, this means, when it comes to school leadership, teachers ought not to be distant spectators, but they need to participate in the leadership of their schools with the purpose of teaching for democratic citizenship. As such, school principals and their SMTs need to allow and encourage teachers to participate in the running and transformation of their schools in particular and of the education system in general. This is in accord with Berg, Carver and Mangin (2014) who argue "when situated alongside their colleagues as peers, not hierarchically above them, teachers are ideally positioned to facilitate readiness for change demanded by new reforms" (p. 197). It therefore stands to reason that a democratic education system should be organized around broader participation in decision making through the creation of a supportive environment for leadership opportunities at the school (Namibia. Ministry of Education, 1993).

1.3 Rationale of the study

In the first place, having been a principal of a combined school (grades 1 – 10) for over three years, I witnessed what I can describe as reluctance by teachers to join the SMT in leading the school. They seemed to be satisfied with teaching, marking learners' books and giving feedback to learners. This, I sensed, emanated from ignorance of the issues of advocacy, stewardship (Phelps, 2008), ownership and accountability which come with the teaching profession. What teachers had subscribed themselves to was and still is the notion that, the principal and HODs as positional leaders had the responsibility to lead the school and account for whatever happens at the school. Moreover, my personal experience as a teacher pointed to the fact that there have been many principals who only take pride in themselves as heads of schools, and do not apply leadership which can stimulate innovation and nurture a spirit of teamwork.

Secondly, as a high ranking official in the region where the case study school is located, it was going to be interesting for me to note how our teachers get involved in the leadership of our

schools. This meant I could make use of my findings as a point of reference when I am encouraging teachers and principal to embrace collegiality and joint responsibility in terms of school leadership.

Thirdly, from a scholarly point of view, it has been noted that research on teacher leadership is close to being non-existent in Namibia (Nauyoma-Hamupembe, 2011). Hence, there is a need for conducting more vigorous research studies on teacher leadership to close the existing knowledge gap and enrich the concept so that as a country we grow that body of knowledge in the field of school leadership and add depth to the existing literature. So, being an unfamiliar branch of leadership in the country, it was my belief that this research study will contribute to the understanding of the concept of teacher leadership in the Namibian context and stimulate more interest in further research on the concept by teachers and other academics.

Due to the above scenarios, I made the concept of "teacher leadership" a case of interest for me to do research on. The existence of teacher leadership at the case study school raised in me the desire to investigate how teachers constructed leadership as a practice at the school through their interaction with each other. Hence, my decision to do this research study.

1.4 Potential value of the study

I think that Namibians in the field of educational leadership, scholars, teachers and principals alike, will take an interest in a research of this kind, particularly because of its evident applicability to the field of educational leadership. This supports the assertion of Cohen, Manion and Morrison (2011) that it is critical for one to "choose a significant topic that will actually make an important contribution to our understanding and to the practice" (p. 107). I further argue that a study on this aspect of leadership will be crucial in informing policy drafters on the importance of drafting policies which are promoting the distribution of leadership in schools instead of restricting leadership to positional leaders and School Boards.

1.5 Aim and research questions

The aim of the research study was to explore teacher leadership viewed from a distributed perspective. The study centred on investigating how and why teachers assumed leadership roles

across the four zones of Grant's (2008; 2012) model of teacher leadership. In essence, the study "put leadership practice rather than leaders themselves or their roles" (Spillane, 2005, p. 144), at the centre of the investigation. The research study was guided by the following three research questions;

1. In what ways do teachers participate in the leadership activities of the school?
2. What factors that may constrain the leadership activities of these teachers?
3. How do the principal and the School Management Team (SMT) encourage teacher leadership at the school?

1.6 Research Methodology

The investigation took the form of a case study. As defined by MacDonald and Walker (1975) cited in Bassey (1999) a case study is "the examination of an instance in action" (p. 24). To that end, my research study involved a systematic and in-depth investigation of teacher leadership as an instance which needed to be investigated for understanding (more details on the case study is presented in chapter three).

The research falls within the interpretive paradigm. It involved a description of actions undertaken by teachers as they assume leadership practices in their school environment. The study was qualitative in nature. By observing what teachers were doing and listening to what they were saying I was able to construct meaningful understanding and knowledge which enabled me to describe what constitute teacher leadership. More on both the research paradigm and tradition is discussed in chapter three.

I used four data collection tools for the purpose of constructing the new knowledge around the concept of teacher leadership. The case study school being a social space, I used semi-structured interviews (**Appendices 9 & 10**). "During semi-structured interviews, the researcher often uses an interview guide containing an overview of topics and general questions that the researcher intends to cover" (Shiwie, 2012, p 8). At the same time I tape recorded all the interviews which I transcribed thereafter and then coded them to make it easy for their categorisation into themes.

The semi-structure questions served as my interview guide during my research study and it worked very well because as a researcher I had room to probe for more information through the respondent's responses while not getting off-track as the guide kept me within the framework of what I wanted to ask. I then also used an observation schedule (**Appendix 8**) to capture the enactment of teacher leadership, the action Spillane, Halverson, & Diamond, (2004) refer to as the means of "understanding the thinking process *in situ* rather than *in vocuo*" (p. 9). Suffice to say, I was investigating a human activity in its natural setting (Spillane et.al, 2004). Observation has to a large extent helped me to refine my interview questions in order to confirm or verify some of the things which I have observed with the respondents. I should also indicate that during the research study I was a complete observer as I did the observation without being personally engaged in the acts I was observing whatsoever (Shiwie, 2012). Questionnaires (**Appendix 7**) were as well used to collect the data. In addition to the above tools, I used documents as a fourth data collection tool to get a historical perspective on the enactment of teacher leadership at the school. The documents includes the minutes of staff meetings, departmental meetings, subject meetings, job description for teachers and HODs and documents listing committees and their terms of reference.

1.7 Thesis outline

Chapter one discusses the context of the research, its potential value and why the study of teacher leadership was important to me. It outlines the research goals and questions and provides a brief note on the research approach, methods and the tools used in the study.

Chapter two presents a review of the literature on teacher leadership, theoretical framing of the concept of leadership in general and distributed leadership in particular. It informs the reader on what teacher leadership actually means, what it 'looks like' in practice, its roots (origins), how can schools encourage and 'grow' teacher leadership approach as well as the challenges inherent within its practice.

Chapter three discusses the research approach in which the study was conducted. It provides the description and defense of the research approach and the methods that the study adopted. The chapter also discusses the research case and research participants. It provides the outline of the data gathering tools employed by the study, namely document analysis, semi-structured interviews, survey questionnaires and observations. The chapter also provides a brief discussion of the data analysis process as well as ethical implications that the study addressed.

Chapter four presents the data collected from document analysis, semi-structured interviews, survey questionnaires and observations. It provides a brief overview of the research site, the profile of the research participants and the presentation of the data in categories as they emerged from the data analysis.

Chapter five summarizes the main findings in light of the research goal and the research questions. In the chapter, recommendations are put forward based on the findings. It then concludes the thesis with the discussion of the limitations, the validity of the study and the potential areas on the concept that may need further research.

I now move to chapter two where the concepts of teacher leadership and distributed leadership are theorized and discussed in accordance with the literatures written by other authors.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Of late schools have started to embrace the notion of collaborative and collective forms of leadership within and between schools with teachers as agents of such leadership evolution. This research study aims to find out how teacher leadership manifests itself at a senior secondary school and how the principal and the School Management Team SMT enable teachers to participate or how they may inhibit teachers from participating in the leadership of the school.

The need for this research on teacher leadership was motivated by three things, first, my personal interest in the concept of teacher leadership; second, evident lack of research studies on teacher leadership in Namibian context and third, the evidence from a pilot study which I conducted in early 2014 at the case study school which was aimed at finding out whether the distribution of leadership was common practice at the school. The evidence from the pilot study suggested that there were indeed opportunities for teachers to participate in the leadership and management of the school. I therefore saw the need to investigate the "how" of teacher leadership viewed from a distributed perspective.

This chapter serves as the framing of the research study in which I explore teacher leadership as a growing research discipline. The concepts of leadership and management are also herein defined drawing from the existing literature in order to give a conceptual understanding of what these two concepts mean and how they might differ from one another as well as how they complement one another. The contrast and comparison of the two concepts are relevant in the sense that one wants to determine to what extent teachers are assuming leadership as compared to assuming predetermined management functions.

As leadership evolves and institutions such as schools become complex, the need for joint responsibility arises and as such more schools become more tolerant to initiatives, hence witnessing their teachers becoming creative and pro-active in their quest to improve teaching and learning (Nauyoma-Hamupembe, 2011). Such schools give space to teachers to assume both formal and informal leadership roles within and beyond their classrooms giving rise to the evolvement of teacher leadership. The chapter hence discusses the concept of teacher

leadership which is a case of investigation in this research study. The concept of teacher leadership is discussed through the lens of distributed leadership as a theoretical framework for the research study. Distributed leadership suggests that in a school as an organisation, there are multiple actors, these being leaders and followers (the principal and teachers) practicing leadership through interactions within their situation as characterized by rules, tools, artefacts and the division of labour (Spillane, 2006).

While conditions can be created for the emergence of leadership at different levels in an organisation, there are as well conspicuous implications as far as issues of power, authority and accountability are concerned given the fact that appointed leadership figures remain answerable to the system which puts them in seats of authority. I will therefore give a critical discussion on power, authority and accountability as elements critical to the distribution of leadership and the conceptualization of teacher leadership.

As the chapter progresses, I critically highlight on the factors that may constrain teacher leadership at a school. Since the research study focuses on exploring the enactment of leadership by teachers in the context of their school at different levels, Grant's (2008, 2012) model of teacher leadership is discussed for a better understanding of how teacher leadership manifests itself in a given school situation across the spectrum of roles and tasks. Grant's model envision four semi-distinct areas in which teacher leaders may enact leadership as they take up different roles in their classrooms and in the school as a whole (Grant, 2012). All the discussions will then be pulled together in the conclusion section of the chapter.

2.2. DEFINING EDUCATIONAL LEADERSHIP AND MANAGEMENT

2.2.1 Defining Leadership

There are many definitions of leadership depending on each author's perspective. Largely, leadership is depicted to involve the actions of influencing and inspiring others. This basically implies the ability of a leader to inspire and motivate others to attain an intended goal (Nangolo, 2011). On that note, I advance that leadership is more about individual behaviour influencing group behaviour to bring about change for the better and sometimes for the worse such as in cases of inciting violence. I take this view from Harris and Muijs (2005) when they define leadership as "the ability to encourage colleagues to change, to do things they would not ordinarily consider doing without the influence of the leader" (p. 438). I argue that leadership is defined by the presence of clear strength in one or more people which then generate their zeal

and ability to act and therefore influence others. Harris (2003) qualifies this when she says "leadership is an inherent set of qualities, as someone with charisma and personal power" (p.11) to influence.

The above said is important to my research study in that educational leadership revolves around the actions by the educational leaders including teachers to "influence the direction of schooling" (Cunningham & Cordeiro, 2003, p. 6). Therefore we can say educational leadership is geared towards promoting the success of the whole school by setting the school vision, mobilizing alliances through influencing the behaviours of staff members, students and of the general community while at the same time ensuring an instructional environment which is conducive to student learning and staff professional growth. To that end, educational leadership should mean influencing parents, teachers and students to follow the school vision, to enhance the purpose of the existence of the school, to enhance the meaning and significance of serving the shared ideas and ideals and to pursue the determined strategies geared towards achieving the set goals and targets of the school (Sergiovanni et al., 2004).

I therefore further argue that leadership involves the use of natural instinct accompanied by initiative, tenacity and boldness to take risks while building coalitions to obtain support (Cunningham & Cordeiro, 2003; Bush, 2011). In essence, leadership helps in the development of relationships to enhance the capacity of everybody in the organisation. We shall now explore what management stands for.

2.2.2 Defining Management

While leadership is more about influence to bring about change, management has more to do with the effective and efficient execution of tasks by acting on outlined routines following set structures and keep stability in the organisation. Management is viewed as a mean to maintain order and consistency in an organisation (Kotter, 2011). In a school environment, it is about "managers being responsible for managing the routine functions that supported teaching and learning within the school" (Harris, 2003, p. 12). Management involves taking policy based decisions, planning, implementing policies, allocating duties, obtaining resources and making the best use of it, and exercising control over the human capital in order to accomplish the pre-determined objectives (Nangolo, 2011; Cunningham & Cordeiro, 2003). This implies that the role of management is basically to maintain coherent systems which will allow plans to be effectively implemented and supported by systems in place to monitor the outcomes of human

actions. Managers think more of regulations and procedures and less in terms of human capacity.

To illustrate the above in a school situation, the principal and Heads of Departments are "responsible for managing the routine functions within the school organisation that supported the teaching and learning: for example, managing resources, time, the curriculum and staff" (Harris, 2003, p. 12). This defines the application of technical skills required of a manager in order to have things done well and in conformity with the structures and guiding policies which are put in place. I should therefore argue that management bears the notion of coordinated activities giving less room for initiative and as such have the potential to suppress the emergence of teacher leadership.

2.2.3 Leadership and Management as complementary functions

Though leadership and management are two distinctive concepts each with its own functions, I argue that they are complementary systems of organisational actions. They are both necessary for the success of any organisation such as a school. A school with a good manager who adopts bad leadership styles and approaches may struggle to run the school successfully. On the other hand, Fitzsimons (2011) argues that "an excellent leader can develop and communicate a wonderful vision, but with no management skills the vision will never materialise" (unpaged). In his view a leader is a dreamer with a big picture in mind, while a manager is a technocrat who pays attention to details in order to successfully execute the activities which will enable him / her to reach the envisioned goals (Fitzsimons, 2011). Therefore, management functions need to be blended together with the right leadership actions for the success of the school.

I further argue that leadership uses influence to harness relationship, while management uses structures to exert authority to manage relationship. As such, together they can maintain balance in a school. The influence from leadership requires a pattern of lobbying others for instance teachers to do things without the use of force while with management authority uses force as a regular instrument to administer people (Nnane, 2009). On that note I feel that leadership brings a multi-directional aspect to the relationship in an organisation as in a situation where leaders and followers are both equal actors influencing one another whereas with management managers harness the subordinates who must adhere to the order used by the authority giving it a unidirectional flavour.

The notion of influence from leadership being multidirectional resonates with the concept of distributed leadership which is a conceptual framework used to understand teacher leadership

which is the focus of this research study. Distributed leadership will be discussed later on in this chapter.

2.3 TEACHER LEADERSHIP

Though the concept of teacher leadership is not new in the international literature, more so in the United States, Canada and the United Kingdom, it is relatively new in Africa. It has to a certain degree, gained momentum in South Africa over the last decade, and as I indicated in the introduction chapter, it is close to being non-existent in the Namibian context (Nauyoma-Hamupembe, 2011). There is therefore a need to enrich the concept of teacher leadership with vigorous research studies so that developing countries such as Namibia can grow their body of knowledge in the field of school leadership and add depth to existing literature.

2.3.1 Definition of teacher leadership

More recently, teachers influence on school leadership has remarkably grown primarily stemming from teachers' personal power which could be attributed to their years of experience, expert knowledge in their subjects and relevant educational issues and their sheer commitment to their duty (Nnane, 2009). Out of such developments concepts such as teacher leadership have come to the forefront of school improvement strategies. To that end, empowerment and localized or site-based management notions purportedly give power and authority to teachers as people who are directly dealing and living the practical realities in their schools, hence better placed to understand the operation of their schools. To put more sense in the aforesaid, York-Barr and Duke (2004) propagate that "the concept of teacher leadership suggests that teachers rightly and importantly hold a central position in the way schools operate" (p. 255). This suggests that teachers have a role to play in shaping the functioning of the school as an organisation.

The above being said, I should say, schools as centres of learning where future leaders are moulded, need agents who can serve as catalysts of change for the better in terms of improved learner performance, teachers' professional and career growth, keeping the school as a social unit and maintaining a democratic leadership for social justice, and that can only be realised if teachers become stewards of their school's functioning through active participation in the leadership of the school. Teacher leadership is argued to be the manifestation of distributed leadership (Moonsamy, 2010) in the sense that there is a high level of teacher involvement in

the leadership of the school. From literature, there are overlapping definitions of teacher leadership. So, according to Muijs and Harris (2003) teacher leadership is defined as "the ability of a teacher to encourage colleagues to change and do things they would not ordinarily consider without the influence of the leader" (p. 438). Danielson (2006) cited in Moyo (2010) describes teacher leadership as "that set of skills demonstrated by teachers who continue to teach students, but also have an influence that extends beyond their own classrooms to others within their own school and elsewhere (p. 33). This I must say, entails mobilizing and energizing others with the goal of improving the school's performance through effective teaching and learning.

Judging from the above, teacher leadership emanates from teachers taking up leadership roles in their classrooms and beyond (Grant, 2008). Teacher leadership may be formal whereby teachers assume formal roles because they are mandated by the hierarchy as Heads of Departments, as members of a School Governing Bodies or as senior teachers who are made to represent their schools in circuit committees. These could be said to be knowledge or skills based assignments. For instance a teacher whose technological or data presentation skills are so advanced the situation will definitely make him/her a leader in that arena. On the other hand, teacher leadership may as well be informal in nature. This is when teachers are assuming leadership roles when they share their experts with their colleagues, volunteering for new projects and bringing new ideas to their schools (Leithwood, 2003).

2.3.2. What makes the teacher a leader?

In my view a teacher becomes a leader when he/she is forever being forthcoming to help other teachers, learners or the principal. That is being resourceful, supportive and a team player. These are the teachers who speak out either for or against things relevant to the operation of their schools. They are disciplined, and ethical. These are teachers who are always being visible in the school. According to Harris and Lambert (2003) "teacher leaders are in the first place, expert teachers who spend the majority of their time in their classrooms, but also take on leadership roles at times when development and innovation are needed" (p. 43). Diescho (2014) argues that "leaders gain supremacy over others by ingenuity and creativeness" (unpaged). This implies that people become leaders by proving to others that they have extraordinary attributes that are in the interests of others and therefore others follow them for the purpose of common good (Diescho, 2014; Leithwood, 2003; Hickman, 2012).

Given the above assertion, one may argue that for a teacher to be a leader, it all depends on the person's behaviour and qualities which can be either self-recognized or being recognized by other teachers who then accept him/her as a leader. The qualities prominently needed for teacher leaders are being hard working, having a sense of commitment and responsibility, possessing an appreciative orientation to others (staff members and students), being selfless, energetic, visionary, determined and dependable (Leithwood, 2003). These are the teachers who are disciplined and ethical.

Martin (2007) summed it up very well when she indicates that "… all teacher leaders are influential. All have credibility, are held in high regard and all add value to the system […] not necessarily a person with a formal leadership role in the school" (p. 17).

Nevertheless, one can counter argue that not all expert teachers for example are leaders in all aspects. My personal experience have taught me that some expert teachers are only experts in their subjects and they lead in their classrooms, but they lack the charisma to lead among other teachers and across the school. They might always be hesitant to take up responsibilities outside the classrooms or they might be always passive participants in meetings which could be attributed to low self-confidence or lack of leadership skills. Furthermore, some expert teachers remain reserved with minimal interaction with their colleagues, of which this is in stern contrast with the practice aspect of distributive leadership. On the other hand, the most active, innovative and forward coming teacher when it comes to school wide activities might be weak in subject knowledge and classroom management, hence deeming him not to be a leader in those aspects, hence a holistic professional development for teachers is a necessity. This resonates with what Moonsamy (2010) found when he studied teacher leadership at a school in South Africa when he says "expert knowledge alone does not optimise the development of teacher leadership [hence], professional development initiatives should focus on the development of expert knowledge as well as leadership skills" (p. 118).

Furthermore, a teacher can be an expert in his subject, a master of classroom management as well as an aspirant teacher leader across the school and beyond. However, the situation in the school, the school culture and leadership approaches may limit his / her leadership potential. Hashikutuva (2011) in her replicated multi case study she conducted in Ohangwena region, Namibia found that at one of the three case schools, "the principal was not ready to relinquish power and authority […], he was not ready to develop all teachers to become leaders in the school […], he decided everything at school without the input of others", (p. 108). This is

typical of the stumbling blocks teacher leaders are facing in the quest to show case their leadership potentials. Hence, Hashikutuva (2011) recommended that principals should employ collegiality as a mode of good leadership practice as well as that "principals should allow teachers to involve themselves in decision-making that affects their classrooms and the school as a whole" (p. 117).

2.4 DISTRIBUTED LEADERSHIP

To most readers and upcoming leadership scholars, distributed leadership in a school may imply a mere sharing of tasks among teachers and other stakeholders through delegation and system of established structures such as committees. However, distributed leadership goes beyond the actions taken and roles assumed by leaders and their followers. A leadership from a distributed perspective is "first and foremost about leadership practice" (Spillane, 2005, p. 144). Spillane (2006) postulates a distributed perspective on leadership to constitute two main aspects, namely "the leader-plus aspect and the practice aspect" (p. 12). The leader-plus aspect signifies the reliance of the leader on the partnership with "co-leaders" (Spillane, 2006, p. 12), for example a principal relying on teachers, HODs, subject specialists and parents whereby they either individually or collectively take on school leadership responsibilities. The leadership practice aspect focuses attention on the continuous multiple interactions between leaders, followers and the situation in which they are operating over time (Spillane, Halverson & Diamond; 2004, Spillane 2006). On that same note Bush (2013) stresses that with leadership practice "interactions between people are more important than the precise nature of leadership roles" (p. 543). Viewed from that perspective, leadership is not an act only seen through the duties and responsibilities which are defined by the position occupied by the appointed leader or defined by the tasks delegated, but it is seen as a practice viewed through the interactions of leaders and followers which are defined by the situation and its context.

For the purpose of this research study, I use distributed leadership as a conceptual framework through which to think and see leadership unfolding at a school.

2.4.1 Leadership as a product of multiple actors

This study is located in the distributed leadership theoretical framework which is growing in popularity. When viewed from a traditional perspective leadership is largely considered to be the responsibility of the head of the organisation to establish a vision for the organisation and determine the direction in which the organisation should go. From that point of view, a leader

is single-handedly assumed to have the authority to exert influence over the people working for the organization for the purpose of achieving specific goals (Harris, 2003; Bush, 2011; Bush 2013). However, from the distributive perspective, a leadership influence ought not to come from a single person, but rather from a network of leaders and followers, i.e. anyone in the organisation is viewed to have the potential to lead, hence leadership is expected to spring from anywhere in the organisation. This implies that, at the core of the concept of distributed leadership is the idea that leadership is a fluid property and can emerge from anywhere in the organisation (Spillane, 2006; Harris, 2008).

More broadly looked at, leadership from a distributed perspective is considered as "not being an isolated activity invested in a single person, but rather that a variety of people contribute to effective leadership" (Dunlop, 2008, p.5) of the institution. This implies that leadership comes in a form of active participation by all people in the running of an organisation such as a school. In that sense, leadership is shared among all members, and therefore distributed across the organisation making leaders and followers to be actors operating within a given situational context in the organisation. This is in concurrence with MacBeath, Oduro and Waterhouse (2004) who contend that when leadership is shared "it creates opportunities for all members of an organisation to assume leadership" (p13). It also resonates with the views of Lumby (2013) that a distribution of leadership "does not give any particular individual or categories of persons the privilege of providing leadership than others" (p. 583). With these views on leadership, I should further say that they conform to the new world order where democratic principles are upheld by both public and private institutions. It is a general belief that democratic principles call for active participation in the leadership of an institution, a belief which is in line with the notion of distributed leadership.

I can argue that with leadership from a distributed perspective, the attributes of many leaders rather than the attributes of one individual leader shape the leadership of the organisation because anyone in the organisation has got the potential to lead and is in fact in one way or another leading. This notion recognizes the fact that leaders lead in situations where the actions and behaviours of other leaders/followers are determining and shaping his/her own leadership actions and behaviour. Spillane (2006) affirms this when he says, with leadership, more so from a distributed perspective "individuals play off one another, creating a reciprocal interdependency between their actions […], interdependency is then the primary characteristic of the interactions among leaders" (p. 146). Hickman (2012) validates the above argument

when he says "reliance on collective leadership capabilities of organisational members and teams provides a logical means for leading it" (p. 67). With such type of (collective) leadership the organisation is then bound to tremendously benefit because the talents across all levels of the organisation as diverge as they might be are being exploited which can to a certain extent generate creative solutions.

2.4.2. Leadership as a social practice

It is in the nature of the living beings to rely on the capabilities of the different group members to build inter-relationships within the group. In the context of leadership as a social phenomenon, the talents and resources of group members are usually used to generate adaptive solutions for the group. Hickman (2012) refers to the philosophy of Ubuntu which he says "embodies the belief that individual's most effective behaviour occurs when he or she is working toward the common good of the group" (p. 72). As with Spillane's (2006) practice aspect of leadership the concept of Ubuntu as an African social philosophy advocates that leadership is characterised by interrelationship among people as they work together in the formation and achievement of shared goals. It is about understanding what it means to be connected to one another (Msengana, 2006; Ncube, 2010). As an African worldview on leadership, Ubuntu promotes team orientation where there tend to be a collective personhood and morality. As Msangana, (2006) puts it "people have to encounter the collective 'I'" (p. 84). This implies that the success of one is the success of all and the pain of one is the pain of all, because people (leaders and followers) see themselves as and indeed they are elements of the communal whole and the group has more importance than the individuals. Therefore, as in a distributive perspective where leadership is a product of the situation and the interrelatedness of leaders and followers, at the heart of Ubuntu is the relationship and interconnectedness with others (Ncube, 2010). It is a case of 'no man or woman is an island'. I argue that this is rooted in the context of a leadership approach whereby leadership is built on strong influence of the interrelationships, participation and collective responsibility. Hence, Ubuntu as a social leadership philosophy underscores the importance of agreements and consensus which in fact are the tenets of great democratic leadership. To qualify the above views, it is hereby explained that Ubuntu is framed on the principle of collectivism and shared opportunities, responsibilities and challenges with a circular sense of decision making which allows for multiple viewpoints and a diversity of perspectives (Ncube, 2010; Msangana, 2006; Hickman, 2012).

I therefore argue that, from an educational leadership point of view in a school situation, where there is a need for improvement and sustainability, professional input in terms of knowledge, skills and leadership from a group of teacher leaders becomes a critical necessity. The distribution of leadership in a school environment can be understood in terms of leadership activities being shared among teachers and administrators which occur in the form of "an interaction of leaders, followers and their situation in the execution of particular leadership tasks" (Spillane et al., 2004, p. 10). This notion embraces three constituting elements, those being the leaders, the followers and the situation. The interaction of these elements helps us to describe leadership as a distributed practice.

In the next section I am going to give a critical discussion of the eminent drawbacks of distributed leadership as a framing concept for this research study.

2.4.3. The 'dark side' of Distributed Leadership: power, authority and accountability

From a distributed perspective, opportunities to exercise leadership, power and control ought to be open to all, and leadership can emerge from anywhere at any given time. Spillane et al., (2004) asserts that a distributed leadership perspective recognizes that in any organization there are multiple leaders where leadership activities are widely shared within the organisation. This implies as Harris (2013) points out "a shift in power, authority and control" (p. 551) from the hierarchical leader to other leaders and followers. This means that there needs to be a redistribution of power to create space for the distribution of leadership. In my view, such a shift may not come cheaply and without negative implications. Despite the strong desire to distribute leadership, heads of schools remain accountable for whatever happens in a school (Moyo, 2010; MacBeath, 2005). It has been further argued that, some school heads strongly feel that in the end they are the ones who are accountable to the external authorities and therefore remain holding on for fear of losing control and end up failing as individuals and as a team (Van der Mescht & Tyala, 2008). As such a shift in the exercise of power and authority from the hierarchical leader to any other potential leader in the organisation is bound to weaken accountability of the ultimate hierarchical head of the organisation, hence Harris (2013) referred to this dilemma as "a dark side of distributed leadership" (p. 551) .

In a school situation, the afore-said have it as Hatcher (2014) points out that teacher leadership is "premised upon power moving from a hierarchical control to peer control" (p. 257). Hence,

a question may arise as to whether it is not going to be risky for the appointed head of an institution to give up power and authority in the name of sharing leadership with his/her followers. Answers to a question such as this could be found in the responses of a school principal in a study conducted by Van der Mescht and Tyala (2008) where a principal responded that "if something goes wrong it starts with me […] really you have to account as an individual […] it is not the whole SMT who accounts […] you are accounting on behalf of other people […] accountability comes with the package of being a school principal" (p. 231). This shows how distributing leadership and eventually power and authority can be problematic for school principals more so because teachers are in principle accountable to the principal while the principal is accountable to the external authorities.

In the above situation, the principal harbours the feeling that the weight of accountability and responsibility for the schools' performance befalls squarely on his/her shoulders, hence there is a strong sense of personal accountability and responsibility because she/he possibly feels powerless, when his/her power and authority will be defused and dispersed across the school in the name of sharing leadership. Therefore the notion of the distribution of leadership along with power and authority is a dilemma which potentially can cause tensions (Harris, 2013).

Another challenge which is a potential cause of concern to formal leaders wishing to venture into distributed leadership practice is the potential abuse of the distributed power and authority. Harris (2013) points out that "there are some emerging examples where 'distributed leadership' has been used to undermine and negate formal authority (p. 551).
Hence, without squashing the need to nurture the emergence of teacher leadership, there ought to be what Harris (2013) says "a balance of control so that no individual or group can undermine, disrupt or derail the efforts of formal leaders to move the organisation forward" (p. 551) by embracing the beauty of distributed leadership. Further to that the distributed leadership enthusiasts should note that we are in the era of greater accountability and greater desire for schools to achieve the high standards set in terms of performance outcomes geared to drive national goals which are to be achieved by having an educated and competitive labour force.

The above arguments are in concord with Lumby's (2013) when she argues that while the distribution of leadership and its supposed effectiveness in bringing improvements to schools has been over emphasised, little has been said about the possible structural barriers to the distribution of leadership in an institution such as a school. These are structural issues such as

power and authority which, as a matter of common sense, ought to be re-distributed alongside the leadership practices (Lumby, 2013; MacBeath, 2005). When that happens, there is likely to be what Moose (2012) term "loss of power" (p. 233), and subsequently loss of authority to control by the ultimate hierarchical leader who in the end is responsible for ensuring the quality of the organisational result outcomes which then induces "fear of losing control" (Van der Mescht & Tyala 2008, p. 226)

However, deduced from Foucault's understanding and explanation of power being relational, mobile, and not fixed, that fear of losing power and control by the hierarchical leaders because of its distribution across the organisation has been squashed (Dore, 2010). In Foucault's view, as represented by Dole (2010) "power relations are dynamic and multi-directional" (p. 740). Which means that, power can be exercised both from the top (from the leader) and from the bottom (from the followers), and when that happens both directions influence each other's actions for the common purpose. No direction will be more powerful than the other. To validate the above said, Dole (2010) continues to represent Foucault by saying "power is a set of actions upon the action of others" (p. 739). This literally means, any action of one part in terms of exercising power and authority will lead to the other part to act or rather counter act in order to bring the balance of power simply because power is fluid and does not reside in one person, i.e., any misuse of power either to oppress or to undermine the other will be counter acted upon. This clears the road for the distribution of leadership together with power and authority across an organisation because power in itself as a relational and productive phenomenon has created a mechanism for self-regulation.

The next section presents the Grant's (2008) model of teacher leadership which will be used as analytical tool in the exploration of teacher leadership at the research site.

2.5 ZONES, ROLES AND INDICATORS OF TEACHER LEADERSHIP IN THE SCHOOL

As seen from the definition of teacher leadership, teachers are capable of taking up leadership roles in their classrooms and beyond their classrooms across the school. This implies that teachers exercise leadership at different levels at the school, namely at instructional level in the classroom, organisational level for the good of the whole school, at cluster and circuit level as a concerted effort for system improvement with other teachers from other schools, at community level and then at regional level (York-Barr & Duke, 2004; Phelps, 2008). Moreover, a teacher may lead formally by undertaking formal roles such as being a subject

head, member of a school board or a member of a committee or serving as a chairperson of the committee (Phelps, 2008). Alternatively, a teacher may also lead informally by way of sharing his ideas and volunteering to partake in new projects. In essence, teachers' roles ought not to be confined to only teaching in the classroom where they inspire excellence in practice, but they also have roles to play beyond the classroom. Teachers are expected to contribute to whole school improvement and inspire stakeholders in the community to participate in educational improvement (Harris, 2004; York-Bar & Duke, 2004).

The above resonates with Grant's (2008) model of teacher leadership "Towards a model of understanding teacher leadership in South Africa". In the model, Grant suggests that teachers assume six roles of leadership which are situated within "four semi-distinctive areas or zones" (Grant, 2008, p. 93). The model provides an excellent outlook of different indicators to see how teachers are enacting leadership across the school. Hence, for the purpose of this research, I am going to use Grant's (2008) model as both a conceptual and an analytical tool to interpret teachers' leadership enactment through their interactions with one another and the entire school community across the four zones. According to Spillane (2006) leadership from a distributed perspective is "a system of practice made up of a collection of interacting component parts in relationship of interdependence" (p. 16). Through the lens of distributed leadership, I will use the teacher leadership model to view and analyse how multiple leaders, which are the teachers who are acting as leaders and followers within the context of their situation, are practicing leadership at different levels across the school.

Zone one is at the level of teacher leadership which is in the classroom environment where teachers play the role of self-improvement for effective teaching as the first role of teacher leadership. In the second zone, a teacher plays a role of providing curriculum development knowledge understandably in an exceptional fashion to meet the specific needs of his / her learners and possibly providing constructive feedback to learners. This same role can be expanded to include a teacher fostering higher learners' attendance rate coupled with outstanding engagement of learners to foster superior learner participation. In this same zone, Grant suggests that a teacher plays two more roles whereby he / she may develop professional courses, workshops and other in-service activities or mentoring new teachers in all aspects as well as evaluating the performance of other teachers.

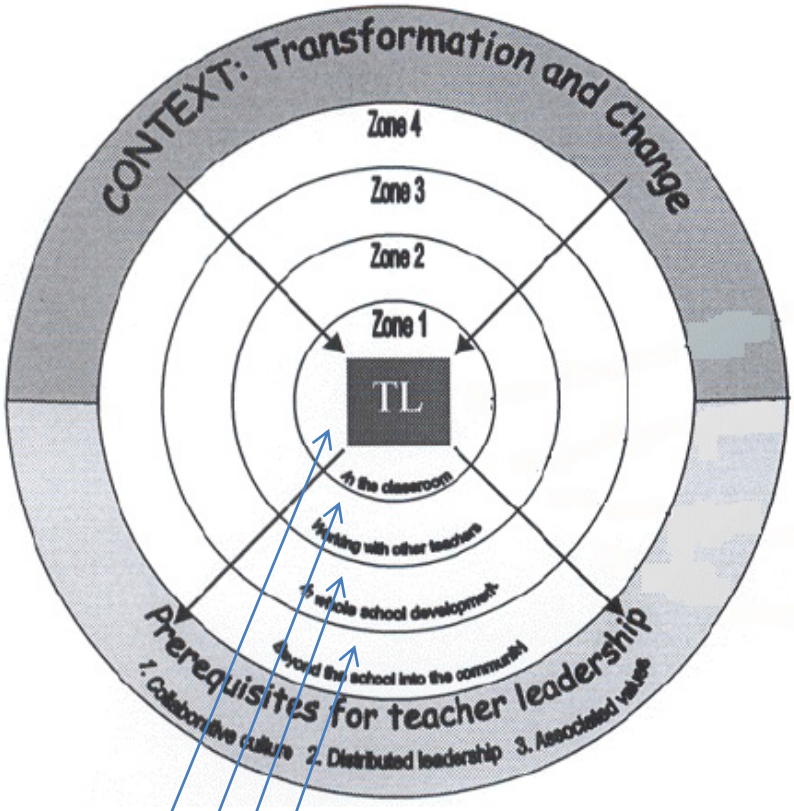
In zone three teachers are viewed to partake in the role of evaluating and reviewing the school practices in order to possibly find new strategies for whole school improvement. In this zone

still, a teacher may partake in school level decision making and possibly organizing or participating in extracurricular activities for learners and the school as a whole.

Zone four entails teacher leadership enactment between schools, within the cluster, at the circuit level, at the regional level and developing and fostering community partnership.

As it can be seen from above, in each of these zones, teachers are contributing significantly to the leadership of the school and this gives rise to the emergence of teacher leadership. The model is hereby presented below.

Fig. 1. Model of teacher leadership (Grant, 2008:93)



TEACHER LEADERSHIP

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

In line with what has been indicated in the section which explored 'what makes a teacher a leader' (section 2.4.2), the Grant (2008) model serves as a perfect tool to view who is the expert teacher, the coach, consultant to other teachers, the curriculum manager, the materials developer, the mentor

of new teachers, the coordinator of professional development, the facilitator of action researches and the decision-maker across the school and beyond its borders. I am certain that with the help of the designated zones, roles and indicators in the model, I will be able to see the array of leadership roles which teachers play at different levels because the Grant model gives a holistic perspective of leadership practices across the school. I also hope to identify new additional indicators which will expand the model, if any.

2.6 FACTORS PREVENTING THE EMERGENCE OF TEACHER LEADERSHIP

Without a supporting environment at a school, teacher leaders will not be able to show case their leadership potentials. Teacher leadership can only be realised if the environment in which teachers are operating allows it (Crowther, Kaagan, Ferguson, & Hann, 2002; Nikodemus, 2013). This is in keeping with Crowther et al. (2002) when they say "teacher leadership occurs most readily in supportive organisational environments" (p. 11). To that end there are conditions under which teacher leadership flourishes, namely "public and professional acceptance, active support and encouragement by principals, greater development of teachers' roles coupled with skills development and the acknowledgement that teacher leadership produces positive school outcomes" (Crowther et al., 2002, p. 35).

Following hereunder are the possible inhibitors of teacher leadership in a school environment. These includes, the national and regional policies and regulations, distrust among leaders, followers and co-leaders, lack of continuing professional development, the culture of the school and teachers themselves as barriers to teacher leadership. I now discuss the factors as given above.

2.6.1. Policy and regulatory limitations

To most practices, more so in the public domain, being a head of an institution comes with some mandates and requirements which in a way may serve as limitations to the arbitrary exercising of leadership and authority within the ranks of the organisation. To that end, Sergiovanni, Kelleher, McCarthy and Wirt (2004) advance that,

> *sometimes constraints can be imposed externally by legal mandates, school outcome specifications and role expectations of important others […] some constraints come from within in the form of work rules, expectation of teachers, school organisational arrangements and standards operating procedures that reflect the school culture (p. 1).*

In essence, rules and regulations may prevent teachers to exercise leadership as there are some functions which only the principal should perform. Since formal leadership positions in schools carry financial and status benefits it has the potential to be a barrier to teacher leadership as an extension of distributed leadership because distributing leadership and power is viewed as a challenge to the ego. Moreover, the positional leaders may feel like their positions become vulnerable when they lose direct control over certain activities (Kwinda, 2012).

2.6.2. Distrust

Distrust implies the absence of trust of one by the other. To function effectively, a team needs trust at different levels such as at individual level, as of individual members being trustworthy as well as at interpersonal level whereby trust is being of a reciprocal nature. For teacher leadership to flourish, school principals as hierarchical leaders need to trust teachers with leadership responsibilities across the school. Trust is commonly defined as "the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party" (Lee, Gillespie, Mann & Wearing, 2010, p. 4). As Moose (2012) puts it "trust is likened to energy, it creates the conditions and mobilizes people to actions" (p. 29). On that note, I postulate that, mutual trust within a team is of great importance because it enhances collaboration among team members and positively contributes to the team's effectiveness. People who feel trusted can be innovative and will be prepared to take risk when they feel that they are being trusted. Trust may come in two forms, namely reliance based trust and disclosure based trust, Lee et.al. (2010). For the purpose of this research study I duel on reliance based trust.

From a distributed perspective appointed heads of schools may put to test the willingness to depend on their teachers and make themselves vulnerable in that reliance with the expectation that teachers will not act opportunistically, that they will be honest and will make a good faith effort to perform the leadership tasks. I can argue that without trust in the teachers by the principal it will inhibit the distribution of leadership let alone of power and authority. Harris (2010) made a point that "a successful distribution of leadership depends upon the firm establishment of mutual trust" (p. 552). This means that a leader has to trust the other leaders

and followers, these being teacher leaders, and they should in turn reciprocate the trust to strengthen the social interdependence aspect of leadership practices.

Furthermore, I advance that heads of organisation relay on their followers for the execution of the different organisational functions and trust plays a critical role in this regard. While knowing that teachers have been recruited because they proved to have the knowledge and skills, they may still lack the drive to do their best on their own. Without self-drive a staff members may be dependent on the leader's constant monitoring and the exercise of the leader's supervisory authority if he/she is to perform to the expectation of the organisation. Such as situation may then bore mistrust in the mind of a hierarchical leader, and in the context of a school, such a situation poses a challenge to teacher leadership because the constant monitoring by the hierarchical leader who is the principal may border into micro-management which can be viewed as a demonstration of mistrust of teachers capability of being their own leaders (Moose, 2012; Lee et.al. 2010).

2.6.3. Absence of Continuing Professional Development

Training and developing people improves their skills, confidence and wisdom thereof, and therefore motivating them to commit themselves to goals of the organisation. In essence, if teacher training is only focused to curriculum development without incorporation of leadership development that will create a situation which inhibits teacher leadership (Moonsamy, 2010). Muijs and Harris (2003) advocates that "development of teachers should also focus on aspects specific to their leadership roles […] on skills such as leading groups, collaborative work and mentoring" (p. 444) to help teachers fully develop their leadership potentials.

2.6.4 The culture of the school

Individuals hold sets of beliefs, values, norms and ideologies which shapes their thinking and their view of the world around them, hence their way of doing things. In essence, these are the descriptors of what is meant by culture. Bush (2011) referring to culture puts it that "these norms become shared traditions which are communicated within the group and are reinforced by symbols and rituals" (p. 170). The same is true that the individual person's culture is equally a product of his / her society's culture (societal culture). As such the thinking and the behaviour of individuals and eventually that of the group as well as the norms and value of their respective societies became entrenched in the operations of the organisation such as a school, hence

becoming part of the school culture. It is therefore safe to say that the practices, procedures, behaviours of individuals and espoused values form up the culture of a school.

Viewed from the distributed leadership perspective the culture of the school can be a hindrance to the distribution of leadership in the school. School culture as influenced by individual and group culture as Bush and Middlewood (2005) put it "provides a more immediate framework for leadership actions" (p. 50). While organisational culture focuses on shared values, beliefs, norms and meanings, it sometimes happens that individuals in the school may not share the same values. When that happens, the school will have what Fullan and Hargreaves (1992) as cited in Bush and Middlewood (2005) calls 'balkanized culture', "a culture made up of separate and sometimes competing groups" (p. 50). This type of culture is normally attached to loyalties and sub-groups identity and it creates 'subcultures' within the whole-school culture (Bush & Middlewood, 2005). That implies that there will be no shared norms and meanings at the school, hence not giving rise to an environment supportive of teacher leadership.

2.6.5 Teachers themselves as barriers to teacher leadership

Lack of self-drive and absence of willingness to be active participants in the leadership of the school by some teachers act as a barriers for them to unlock their leadership potential, they hence fall short of acting as teacher leaders. Harris and Muijs (2005) explain that a "teacher's perceived lack of status within the school and the absence of formal authority hindered their ability to lead" (p. 43). Because of this perception, some teachers think it is the principal's responsibility to take decisions, to maintain discipline, and to ensure that there is order at the school because he carries the authority with him/her. As a result, these teachers neither avail themselves for leadership roles nor take initiatives and lead beyond their classrooms (Hashikutuva, 2011). Nauyoma-Hamupembe (2011) also puts it that "opportunities to take up leadership roles in the schools exists, but teachers might lack self-motivation or self-esteem and maybe unwilling to take on new responsibilities" (p. 32). Such teachers might not perceive themselves as leaders simply because of the low self-esteem.

To a certain degree, some teachers suffer from self-isolation which could come as a result of them feeling not being valued by the formal leaders. As Hashikutuva (2011) argue, I also sense that some teachers feel that the leadership roles are an extra workload which they are not compensated for, but principals and Heads of Departments are rightly compensated for performing such tasks hence they should alone execute those roles. Some teachers feel that the

school principals and their School Management Teams are out to offload their work onto them. As such they do not step forward and take up leadership roles (Moonsamy, 2010).

Furthermore, novice teachers might be discouraged by the attitude of the senior teachers who might not be prepared to accommodate new approaches to doing things and rather stick to old ways of doing things. Because of stale thinking and the 'who are you' attitude, the mid-career teachers usually become resistant and dismissive of new initiative from novice teachers whom they regard as inexperienced and therefore have nothing to teach them (Rajagopaul, 2007). The other challenge is that the mid-career teachers may feel that their career advancements are being threatened by the sharp minded independent thinking novice teachers, hence being dismissive of them and therefore making it difficult for them to take up leadership roles (York-Barr and Duke, 2004; Nauyoma-Hamupembe, 2011).

I should argue that for a teacher to be a leader at a school, the environment should be right including being accepted by other teachers at the school. Though acceptance is not always hostile, it sometimes tends to be hesitant in some instances (Muijis and Harris, 2003), and therefore not enabling teacher leadership to emerge. If there is no acceptance of teacher leadership by peers or if acceptance is rather hesitant, teacher leaders tend to experience what Muijs and Harris (2003) call "loss of connectedness to peers when one is engaging in teacher leadership […] and estrangement among teachers" (p. 442).

The above scenarios will therefore discourage potential teacher leaders from venturing into taking up leadership roles.

In the next section I discuss how principals and SMTs may encourage teachers to take up leadership at their schools.

2.7 HOW THE PRINCIPAL AND THE SMT ENCOURAGED TEACHER LEADERSHIP AMONG TEACHERS

Principals and their Heads of Departments as leaders ought to serve as enablers of teacher leadership through creating a climate that encourage teachers to be innovators. This may come through supporting and seeking teachers' ideas in order to stimulate their capability to lead. Phelps (2008) advocates that "teachers who show initiative should receive appreciation and reinforcement […] teachers who take risks should be encouraged and others should be encouraged to act similarly" (p. 121). For teacher leadership to flourish at a school, a principal needs to build a team spirit among teachers, facilitate proper and smooth communication and

provide support and encouragement to teachers to use alternative strategies while at the same time celebrating and recognizing the success of programs being spearheaded by teachers. By so doing the principal builds up the confidence of his/her teachers and they may start to take up multiple roles which will make them leaders (Phelps, 2008; Rajagopaul, 2007)). Harris (2013) declares that "without the active and full support of those in formal leadership positions in schools, teacher leadership is unlikely to flourish or to be sustained" (p. 546). The principal as a formal head has to lay the foundation for the growth of teacher leadership by means of structural and cultural set up in the school.

Since formal responsibility and ultimate decision making lies with formal heads of institutions, school principals are in critical positions to either move initiatives forward with their prompt actions or to prevent others from taking opportunities to lead innovation and change (Harris, 2010). As critical gate keepers, principals have got the onus to facilitate the development of teacher leadership by giving teachers more responsibilities. Further to that, principals need to be transformational in order to promote teacher leadership. To be transformational, principal should be able be appreciative of teachers work and taking their opinions when taking decisions in order to create a participative decision making atmosphere (Kwinda, 2012). Bush notes that "how formal leaders interact with others is far more important" (p. 546) in determining the conditions which can allow leadership to emerge across the school. This is in keeping with the notion that social interaction is at the core of leadership practice more so from a distributed perspective. Principals are therefore required to promote an atmosphere of caring and mutual trust as well as "setting a respectful tone for interaction and demonstrate a willingness to change his / her practices in the light of new understandings" (Kwinda, 2012, p. 34).

2.8 CONCLUSION

The discussion in this chapter mainly focused on the review of the literature regarding the concepts of leadership, management, distributed leadership and teacher leadership. This is done to build up a conceptual understanding of the said concepts to facilitate the exploration of teacher leadership as the focus of the research study. Distributed leadership has been used as a conceptual framework to theorize teacher leadership for its better understanding from a distributive perspective. The chapter presents a brief critique of distributed leadership in that it has been thought to interfere with the power, authority and accountability of appointed leaders. A Grant's (2008) model of teacher leadership was highlighted upon whereby zones are used as windows through which teacher leaders are viewed while enacting leadership across the school

spectrum. The model will be used as an analytical tool for teacher leadership in the discussion chapter. The chapter proceeded to discuss the factors which may inhibit teacher leadership to flourish, namely the culture of the school, distrust, policy requirements and teachers themselves as hindrances to the self and others. The chapter ends with the discussion on how principals can either be major catalysts or disablers of teacher leadership at their schools.

The next chapter will focus on the methodology adopted to conduct the research study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the design and methodology I employed to conduct my study. It starts with the research aims and goals. The research questions guiding the study are also presented in the chapter. It then continues with the presentation of the methods in terms of approach, paradigm and tradition adopted in the research, the sampling of participants and the tools that I used to collect the data. The chapter also discusses how the data were analysed, what the ethical considerations were as well as how I ensured that the research findings would be trustworthy.

3.2 Research aims and goals

The goal of the study was to explore how teachers assumed leadership roles and practices at the case study school and to have a better understanding of the concept of teacher leadership and how leadership can be distributed. It was also aimed at examining the factors that may hinder the assumption of teacher leadership and how the principal and the SMT enabled teacher leadership at the case study school. To achieve the goals as presented above and determine the parameter of the study, the research study was guided by the following four research questions;

1. In what ways do teachers participate in the leadership activities of the school?
2. What is the nature of the relations of these leadership activities?
3. What factors that may constrain the leadership activities of these teachers?
4. How do the principal and the School Management Team (SMT) encourage teacher leadership at the school?

3.3 Methodology

3.3.1 The research approach

The investigation took the form of a case study approach. MacDonald and Walker (1975) as cited in Bassey (1999) define a case study as “the examination of an instance in action” (p. 24). They add that “a case study consists in the imagination of the case and the invention of the study” (p. 24). Rule and John (2011) amplify that argument by saying that a case study is “a systematic and in-depth investigation of a particular instance in its context in order to generate

knowledge" (p.4). In this instance teacher leadership was the case (an instance) which I identified and investigated in the context of Vilho Senior Secondary School for me to generate new knowledge around it. Exploring this phenomenon helped me to understand how teacher leadership was experienced and practiced by teachers at the case study school. I needed to investigate the occurrences of teacher leadership as a practice at that given school, document such occurrences and present what Rule and John (2011) call "the body of evidence that supports the conclusion" (p. 3).

3.3.2 The research tradition

The investigation was in the qualitative tradition aimed to explore how teachers assumed leadership at the school. It was typical of a qualitative enquiry as per Henning (2004) when she says, "in qualitative research we want to find out not only what happens, but also how it happens and, importantly, why it happens the way it does" (p.3). O'Dweyer and Bernauer (2014) further advance that "a qualitative research study assumes that learning about multiple realities and perspectives implies that the researcher and the participants co-construct knowledge" (p. 27). As per the above views, my enquiry tried to investigate the existence of teacher leadership as an occurrence at Vilho SSS through finding out where, why and how it occurs. So, the enactment of such teacher leadership by different teacher leaders as research participants therefore represented the realities out of which I constructed new knowledge.

3.3.3 The research paradigm

The research was located in the interpretive paradigm. Being in the sphere of social constructivism, the study constructed meaning from observable interactions among teachers and their situation. Connole (1998) puts it that "the interpretive perspective places primary emphasis on the process of understanding" (p. 14). In the same line of thinking Nauyoma-Hamupembe (2011) said that in the interpretive paradigm we "seek to make sense of human actions such as behaviours and attitudes and how they experienced the reality of the phenomena in their social beings" (p. 35). Drawing from that interpretivist point of view, my study was geared towards interpreting and understanding the actions of teacher leaders as they enacted leadership practices in the context of their school environment.

With this ontological view of things, teacher leadership was the phenomenon which I examined through multiple times, namely the six participants, and multiple ways, those being the semi-

structured interviews schedules, observation schedule, survey questionnaires and documents. That, I did in order to discover the multiple realities out there in the form of the existence of teacher leadership and the factors that either enable or hampered it to emerge as constructed by teacher leaders' actions and responses.

3.4 Research site

The research study was conducted at Vilho SSS, a boarding school located in a small settlement in the heart of the Ohangwena Region. More description of the research site is presented in chapter four (4.2).

3.5 Participants and sampling

According to Cohen, Manion and Morrison (2011), a sample is "a representative of the total population" (p. 143). It is a small proportion of the population made up of individuals who are referred to as participants or respondents selected for the purpose of observation and analysis of their behaviours and actions to make conclusions which will help to describe the instance under investigation (Best & Khan, 2006; Cohen, Manion & Morrison, 2011).

I used purposive sampling to select respondents in my research. Cohen, Manion and Morrison (2011) explain purposive sampling as a sampling process where "a researcher hand-picks the cases to be included in the sample on the basis of their judgement of their possession of particular characteristics being sought" (p. 156). The afore-said is in accord with the claim that purposive sampling is used "in order to access knowledgeable people with in-depth knowledge about particular issues may be by virtue of their professional roles, power and access to networks, expertise or experience" (Cohen, Manion and Morrison, 2011, p.157). I used my own judgement to select the sample while trying to avoid being biased in my selection.

With a total population of 25 teachers at Vilho SSS, for this study, I selected six primary respondents - the principal, one HOD and four teachers, two of whom were novice teachers and two experienced teachers. Teachers were in the majority because they were the primary focus of the research study. The selection of the sample was done for the purpose of getting different perspectives of how leadership was assumed by different teachers at the school based on experience, expertise, exposure and abilities. My personal experience has taught me that a novice teacher might be inexperienced, but may have the drive and zeal to excel in his / her subjects and lead in that area. Having been a school principal, I have observed that some

experienced teachers might be knowledgeable, but are very hesitant to step forward and take up leadership roles geared towards improving learners' outcomes or making the school a success story. At the same time though, experienced teachers might be the embodiment of teacher leadership whereby their experience make them independent teacher leaders. The two SMT members (principal and HOD) were selected for the purpose of comparing what the teachers were to say to what they (SMT members) were saying as people appointed in authority and carrying the burden of being accountable for everything that goes on at the school. I felt that would bring in an aspect of validation of the data to be generated.

3.6 Data collection tools

The data collection process for the research study took three consecutive weeks during the month of March 2015. I used four data collection tools, namely, survey questionnaires (**Appendix 7**), semi-structured interview schedules (**Appendices 9 & 10**), an observation schedule **(Appendix 8)** and document analysis. These are known to be "the main categories of data collection or data gathering methods in qualitative research" (Henning, 2004 p. 6).

Each of the selected data collection tools had its justification based on literature and are presented hereunder.

3.6.1 Observations

According to Gillham (2000), observation has the elements of "watching what people do, listening to what they say and sometimes asking them clarifying questions" (p. 45). My observation focused mainly on teachers as they assumed leadership roles and interacted with one another and the general situation at the school. I observed and broke down through categorisation how teachers practised leadership in the four zones of Grant's (2008; 2012) model of teacher leadership (appendix 10). As it stands, observation involves a systematic looking observing and noting of "events, behaviours, settings and artefacts. […] and gathering live data from naturally occurring social situations" (Cohen, Manion & Morrison, 2011, p. 456). This is in keeping with Gillham's (2000) emphasis that observation is "the most direct way of obtaining data. You see what people actually do" (p. 46). Suffice to say, the advantage of using observation as a tool to collect data was the fact that as a researcher I could see things "*in situ"* (Spillane et al. 2004, p. 9) and used the mode of direct cognition (Cohen, Manion & Morrison, 2011). However, there is always one challenge for the fact that as a researcher I could not be everywhere at all the time. Yin (2014) puts it that with direct observation there is

always “broad coverage which is difficult to do without a team of observers” (p. 106). I found myself in the same situation when I had to miss some leadership actions being acted by some of my main participants while I was somewhere else around the school.

Observation was the key tool of data collection during the first five days of the three week data collection process.

3.6.2 Self-Completed Survey Questionnaires

Questionnaire is “an instrument for collecting information” (Cohen, Manion and Morison, 2011, p. 377) in a survey or a research study. The questionnaires served the purpose of eliciting what teachers experienced and felt as a form of their participation in the leadership of the school as well as to probe their perceptions of the possible factors that either enhanced or constrained teacher leadership at their school. Cohen, Manion and Morrison (2011) put it that the advantage of using questionnaires is that “firstly, the responses from the respondents are normally standardised, secondly, questionnaires can be “administered without the presence of the researcher” (p. 377).

The survey questionnaire consisted of three sections. Section A was to test the perception of teachers on the concept of teacher leadership and how they saw themselves as teacher leaders at the school. Section B asked teachers to represent their views on how the principal and his SMT encouraged teachers’ participation in the leadership of the school while Section C probed teachers’ views on how they saw the school environment serving either as an enabling or as an inhibiting factor to the emergence of teacher leadership.

The questionnaires were administered to all 25 teachers including the principal and the two HODs on the second day of my arrival at the school and were collected during the second week of my data collection exercise. That arrangement gave teachers a chance to get used to my presence as well as to have ample time to give their responses. Out of 25 teachers, 18 returned the questionnaires. That represented 72% of teachers who responded to the questionnaires. Strengths and challenges to this process that you experienced?

3.6.3 Face to face semi-structured interviews

Interviews of the selected six respondents followed after the first five days of observation. The semi-structured interview is a planned conversation between the researcher and the participants “where the interviewer asks the interviewee a few open ended questions to provide the

information about their beliefs, knowledge, thinking and experiences with regard to the nature of the phenomenon under study" (Nauyoma-Hamupembe, 2011, p. 42). Cohen, Manion and Morrison (2011) indicate that interviews are yet one of the most powerful data collection tools in that data is generated through interaction between two human beings "enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. […] the interviewer can press not only for complete answers, but for responses about complex and deep issues" (p. 409). Interviews were used for the purpose of soliciting more data which never came out through observation or questionnaires.

The primary participants who were the four teachers, one HOD and the principal were each interviewed once, after a week of personal observation. That helped me adjust some of the questions in the interview schedule so that I could easily relate them to what I had observed during the first five days. In addition to the interview schedule, I used a voice recorder to record my interview with the participants, a practice they all consented to. I used a voice recorder in order to ensure that what I had heard during the interview did not fade together with my memory. Furthermore, to ensure the retention of what I have heard during the interview, I promptly transcribed it immediately after the interview so that my memory could help me to hear what was on the tape (Gillham, 2000). Challenges?

3.6.4 Document analysis

The fourth data collection tool was document analysis. Documents are records of events and processes (Cohen, Manion & Morrison, 2011). Document analysis was chosen because through reading documents I thought I would be able to take note of the leadership roles teachers had historically taken up in the school. I specifically analysed minutes of meetings (staff meetings, departmental meetings and subject meetings) as well as schedules of the allocation of duties by the school management.

I deemed the minutes of meetings to be important as they constituted the artefacts – tools used to record discussions in meetings where teachers displayed their creativity as they put forward suggestions and counter arguments. Meetings in themselves are leadership activities interdependently enacted among the constituting elements, namely the principal, HODs, and teachers as leaders, followers and their situation (Spillane et al, 2004). The document analysis was done throughout the data collection period. Unfortunately the documents I thought would

be relevant to the study gave me very limited data as it appeared that some copies of the minutes of meetings were never filed. The ones availed to me were still relevant anyway.

3.7 Ethical considerations

Ethical standards in research refer to a range of issues, but two critical ones always stand out – those being consent and confidentiality which need to be upheld in order to protect participants' rights to privacy through ensuring anonymity and non-disclosure, and to assure their trust in subsequent research (Burton, Brundrett and Jones, 2008). As a researcher I was required to be aware of those standards and I indeed upheld them.

Consent in research means that the participants, which Ryen (in Seal, Gobe, Gubrium and Silverman, 2004) refer to as the research subjects, "have the rights to be informed about the nature of the research and about the right to withdraw from the research at any time" (p. 231). In essence, the above translates into participants consenting because they are well informed and have a full understanding of what the research is all about. To uphold this standard, I first made sure that I had access to the school as a research site by obtaining written authorisation from the Regional Director (see **Appendices 2 & 3**) after presenting her with the letter from the supervisor (**Appendix** 1). In fact there were three levels of access which I had to negotiate, those being at the regional level through the Director's office, at the school level when I got permission from the principal (**Appendix 4**) and at the participants level when I got consent from the participants (**Appendices 5 & 6**). I made sure that I had an explanation meeting with all teachers at the school to explain what the aims of my research study were which was an academic study aimed at exploring teacher leadership at the school. I did the explaining while also knowing that I should not give away too much information relating to the study in order not to compromise the authenticity and validity of the data (Ryen, 2004).

The second standard I needed to uphold was confidentiality. This obliged me to ensure that participants' identities and the identity of the school as a research site have been protected. To do that, I used a pseudonym as the school name as well as codes instead of real names to refer to all the teachers including the school management members who were interviewed. Furthermore, I gave my word that there would be no taking of photos or video recording in relation to my research as I construed those as possible leads to the identification of the research site and participants to whom I had promised anonymity (Ryen, 2004).

However, I could not deny the fact that the description of the site contained in this research study might to a certain extent be used as a lead as to which school is being referred to. That remains unavoidable as I deem that the description of the research site should be truthful.

3.8 Trustworthiness of the study

3.8.1 Validity of the data

To ensure the validity and the trustworthiness of the data and the research findings I used four data collection tools for the purpose of triangulation. Henning stresses that enquiries should use two or more data sources in order "to ensure that the phenomenon has been investigated by means of different sources of information, thus giving the data variety" (2004, p. 6). With those tools I captured a lot of data as the tools complemented one another in terms of capturing the different incidences of teacher leadership. I thought that would give me rich data which would have made my research report solid and trustworthy.

3.8.2 Reliability – the insider-outsider status of the researcher

Given my formal position as Deputy Director of Education in the same region where my case study school was located, I was aware that there might be unequal power relations at play between me as researcher and teachers as my research participants. The fact that teachers knew my position required me to request them to view my presence at the school in the context of being student researcher. I kept my conduct in check, both in action and words, so that my interaction with the participants would be of a scholarly disposition.

While still carrying my other role of senior official, I focused on my role as a researcher knowing that, as Dwyer and Buckle (2009) say, "role confusion can occur in any research study" (p. 58). I was therefore conscious of the possible influence my position might have on the way teachers conducted themselves in my presence.

However, I knew that the mini research study I conducted with the participants at the same school during 2014 for the course work component of my Masters of Education degree should have reduced the power differential by developing a rapport with the teachers and helped them to trust me as a researcher, because they viewed me via my research identity. I sensed it removed any uncomfortable feelings they might have had and made our way of relating much easier during the main research study due to the pre-established research role.

During the data collection process, I limited my discussion to the research topic in order not to reveal my own thoughts and opinions as it may influence what the participants may end up telling me during the interview process. I thought that would ensure originality of the participants' views and limit data contamination. Mercer (2007) took a similar stance when she conducted research on faculty appraisal at two higher education institutions for which she worked. She explained: "I made a conscious decision not to reveal my opinion in public" (p. 12).

The other strategy I employed to ensure originality was not to let the participants know of the interview questions beforehand as I strongly felt that doing that might make participants change their answers and give them time to prepare to tell me what they thought I would want to hear or to completely withdraw from participating in the research. Lit?

Despite the above attempts, I was still aware of the possible biases that may influence the data collection process and data analysis thereof. Any challenges in particular?

3.9 Data analysis

My research study focused on teacher leadership, aiming to find out how teacher leadership emerged and how teachers enacted it at the school. For the purpose of analysing and presenting the data, I coded the data drawn from the different data collection tools. Coding refers to "a researcher giving a name or a label to a piece of a text or an idea" (Cohen, Manion & Morrison, 2011, p. 559). Braun and Clarke (2008) further put it that coding is "organising data in meaningful groups" (p. 88). I did the coding by using highlighters to indicate patterns and agreement of ideas as expressed by respondents, as they appeared in the documents and as I recorded them in the observation schedule.

I found it appropriate to indicate that the time I was collecting data using the different data collection tools, I already started to notice patterns of meanings and interest in terms of categories and themes. The data which I collected through interviews was transcribed into a written form. It was during the transcription that I further familiarized myself very well with the data. There, I was guided by Braun and Clarke (2008) who assert that "when data have been coded and collated, […] you have a long list of the different codes that you have identified across the data set" (p. 89). With that in place, I could easily create themes. True to the preceding statement, I first grouped data from one respondent's interview transcripts in similar codes and later collated those different codes together with similar codes from the different

respondents' transcripts to enable me to create themes and sub-themes. Data from the observation schedule, questionnaires and document analysis were also treated in the same way.

After coding the data I identified similar data or texts and categorized them into emerging themes within the ambit of the analytical framework of Grant's (2008, 2012) "Model of Zones and Roles and Indicators of teacher leadership" (p. 293). With the model, Grant (2008) suggests that "teachers lead in four semi-distinct areas or zones […] with their six roles of teacher leadership" (p. 92). By coding the data or the texts I located the different teacher leadership practices as appropriately as possible under each theme and into each of the four zones, six roles and different indicators of the teacher leadership model.

The Grant model of zones, roles and indicators of teachers as leaders presents a good model framework through which to see how teachers assume leadership roles at their schools, namely, Zone 1: leadership in the classroom, Zone 2: leadership outside the classroom in the curriculum and extra-curricular activities while working with other teachers and learners in the school, Zone 3: leadership outside the classroom for whole school development and Zone 4: leadership involving other schools in the community (Grant and Singh 2009; see Fig. 1 in chapter 2). This paragraph seems to come too late – any 'definition' should follow immediately after the concept/term/model has been introduced – in my opinion

Complementary to the Grant model as an analytical tool, the conceptual framework of Spillane's (2004) distributed leadership perspective was used to investigate how leadership practices are constructed by teachers through their interaction with one another and the school environment (the situation).

Suffice it to say that, despite the Grant model of zones and roles which was in place as an analytical framework, I was import to me to work inductively to ensure that all themes even those that were more data driven than dependant on the content of the framework, could be identified based on their prevalence and the importance of the various ideas. This means the emerging themes could at sometimes be dependent on the content of the description of the data set other than the framework (Elo & Kynga, 2008; Braun & Clarke, 2008).

3.10 Conclusion

This chapter focused of the methodologies applied during the research study. It also presented the research questions which guided the data collection process. The chapter further described

the research design which included the approach, the tradition and the paradigm with justifications for following those.

Furthermore, the chapter presented the tools used to collect the data as well as the sampling strategy used to select the research's main participants. It further went on to explain how I analysed the data and how I went about observing the ethical standards of consent and confidentiality which are pertinent to qualitative case study researches. The chapter then ended with the explanation as to how I handled my insider-outsider status to ensure the validity and reliability of the data and the findings thereof.

In the next chapter I present, analyse and discuss the data collected from the research study.

CHAPTER 4

DATA PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

As stated in the preceded chapters, the aim of this research study was to explore teacher leadership at a senior secondary school in Ohangwena region, Namibia. The study further examined the factors that inhibited teacher leadership at the school as well as how the principal and the SMT encouraged teachers to get involved in the leadership of the school. Four research questions (presented in chapter three) were formulated to drive the research study. In this chapter, I therefore present the findings as extracted from the face to face interviews I had with the four teachers, one HOD and the principal, from the questionnaires I administered to all teachers at the school and from the different documents that I analysed.

To categorize and analyse the data I used thematic content analysis using Grant's (2008; 2012) teacher leadership model of zones, roles and indicators as a data analytical tool. Since Grant's model was developed for the South African context, I thought it would be interesting to see how it applies to the Namibian context.

The description of the school as the research site is presented in this chapter, followed by descriptive profiles of the six main participants in my study. Thereafter, I present my findings comparatively across the interview schedules of the six main participants, the survey questionnaires, the document analysis and my own personal observation. How the main participants expressed their views on teacher leadership and how they enacted teacher leadership across the school will be presented and then discussed. Thereafter, I discuss the factors that inhibited the emergence of teacher leadership at the school as well as how the principal and the SMT encouraged teacher leadership.

Following are the codes used in this chapter to identify the participants and all other data collection tools used during the data collection process during the month of March 2015.

Table: 1. Codes used to identify participants

Code to be used	Participants

NT1	Novice Teacher 1
NT2	Novice Teacher 2
ET1	Experienced Teacher 1
ET2	Experienced Teacher 2
P	Principal
HOD	HOD

Table: 2. Codes used to identify data sources

Code to be used	**Source of Data**
I	Interview Schedule
O	Observation Schedule
Q	Survey Questionnaires
D1	School Profile
D2	List of Committees
D3	Results Analysis Sheet
D4	Minutes of Management Meetings
D5	Minutes of Staff Meetings
D6	Minutes of Subject Meetings
D7	Minutes of Departmental Meetings

4.2 DESCRIPTION OF THE RESEARCH SITE

The research study took place at Vilho SSS (a pseudonym). The school is located in a small settlement in the heart of the Ohangwena Region, Namibia. This makes it a semi-rural school. It is a senior secondary boarding school with a hostel capacity of 512 learners and 18 classrooms which accommodate up to 624 learners, which is the school enrolment for the current academic year, 2015. For this academic year, all of the learners are accommodated in the hostel (D1).

Vilho SSS opened its doors to its pioneering learners in January 2007 offering grades 11 and 12 only, which is still the case today. The school is equipped with state of the art facilities such as an administration block with air conditioned offices, a staffroom, operating rooms (for duplicating machines) and book stores. There are notice boards in all offices and in the office foyer on which different important notices and documents such as the master timetable, duty rosters, regional notices, mission and vision statements and core values for both the school and the regional directorate are displayed (O). A display cabinet is erected in the office foyer and a number of sport trophies are on display therein, an indication that the school excels in different sport disciplines. Copies of award certificates for teachers are displayed on the walls in the corridor as well as in the office foyer (O). This is an indication that the school rewards hard work and takes pride in its teachers. There is a well-equipped and well-stocked library, and five laboratories (Computer, Agriculture, Biology, Language, and Science and Chemistry laboratories). There are eight hostel blocks, four for boys and four for girls, as well as a kitchen and a multi-purpose hall equipped with a stage and speakers. There is also a multi-purpose sports field with a lawn (D1). The facilities at the school are just eight years old and they are well maintained and still in a very good condition. The school grounds were regularly cleaned during the time of my stay at the school.

The current learner population comprises 246 grade 11 learners and 278 grade 12 learners (312 are boys and 312 are girls). The staff complement at the school is 25 teachers including the principal who is a male and two Heads of Department, a male and a female. The principal has been heading the school for the past five years (D1). The teacher-learner ratio stands at 1:25 (D1), making the school seemingly overstaffed when compared with the national staffing norm which, for secondary schools, is 1:30 (Namibia, 2006). There are 24 non-teaching staff members: two administrative officers, 15 cleaners and seven Hostel Matrons, including one Chief Matron (D1). The school draws its learners from all over the region as well as from neighbouring regions.

The school uses English as a medium of instruction with Oshikwanyama and Oshindonga, the two local vernaculars, taught as school subjects (D1). Discipline among teachers and learners is relatively good (D1). "*There is total commitment to duty, excellent attendance and a great sense of time on task*" (O)

Vilho SSS also serves as a Cluster Centre, a sub-administrative centre under the circuit "which is centrally located and accessible to its satellite schools [...] it is expected that a cluster centre

should set good examples for management and teaching practices" (Namibia, 2002, p. 4). Teachers from the other five satellite schools regularly convene at the centre for meetings, continuing professional development training workshops and other joint educational activities. The additional cluster centre activities create a demand for the exercise of leadership influence beyond the boundaries of the school fence.

Having described Vilho SSS as my research site, I now move on to give a description of each of the six main research participants.

4.3 DESCRIPTIVE PROFILES OF THE MAIN RESEARCH PARTICIPANTS

I now proceed to give a description of each of the six main research participants. This is done to give the reader an understanding of the kinds of participants who were involved in the study in terms of their teaching interest and experience. Though the data showed that there was an insignificant difference in terms of the perception on teacher leadership between the two novice teachers and the two experienced teachers, the experienced teacher participants appeared to have commanded a great deal of participation in many school leadership activities as compared to their novice counterparts. Hence, for the purpose of outlining these slight differences, I refer to the two novice teachers as NT1 and NT2 and to the two experienced teachers as ET1 and ET2 in this chapter. .

Experienced Teacher 1 (ET1)

ET1 was an energetic male teacher in his mid-30s. He had been teaching at the research school for eight years, hence had accumulated quite a lot of teaching experience. ET1 was permanently employed with a bright career ahead of him. He held a Bachelor degree in Education from the University of Namibia specializing in Biology and Physical Science. ET1 was one of the most active teachers at the school. He had been a Hostel Superintendent for four years before vacating the post two years ago. He then served on eight committees at the school and chairing three of them (D2). He once served as a Hostel Supervisor. He had a fair share of subject knowledge and showed enthusiasm towards learners (O).**Experienced Teacher 2 (ET2)**

This was a young vibrant female teacher in her late 20s who had been a teacher for seven years, five of which has been at the case study school. She was employed on a permanent basis. ET2 held a Bachelor degree from the University of Namibia with Mathematics and Physical Science

as her subjects of specialization. She taught Mathematics to grade 12 learners. She was a Subject Head for Mathematics and also served on six school committees, one of which she served as a secretary (D2). She was a member of the National Mathematics and Science Teachers Association and she had by then attended the association's annual national conferences for the past four consecutive years (O). As for the 2014 academic year, 76.6% of learners to whom she taught Mathematics obtained A to D grades in the final external examination, a remarkable performance indeed (D3).

Novice Teacher 1 (NT1)

She was a young female teacher in her late 20s. She had been in the teaching profession for just four years and she was employed permanently as a teacher. NT1 held a Bachelor degree in education specializing in Agriculture and Biology as her teaching subjects. She was then teaching Agriculture to grade 11 and 12 learners at the research school. In her class, she appeared to be well "*organised, inspirational and friendly to her learners*" (O). She also proved to be a performer as 79.4% of her learners who sat for the national external examination in 2014 scored A to D grades, a remarkable performance. NT1 served on six school committees of which she chaired one of the committees (D2).

Novice Teacher 2 (NT2)

NT2 was a soft spoken young male teacher in his mid-20s. He had been a teacher for a mere three years and had been at the case study school for only three months. He held a Bachelor degree from the University of Namibia specializing in Geography and Physical Science. He was employed on a permanent basis. NT2 appeared to be computer savvy. He spearheaded the introduction of computer lessons at the school (NT2, I). He served on five school committees and he was the chairperson of the ICT committee (D2).

The Principal (P)

The principal was a middle aged male in his mid-40s. He had been a principal for the past 12 years, five of which he spent at the case study school. He was a holder of a Higher Education Diploma specialized in Geography, Business Management and Library Science. The principal devoted much of his time to administrative matters of class visiting, attending to parents and other stakeholders and attending principals' meetings at the circuit office (D2).

Head of Department (HOD)

The HOD was a middle aged male in his mid-40s. He had been a teacher for close to 16 years, four of which he served as a HOD at the case study school. He held a degree of Bachelor of Education from the University of Namibia specialised in English and Economics. He was at the time of the research study an HOD for the department of languages and he taught English as a subject to grades 11 and 12.

I now here below present and discuss the data that was collected during the research study.

4.4 UNDERSTANDING AN ENACTMENT OF TEACHER LEADERSHIP AT VIHLO SSS

As indicated in the literature review chapter, Grant's Model of Teacher Leadership (2008; 2012) was used as an analytical tool in this research study where teacher leadership was being explored. The model presents a framework through which to see how teachers at Vilho SSS assumed leadership; namely, **Zone 1** which gives the picture of teachers assuming leadership in their classrooms, **Zone 2** where teachers assume leadership outside the classroom in curricula and extra-curricular activities while working with other teachers and learners in the school, **Zone 3** where teachers are assume leadership outside the classroom in the area of whole school development and **Zone 4** which gives a view of teachers assuming leadership in other schools, in circuit level activities and in the community. The outline provided by the Grant Model helped me to see how teachers enacted leadership across the zones in the case study school and I interpreted such leadership enactment through their interactions with one another and the entire school community. In so doing, I was able to answer my first research question; In what ways do teachers participate in the leadership of the school?

In addition, and as discussed in the second chapter, a distributive leadership perspective was used as a lens to investigate how leadership practices were constructed by teachers through their interaction with one another and their environment. From a distributed perspective, leadership is viewed as "a product of joint interactions of school leaders, followers and the situation comprised of the tools, routines and artefacts" (Spillane, 2006, p. 3), where anyone has the potential to lead.

The sections and sub-sections following hereunder explored the 'what' and 'how' of teacher leadership through the lens of distributed leadership and within the framework of Grant's Model of Zones, Roles and Indicators of Teacher leadership (Grant, 2008; 2012).

4.4.1 Teacher leadership in the classroom (Zone 1)

According to Grant's model of teacher leadership (hereafter referred to as 'the model'), in this zone teachers are viewed as leaders as they continue to teach while upgrading their skills and expertise (**role one**). Lieberman and Miller's (2004) argue "it is the subject matter expertise that gives teachers their legitimacy to lead" (p. 19) which implies that in a school environment, teachers first demonstrate their leadership potential through expert knowledge of their subjects in the classrooms.

Teacher leadership in this zone was evident in the responses of my research participants when their perceptions of the concept of teacher leadership were probed and when they were asked how they assumed leadership roles. As Grant (2012) discovered in her study, teacher leadership was more prominent in this zone where teachers acted as experts adopting a holistic approach in leading and managing their classrooms. My research study revealed teachers as being discipline enforcers, guides and decision makers. The following sub-sections present the findings on how teachers assumed leadership roles in their classroom.

Teachers leading in the classrooms - discipline enforcement (role one, indicators six and seven)

Though teacher leadership can manifest itself anywhere across the school spectrum, all six participants in my research study felt that teacher leadership starts in the classrooms. That was evidenced in their responses as presented hereunder.

ET1 was of the view that teacher leadership generally occurred when a teacher was given a chance to play a role in the leadership of the school. He however emphasised that, in the first instance, teachers are mostly leaders when: "*they are given class groups to lead*" (ET1, I). Similarly, ET2 explained that teacher leadership takes place "*in the classroom when leading the teaching and learning to take place […] when disciplining learners*" (I). ET2 continued by saying that teachers played a very important role in maintaining learner discipline and, as such, they led in that area. This was backed by her response when she indicated: "*normally if, let me say there is a minor case, a minor disciplinary case, I can discipline the learners without the*

involvement of the principal. I can give them punishment when need be" (ET2, I). On the same note, ET1 further revealed that teachers lead in the sphere of maintaining learner discipline as he explained: "*you don't necessarily need to go to the principal, for example if a learner misbehaves in my class, I don't need to go, tell the principal that I want to punish this learner. That is a decision you have to take […] I mean I advise the learner*" (ET1, I). NT2 was of the same view that teacher leadership was: "*organising and, leading the learners in the class […] also controlling whatever they are doing and to reinforce the important things*" (NT2, I). This reference to the reinforcement of important things suggested a teacher influencing the behaviour of learners to appreciate and embrace good behaviour. The HOD, perceived teacher leadership in the same way as the other participants as he declared: "*we talk of a teacher as a leader himself or herself in the classroom, that is maintaining discipline, organising the class, controlling the class and do the scheduling for his or her class*" (HOD, I). In actual fact, the concepts of "maintaining, organising, controlling and scheduling" (NT2, ET1 & HOD, I) are management functions which are geared towards preserving and maintaining discipline and order in the classrooms and by extension maintaining stability in the school (Grant, 2009; Christie, 2010).

That being said, NT1 spoke of setting up rules. NT1 believed that teacher leadership starts in the classroom when she said: "*I normally lead when it comes to my class, disciplining my class by setting up rules, and these rules I do not set them alone. I have to involve my learners in setting up the rules, and then I have to explain to them why there are rules*" (NT1, I). By setting up the rules is a leadership practice in itself. When looked at through a distributive perspective lens, it demonstrates leadership as a social practice, inclusive of those who would be mostly affected by such rules. It was a case of leadership being a practice enacted in the classroom by the teacher to realise the goal of a well-disciplined class.

Gous (2006) in Hashikutuva (2011) highlights that the words: planning, organising and controlling are often associated with the concept of management. Hence, it was worth saying as the data indicates, three participants more specifically NT2, ET1 & HOD did not only view teachers as leaders, but also as managers of their classrooms whereby they organised, controlled and maintained discipline in their classrooms. In contrast however, but closely related, influencing the learners' behaviour through setting up rules in order to create an environment where discipline prevailed constituted a form of leadership which, as we know, is geared towards mobilizing people to change, believe and have a sense of direction and

knowledge of the big picture (Grant, 2012). The participants believed that teacher leaders had the obligation to influence learners' behaviour.

Teachers leading as guides and care-givers (indicator six – pastoral care)

Though the principal's views of teacher leadership resonated with that of the other participants (the HOD, ET1, ET2, NT1 and NT2) that teacher leadership manifest itself in the classroom, his emphasis was more on teachers leading learners' as guides in their classrooms. The principal revealed that when he said: *"perhaps, it can be quite broad, but especially in a classroom situation where a teacher goes to class, at least he is assisting or guiding the learners"* (P, I). The principal's response implied that teachers were leaders in the classroom and that they demonstrated their leadership through being well prepared, having a sense of purpose and being ready to guide learners. In the same line of thinking, NT1 indicated: "*teacher leadership is about guiding learners in the classroom and giving them directions what to do, and which is right and which is not right*" (I). This supports the principal's assertion that teachers take up leadership roles in their classrooms through guiding learners and giving them direction.

Teachers as decision makers in their classrooms (Role one, indicator seven)

Under role one, according to the model, teachers continue to teach while at the same time they are taking initiative and making decisions (**Indicator seven**).

At one of the morning briefings, the principal reminded teachers that "*they were the managers when it came to their classrooms*" (O). Though he used the term '*manager*' (O), it could indicate the importance he placed on teacher leadership as a paramount in the classroom. It further revealed that the principal wanted teachers to act autonomously when in their classrooms without much reliance on the SMT (Harris & Muijs, 2005). Similarly, NT2 said he was the ultimate decision maker in his class when he said: "*for example the decision on when to give a test to your learners […] also a decision on changing the seating arrangement of your class, you can do it on your own as a teacher as you are in charge"* (I). NT2 implied that when it came to one's classroom and his/her subject of specialization, the teacher had full control and should apply leadership in terms of decision making, without involving the SMT. The data pointed out that teachers led in zone one where their leadership was more concentrated in the classroom. That resonated with Grant (2012) when she asserts "it stands to reason that the take-up of teacher leadership will be the largest in the first zone" (p. 56). As such, NT2 continued

with the same argument when he said: *"..., also on what to teach. As long as you have your syllabus, you have your scheme of work..., principal cannot tell you which chapter should you start with. It is up to you, which chapter you want to start with"* (I). What I deduced from the data above was typically a form of leadership that, as Grant (2009) states, "instead emerges as the need arises and is taken up by different people at different times and for different purposes in the organisation" (p. 55). It came out that teachers felt free to act upon and resolve issues that affected their classrooms as they seemingly had a leadership space to do so. Furthermore, the incidences of teachers taking decisions was an indication of authentic leadership, given the fact that being decisive is regarded as one of the strong characteristics of a leader in the literature (Nikodemus, 2013).

In concluding this section, the findings pointed to the fact that, in Zone one, teachers at the case school saw themselves as managers in planning for their classrooms, as well as organising and controlling their classrooms. They further felt they were playing leadership roles in influencing the behaviour of their learners, setting direction for them through setting up rules to guide them, and, most importantly, taking decisions pertaining to the running of their classrooms. It was obvious that having classrooms allocated to them gave teachers a greater chance to lead, and it strengthened their decision making capacity at the school (Berg, Carver & Mangin, 2014).

Participants were also asked to indicate what initiatives they had ever taken since coming to the school. It was expected that, as a researcher, I would determine in which ways teachers enacted leadership outside their classrooms at the school. That took me to a different category of data and area of leadership where teacher leadership was enacted outside the classroom. This is dealt with in the next section.

4.4.2 Teacher leadership in working with other teachers and learners outside the classroom in the curricular and extracurricular activities (Zone 2).

This second zone of the model focuses on leadership outside the classroom in issues affecting curriculum development and enhancement, as well as matters regarding extra-curricular and extra-mural activities while working with fellow teachers and learners in the school (Grant, 2008). Though still related to teaching and learning, the scope of leadership enactment in this zone has expanded outwards from the confinement of the classroom. That was in keeping with the HOD's understanding when he put it: "*teacher leadership can vary from classroom, to the school as a whole and also in the community"* (I). The statement implied that the HOD

understood that though teacher leadership was deemed to be more assumed in the classroom, it could also be exercised elsewhere around the school and in the community.

The proactive teacher leaders on curricular issues (Role two, Indicator three)

The data collected through the questionnaires indicated that the majority of teachers (82.4%) were of the view that teachers assumed leadership even without being delegated by the school principal and his SMT. Only 17.3% of the teachers disagreed (Q) that teachers took up leadership roles without being delegated.

In line with the statistics, the responses from the interview with ET2 revealed that teachers were being proactive when it came to certain activities such as the setting up of the examinations and arranging extra lessons for their learners. Though setting up the examination could be a management function, doing it ahead of time to the surprise of the principal constituted an act of leadership. ET2 revealed that in her argument that when it comes to examinations setting:

> *If I know the examination is near, you don't have to wait for the principal to tell us that this is the time, the examination is near and all those things ... sometimes, he used to be surprised that we are handing in our examinations papers already before he tells us already that the examination is near* (I).

The above excerpt was testimony that ET2 took the lead in the area of curriculum development through timely examinations setting.

The statistics and ET2's responses pointed to the fact that teachers were acting on their own instead of reacting to the principal's reminder or requests. They were driving the activities beyond the expectations of the principal and SMT. In support of ET2's views, ET1 also explained: "*some things which like, for example if I want to have some extra classes on Saturdays. I will do my lessons, without really having to go to the principal and tell him no, I will be having extra classes*" (ET1, I). That indicated that ET1 was thinking independently and being proactive in ensuring that the syllabus has been covered on time working extra. That was a demonstration of how ET1 and other teachers at Vilho SSS willingly assumed leadership. On his own initiative, NT2 indicated that he initiated the idea to allocate a period to Computer Practice as an extra-curricular subject. Thus, he said: "*the school actually has computers, and then they are just there at the lab. I came up with a suggestion that if we can at least organise, how we can organise like some learners to go to the computer lab*" (NT2, I).

Being proactive is a very important quality in leadership, and three of the four teacher-participants strongly demonstrated that quality as reflected in their responses. It was also a sign that teacher leadership was an emergent product of multiple actors (Harris & Muijs 2005; Spillane, 2006).

Teacher leaders building relationship with others (Role three, Indictors one and five)

The HOD felt that teachers were playing a critical role in forging close relationships with one another which in the end enabled mutual learning (Grant, 2012) (**indicator one**). On that note he said: "*if one teacher gets something from the internet which is relevant to what we teach in the subject […] not necessarily a.., that I should always give them the information, but whatever that other person gets, will bring or will decide let's meet and talk about this*" (HOD, I). ET2 also revealed another leadership practice geared towards building connections with other teachers to enhance learners' learning when she indicated:

> *I initiated that whenever we are done with our syllabi, we should always find past question papers. We then make a full copy, the whole copy and then we give to…, learners to do in groups so that they can assist each other on how to answer the questions and then the teacher will mark after and then you give the feedback (ET2, I).*

The above data depicted that teachers had a joint commitment to building each other's skills by sharing subject related information (**indicator five**). Teachers believed that they had a role to play in enriching other teachers' subject knowledge and by extension building their confidence. That was a reflection of the dimension of teacher leadership which was focused upon mutual assistance in pulling expertise together among teachers (Harris & Muijs, 2005).

Teachers as mentors for learners (Role three, indicator four)

While very little appeared to be happening regarding teacher-to-teacher mentoring as deduced from the participants' responses and my observations, teachers were involved in mentoring learners. In one of her responses, NT1 demonstrated how she took up role three, indicator four when she said "*I am also involved in helping new students, […] as being a mentor. If there are new students that are coming to the school, I am always attached to them, and then giving them directions what to do*" (NT1, I). By putting in place a routine by means of a mentoring programme, was a sign of the presence of distributed leadership in the school. Though NT1 was still a novice teacher, she took up such a very important task of mentoring and orientating the new learners. It was a show of her leadership capability.

During my observations, I noted that NT1 was very active in the mentoring leadership role to promote learners' wellbeing and their learning. "*She once chaired a meeting which was attended by female learners as well as all female teachers*" (O) as part of the mentoring programme. The meeting was also attended by the school principal and the chairperson of the School Board. The meeting was "*geared towards sensitizing female learners on different issues that may affect their learning and eventually their life*" (O). Different teachers presented the issues; namely, the principal gave a few introductory remarks emphasising the need for hard work, one teacher spoke about the negative effect of teenage pregnancies *"it often culminate into female learners dropping out of school"* (O). Another teacher present to learners basic principles of the Pregnancy Management and Prevention Policy in Schools *"is meant to ensure that pregnant learners remain in school until one month before delivery and that such a learner comes back to school after delivery and with the recommendations of a doctor" (O).* One teacher sensitized learners on the danger of the HIV and AIDS pandemic. Another teacher took learners through some UN conventions with an emphasis on the rights of the girl child and the female HOD talked about women and education and the need "*to embrace positive thinking*" (O). The chairperson of the school Board highlighted on issues pertaining to discipline. NT1 chaired the meeting (O).

From a distributive perspective, the meeting as depicted in the scenario above was a perfect collective leadership practice which was assumed by a combination of female teachers, the principal and the chairperson of the School Board. To Spillane (2006) therefore, it would be a leadership practice "exemplified in the interactions among participants" (p. 55). The female teachers including NT1, the principal and the chairperson of the School Board were co-leaders playing different roles that constituted mentoring as a routine to influence the behaviour of the female learners. Hence, the leadership practice flowed through the networks of roles that comprised the meeting (Harris & Muijs, 2005; Spillane, 2006; Crowther, Kaagan, Ferguson, & Hann, 2002). For NT1, it was an indication of how ready she always was to take on leadership. At that platform, she joined other teachers to continue leading in the area of mentoring.

Teachers leading in reflective teaching (Role four, Indicators one and four)

This role constitutes evaluation of the performance of teachers (Grant, 2012). The data pointed to the leadership practice whereby teachers were involved in the act of reflecting back on what they did while teaching. The HOD validated that when he said:

Sometimes also we have situations when we go for two to three weeks teaching, we use the same scheme of work, but one teacher will come up with an idea that no, maybe we should reflect whether we are going on the same ee.., point. Or how.., how are we progressing, Are we making progress? So, we sit and we reflect (I)

This is a typical example of teachers involved in the reflection on a co-curricular activity (teaching) (**indicator four**) and then assisting other teachers where need be. The above excerpt suggests that teachers created platforms to evaluate their own teaching and share strategies for improvement. The HOD was convinced that the involvement of teachers was critical in this aspect as he concluded: "*They have a very big role to play, and if the, a.., kind of, one teacher request kind of an audit, then we have to attend to it*" (I). I contend that the teacher leaders influenced and shaped the leadership of their HOD as his responses indicated that he was receptive of the routines in the form of regular meetings which the teacher leaders suggested. I argue then that it was a sign of distributed leadership, because the teachers noted an issue, realized a gap and created a platform for co-learning.

Moreover, a joint commitment to teacher knowledge development was evidenced in one of the departmental meetings when one teacher indicated that for the 2014 academic year, it was observed that teachers worked together in terms of "*sharing teaching materials, an exercise which promoted uniformity*" (D7) (**indicator one**). With such observation coming from a teacher, it was an indication of the emergence of teacher leadership.

In the final analysis, the data indicated that teachers were not mere followers, but there were occasions when they became leaders by means of commitment to each other's skills development and by influencing the behaviour of the HOD.

Teacher leaders as sport coaches (Role two, Indicator six)

NT1 indicated that she coached the school netball team where she ensured that players were always motivated as it was reflected in her own words: "*there are some of the sport activities, for example netball. I always motivate my learners, or to say, my players to work hard in order at least at the end of the day to have something*" (NT1, I). That pointed to the fact that NT1 moved her leadership influence from the classroom to the sports field and led in this extra-mural activity by coaching and motivating learners/players. NT2 also indicated that he was leading in the area of extra-curricular activities. He pointed out: "*We do also coaching of learners like at sport … we do travel with learners to different schools*" (NT2, I). When I perused through the document listing the different school committees, it emerged that NT2

served as a coach for the boys' soccer team as well as a volleyball coach, for both boys' and girls' teams (D2).

Moreover, I noted that among all the main participants, it was the two novice teachers who assumed the coaching roles. That could explain that them being still young with less teaching experience, much of their interest was in sport and as such their leadership emerged in recreation by default.

4.4.3 Leadership outside the classroom for whole school development (Zone three)

According to the model, the third zone is about teachers leading in the area of whole school development. It includes two roles; namely, organizing and leading peer reviews of school practice in one's own school (role five) and participating in school level decision-making within one's own school (role six) (Grant, 2008).

Teachers leading in committees (Role five, indicators five and six)

The survey questionnaire required teachers to write the names of the committees in which they served as well as indicate whether they were serving as chairpersons for some of those committees. Out of 22 school committees listed, 16 committees were being chaired by teachers, the principal chaired three of the committees and one committee was chaired by a parent, while the two HODs chaired one committee each. That picture in itself indicated that the school management gave the opportunity to teachers to assume leadership (Q; D2).

Committees are formal structures of a school which have the potential to contribute to the emergence of teacher leadership. Spillane (2006) puts it "there is evidence that formal structures can contribute to the distribution of responsibilities for leadership" (p. 44). The data collected revealed that indeed teachers were leading beyond their classrooms more so in committees for whole school development. The principal alluded to that by saying:

> *At the school there are many activities that we carry out leading fellow teachers or colleagues. We have school committees in which teachers lead or become chairpersons and they must always show that they are the ones leading or they are the ones in charge by encouraging or directing the others what to do (P, I).*

All main teacher participants served in no less than five school committees (D2) (**indicator six**). That provided the structure and, consequently, the opportunity for teachers to become

spirited leaders. The two experienced teacher participants assumed more leadership roles as compared to their novice counterparts. Both ET1 and ET2 served as Subject Heads in their respective subjects of specializations (ET1; ET2, I). ET1 had once served as a Hostel Superintendent and was, by the time of the research study, a hostel supervisor (ET1, I). The take-up of leadership roles by teachers within those formal structures involved much responsibility which led to the development of confidence in themselves.

As referred to already at the beginning of this section, there was a distribution of leadership through creating committee structures at the case study school. That meant that, the leadership of the committee chairpersons and that of the other committee members should not be confined to the committees' terms of reference. In the document where school committees and their terms of references were listed, it was emphatically stated: "*please note that, responsibilities of each committee must not be limited to what is listed in this document*" (D2). That showed how teachers were empowered and encouraged to take initiative and demonstrate their leadership beyond the guidelines. They were given space, legitimacy and authority to exercise their leadership (D2).

ET2 validated my argument when she revealed:

> *I am also serving in some of the committees. Even though I am not the chairperson there…., when you are a member of the committee, you are already a leader in that committee area on its own, because whenever you are in meetings you are involved in the decision making and you give the report to others (I).*

That in itself implied that, though committees have got chairpersons and terms of reference, their ordinary members had leadership roles to play as individuals and then as a team in influencing the discussions and directing the decisions to be taken thereof. So, from the chairperson to all committee members, the leadership practice was stretched over all the leaders (Spillane, 2006; Harris, 2008; Bush, 2015).This is in line with Harris and Muijs (2005) who asserts that school principals should allow teachers to participate in the decision making by "allowing staff to manage their own decision making committees" (p. 40). In the examples given above, teachers were given the opportunity to make decisions through the structures set up by means of committees.

On the same note, ET1 proved to be a very resourceful teacher leader in this zone. That was reflected in his responses as follows:

> *When I was the chairperson of the awards giving committee [...] I asked the principal to sign the letters that I just wrote […] it was not done before in the school. I just wrote to the community so, he agreed, he signed the letters and we even ended up, the school was given an overhead projector, so which we were not having in the school. So…, many of the people donated money for award purposes only (ET1, I)*

As deduced from the excerpt above, ET1 led his committee effectively. From a distributive perspective, what the school principal and ET1 had was a leadership practice as envisioned by Spillane (2006) "a system of interacting practices that is more than the sum of the action of individual leaders" (p. 16). The scenario in the excerpt appeared, whenever ET1 thought of something, he acted on it, he then consulted the principal and both agreed for the activity to go ahead.

The interaction between ET1 and the principal was in agreement with the argument that leadership is a product of inter-acting individuals whereby people are working together (Gunter, 2005; Spillane, 2006). Since ET1 lacked positional authority he always "enlisted the support" of the principal (Spillane, 2006, p. 32) who in return encouraged such leadership actions with his positive response. ET1 exercised an influence on the principal and in that way, he changed positions from a follower to a leader and they became co-leaders (Bush, 2013; Spillane, Halverson & Diamond, 2004; Spillane, 2006).

Teacher leaders as school-wide decision and policy makers (Role five, indictors one and five)

From the interview with ET1, it transpired that he championed teacher leadership. He stated what was predominantly role five in zone three of the teacher leadership model: "*..., when I came in as a Hostel Superintendent of the hostel, there were no… hostel rules in the school, so I managed to.., take the guide and draft the hostel rules which are in use even today*" (ET1, I). That was a school level decision making process which culminated into school level policy development (**indicator five**). ET1 went on to demonstrate his leadership acumen by saying: "*if you look the school has a fence that separate the girls' hostel from the boys' hostels. When I became a Superintendent it was not there. It was just my initiative, I went to the principal asked for it, and it was supported. Then we did a project whereby parents also contributed*" (ET1, I). Indeed ET1 initiated the idea of the fence which was an act of leadership geared towards whole school development (**indicator five**). Nevertheless, as indicated in the above excerpt, ET1very often enlisted the formal authority from the principal to sanction some of the leadership actions he undertook. We could also find that in ET1's statement: "*It was my initiative; I went to the principal to ask for it*". While the final say rested with the principal as

a positional leader to endorse critical initiatives by teachers, it was vital that the ability of teachers to make decisions was evenly distributed by allowing them to innovate and initiate. There was a high indication that the principal was sharing the power to make decisions with his teachers (Harris & Muijs, 2015). We could witness as Spillane (2006) would say, leaders and followers working together to maintain a good school image.

Teacher leaders as models for good practice (Role six, indicator one)

Apart from teacher leadership in the form of tangible leadership practice, some teachers emerged as leaders by being exemplary. The responses from the principal attested to that with referred to two of his teachers: *"even if you check our Mathematics results you will notice. This teacher does a lot. She tries all that she can in terms of engaging learners, even extra. I can be after work or during the weekends. And she pulls other colleagues to join her in that*" (P, I). This represents an example of indicator two in zone three whereby the teacher was involved in the act which, by its nature, invited other teachers to join in working additional hours beyond the formal school day. It had the potential to evoke a sense of ownership amongst the teachers. The principal gave another example of a model time keeper: "*I have one teacher again who is very much on time of coming to work. He has developed a habit that he always tries to be the first even before the principal. I think he tries to show other colleagues that time is very important*" (P, I). Those are teachers who were leading in being exemplary and good role models to fellow teachers and by extension to learners as well.

4.4.4 Teacher leadership involving other schools, cluster, circuit and the community (Zone four)

The fourth zone of the model focuses on teachers mostly playing two roles beyond their own schools, that of providing curriculum development knowledge (role two) and leading in in-service education and assisting other teachers (**role three**) (Grant, 2008). The data indicated that teachers at Vilho SSS were less involved in this zone and the little involvement which surfaced was rather sporadic.

Teacher leadership at cluster level – a matter of sports organisation (role three, indicator six from role two in zone two and indicator four)

The data revealed that little teacher leadership was being assumed by teachers in this zone. Even from the self-completed questionnaires the percentage of teachers who agreed that

teachers participated in cluster and circuit activities was the lowest across all aspects covered in the questionnaire, standing at 58.8% while 41.2% of respondents disagreed. It was possible that those who disagreed could have been the teachers who never got an opportunity to participate in either cluster or circuit activities while the others did, hence they agreed.

When asked what role she played at cluster and circuit level, NT1 indicated that she rarely got involved in cluster and circuit activities: "…, *at cluster, I don't want to lie about that, I never meet with them*" (NT1, I). ET1 also expressed the same sentiments as NT1 as he hesitantly said: "*Mhuuuu…., so eee.. at the circuit, if I am being honest so, in most cases the leadership that I am involved are these sport activities. Those are the only task that I can remember, us teachers get, but others honestly, if I am being honest we didn't get*" (ET1, I). It appeared in this zone teachers only played a leadership role in the extra-mural activities such as sport (**indicator six from role two in zone two**), but not academic and professional leadership roles. This was confirmed by the response from ET1: "*Mhuuuu……, is only sport part whereby you can say teachers are mostly involved, but the other things, academic, a…ah*" (I). ET2 blatantly said: *"..., at the cluster and circuit, I don't think I am that involved*" (ET2, I). As to what leadership role did he played at cluster level, NT2 explained: "*we do take the learners to cluster tournaments, but then the cluster has got someone already who is organising that. We can prepare our learners, coach our learners […], in terms of, instruction or academic, what do we do? A, aa.., no, I can't remember anything*" (NT2, I).

In the same line, the responses from the principal regarding teacher leadership at cluster and circuit level also demonstrated the small scale of teacher involvement as in instances above. The principal said: *"I will say yes and no, because at the moment I think I can pretty say us being a senior secondary school among combined schools in the cluster, it is also putting us somewhere"* (P. I). The principal's response pointed to the challenge of phase and syllabi differences, i.e. it became a challenge that Vilho SSS is the only senior secondary school which hosted grades 11 and 12 in the midst of combined schools accommodating learners from pre-primary to grade 10. The principal justification the minimal involvement in cluster and circuit activities by his teachers by saying:

> *I have observed in the cluster and circuit […] what most teachers from other schools do, is ee…mhu…, cluster or circuit based examinations. Most teachers are setters and examiners. This is for other grades. …, us being 11 and 12 only, we are always left alone to do our things. So I think that arrangement cuts our teachers out to get more involved (P, I).*

Since Vilho SSS needs were unique from that of other schools in the cluster in terms of the curriculum or school phase, teachers deemed it pointless to get academically involved in cluster and circuit activities. I further took it from the principal's assertion when he said: *"eeh…, as much as we would want to engage, especially academically you will find that eeh…, we are.., isolated" (P, I*). He joined fellow participants by affirming: *"With cluster activities it only takes the form of eeh.., sport and other committees within the cluster* (P, I). The principal's responses indicated that teacher leaders hardly took up leadership in the academic sphere at cluster and circuit level apart from sport activities which is quite an irony, because the school was a cluster centre, but its teachers were less involved in curriculum issues at that level.

Further to the above, ET1 continued to sound more sceptical about the clustering system itself by saying: "*This clustering thing from your point of view, I do not think it is working because there are no documents maybe which are guiding the clusters" (ET1, I).*Those views pointed to a possible lack of understanding of the institutionalization of the clustering system into the governance of the education system as ET1 continued: *"example of a cluster centre principals, I don't think they even have a right to take corrective action against other principals for example" (ET1, I).* This pointed to the supposed lack of authority when it comes to cluster centre principals (CCP). I hence argue that the clustering system operation seemed not to be robust in the cluster to ensure that teachers from the case study school were fully playing leadership roles in the academic and professional spheres. He concluded: "*I think the cluster is not working, because people are not empowered. Us teachers maybe we are not really involved in those cluster things"* (ET1, I).

Sport seemed to be the only thing in which teachers from the case study school were involved at cluster and circuit level. That was probably only because schools had to compete in the cluster, circuit and regional competitions.

In sharp contrast, the HOD brought in a different perspective into the matter of leadership take up by teachers at a cluster and circuit level when he said:

> *We have got teachers who play a role. For example when we are talking now one of our English teachers is a chairperson of the circuit debating club, ee.., and cluster as well. So he invited other teachers in the cluster and the circuit to come for the meeting. So, they are really involved (HOD, I).*

That was in agreement with what I noted in my observation notes. A cluster debating club held a meeting during the time of the research study whereby "*Teachers from other three satellite*

schools in the cluster attended the meeting and a teacher from the case school chaired the meeting" (O) (**indicator four**). At a certain point, however, the principal pointed out that academically, his teachers' participation in this zone was limited to representation at circuit workshops where teachers were not really leading, but mere participants. The principal said: "*but when there are workshops, circuit based, teachers represent us*" (P, I). In addition, the principal went on to indicate that some of the teachers assumed leadership in this zone in terms of teachers' representation in trade unions (**indicator five**). He said: "*I have teachers who are serving in the Namibia National Teachers Union (NANTU) circuit committees* (P, I). The document listing school committees illustrated that two teachers served in NANTU committees at school and circuit level (D2).

Furthermore, I also noted during my observations that two teachers, one of whom was ET2, represented the school at a sensitization meeting on Social Accountability and School Governance Project at the circuit level (O). ET2 revealed to me that she volunteered to be the focal person for the project at school level. As I engaged her she showed enthusiasm and indicated "*if the program was properly implemented it would improve school governance*" (O). That signalled an assumption of leadership beyond the confinement of the school boundary by ET2 in the aspect of school governance.

It appeared the take up of teacher leadership in zone four was very minimal at the case study school, taking only the form of sport coordination, union representation and school representation at training workshops. Teachers themselves were not highly involved as leaders in these activities.

Teachers as leaders in networking with the community (role three, indicator two)

The actions taking place at school, either that of teaching or making decisions, tie the school to the community - in that teachers' work at school is geared towards, as Crowther Kaagan, Ferguson and Hann (2002) say, "an advancement of social sustainability and quality of life for the community […] and these elements are part of the portfolio of teacher leadership" (xii). Teachers were, in most cases, held in high regard in the community surrounding Vilho SSS.

As for teacher leadership in the community, ET1 indicated that he was involved in a school activity which put him in liaison with members of the community and which benefited both the school and the community. He revealed: "*last year December […] it was that time when*

we had a lot of weddings in the area and other lots of festive parties. I proposed the school to sell ice […] it worked. Aah… the hostel made a lot of money" (ET1, I).

Though the leadership activity undertaken was not enacted directly in the community or onto the community, its intended goal was to benefit both the community and the school. ET1 assumed a leadership role which involved a fundraising activity and tied the school to the community for mutual benefit.

Moreover, the principal indicated that teachers were somehow involved. He brought that in by saying: "*In the community we try by all means. Ee...h, I can give one example when this local church has been constructed" (P, I).* He continued by saying: *"we were much involved to the extent that we have to make ee…, to organize ourselves as a school for contribution, but there was a teacher responsible for coordinating between the church and the school (P, I).* The coordination aspect gave teachers a leadership role to play in the community.

The data in this section was in response to my first and second research questions.

The next two sections will answer the third and fourth research questions respectively. I therefore now move on to present the data related to the factors that hindered leadership take up by teachers at the case study school.

4.5 FACTORS PREVENTING THE EMERGENCE OF TEACHER LEADERSHIP

While teachers may want to take up leadership roles, cultural and structural barriers in a school could discourage and prevent them from taking up such roles. Across the data sets, the following barriers to teacher leadership were evident at Vilho SSS. These include; ignorance and fear for accountability, policy and regulatory limitations, time limitations, limited skills and teachers as barriers to teacher leadership in terms of apathy, lack of confidence, negative attitude and social behaviours as well as professional jealousy. I briefly discuss each of the factors below.

4.5.1 Ignorance and fear for accountability

From the responses of some participants, I deduced that there was a view amongst teachers that accountability lay with the principal and the SMT as positional leaders with mandatory authority. ET1 contended: "*the problem is that, it just comes to us teachers, sometimes you are*

given a responsibility and you don't take it seriously because you know that accountability does not lie on you" (I). That was an indication that some teachers did not see a point in taking up leadership roles, especially at school level. The principal echoed the same sentiment: "*since the principal and HODs are serving in the management and other teachers not, perhaps they felt ee…h is not their responsibility to play certain leadership roles because there is already management*" (P, I). This is in line with the view of Harris and Muijs (2005) who argue "a teacher's perceived lack of status within the school and the absence of formal authority hindered their ability to lead" (p. 43). Because of this perception, some teachers bore the thinking that it was the principal's responsibility to take decisions and give directions, hence not availing themselves to lead beyond the classroom.

The responses above indicated that some teachers might have from time to time shied away from taking initiatives and lead, because they felt they were not the ones to be held accountable for either the success or failure of the school. Moreover, it could demonstrate lack of a sense of ownership was lacking among teachers.

4.5.2 Policy and regulatory limitations

The running of an institution certainly comes with regulatory mandates and requirements which are constituted by structural operating procedures, scopes of authority and lines of command (Kwinda, 2012). Sergiovanni, Kelleher, McCarthy and Wirt (2004) put it that "organisational arrangements and standard operating procedures" (p. 1), sometimes put constraints on the exercising of leadership.

According to the statistics from the survey questionnaires, 82.3% of teachers agreed that ministerial and school-made policy regulations gave room for teachers to participate in the leadership of the school (Q). On the question as to whether he regarded policies and regulations to be a hindrance to teachers taking up leadership, the HOD responded: "*as much as we know, every house should be guided by certain rules. We have to play by the rules. In other words, policies are a direction or guide to where we are moving"* (I). ET1 went on to support what the HOD said when he indicated: "*sometimes teachers may want to do something which is not in line with policies, […] being education circulars*" (I). To me this implied that when taking up any activity at the school, teachers ought to be guided by the rules and regulations which are put in place in order not to go outside the scope of the regulatory operations of the organisation. This, in itself, was bound to limit the take up of leadership roles by teachers, more

so because they do not occupy formal management positions. The principal validated my argument when he stated:

> *when the policy is straight forward teachers would not want to act otherwise, […] there are certain areas where is specifically, clearly indicated that is either the principal, is either the Hostel Superintendent, is either the School Board who must handle that one. So, by that I think teachers will not try to mingle in (P, I).*

As it can be deduced from ET1, the HOD and the principal's responses, the rules and regulations limited the take up of leadership roles by teachers.

4.5.3 Teachers as barriers

Unwillingness to be an active participant in leadership activities by some teachers, a lack of self-confidence, professional jealousy by some teachers towards others, a negative attitude and anti-social behaviour amongst teachers were some of the factors which were viewed by participants to have contributed to teachers' inability to take up leadership roles.

Unwillingness and lack of self-confidence

The survey questionnaire contained a section which requested teachers to indicate whether they volunteered themselves in getting involved in out-of-classroom leadership activities. It came out that 52.9% of teachers disagreed with the notion that teachers always volunteered themselves (Q). The statistics pointed to a possible culture of hesitation prevalent amongst teachers in taking up leadership roles at the case study school.

In the interview with the teacher leaders, though not overwhelmingly, ET1, ET2 and NT2 hinted their agreement with the statistics above. ET1 explained: "*so most teachers have that fear to be criticised, because they wouldn't want to take a decision which can be questioned by other people. That is the thing why most people are scared to take decisions*" (I). That explained the lack of self-confidence and the fear of the unknown and, by extension, an unpreparedness to face criticism. I argue that those were signs of the hidden leadership potential in some teachers. ET2 shared the same view: "*there is always that minority teachers that think this one I cannot do it, or they just failed for some other personal reasons*" (I). This again pointed to hesitation and a low sense of self-worth which very often held teachers back from taking up leadership activities. NT2 concurred: "*there are teachers who are not interested to be a leader. Ok, a person is not interested like too.., to guide anyone. He is just a teacher thus all*" (I).

Surprisingly though, both the HOD and the principal were silent in their responses on the issue of teachers being hesitant in taking up an array of leadership roles across the zones of teacher leadership.

Professional jealousy

ET1 indicated: "*sometimes there is this fear, that if somebody initiate this one and we follow it too much, so she/he will be given more of respect"* (I). He continued strengthening his point by saying: *"let me say, when you are in a company and there is someone who think that very quickly, other people feel intimidated"* (ET1, I). These responses pointed to the fact that teachers might have experienced situations whereby some of their suggestions were not supported by their peers, most probably because of the 'who are you' tendencies normally from mid-career teachers who grow uneasy towards aspiring and sharp minded novice teachers. Moreover, ET1's statement confirmed what Treon and Boles (1992) discovered in their research study on teacher leadership when one teacher indicated "being a teacher leader it costs you […], you give up your friends" (p. 20). This indicates that being a teacher leader is not always celebrated by other teachers. It bears professional jealousy. In the same study, another teacher revealed "My principal said to me, "Why don't you tend to your knitting?" and "Don't you ever stay home with your kids?" I took it as a way to push me back, a way to keep me in my place" (Treon and Bole, 1992, p. 21). In the same line, Rajagopaul (2007), in a case study investigating the factors that help or hinder teacher leadership at three urban primary schools in the Pietermaritzburg recorded one educator who stated that "I found that staff members, some of them, were holding back, because they felt that they wanted to see me fall, for me not to get things done, it could be envy" (p. 61). As such, these kinds of behaviour could have served as a hindrance to the flourishing of teacher leadership.

Teachers' negative attitude and anti-social behaviour

One interviewed teacher leader and the two management members, viewed attitude as being a factor in determining whether teacher leadership flourishes or not. When asked as to what she thought could prevent teachers from assuming leadership NT1 spelled it out: "*I think is the behaviour or attitude […] some of the people mhuu…, might have negative attitude to something. Even if the principals or even the managements try to delegate a certain activities, the person will try by all means not to fulfil the activities because of their attitude*" (I). The HOD was of the same view: "*certain attitudes are negative. Not all of us will go in the same*

line, but one will have an attitude towards a certain project, whereby it will lead to the project or discouraging another person to carry that project forward" (I). He was upbeat and continued to indicate: "*because the moment we give attitude another person will be discouraged to take up that project further*" (HOD, I). These responses were a clear manifestation of how a negative attitude could discourage the emergence of teacher leadership in a school as teacher leaders would be put off by such attitudes.

In a related, but slightly different line of thinking, the principal had a feeling that individual teachers' social behaviour could also be detrimental to their potential to lead. He hinted that by saying:

> *Behaviour can limit somebody's leadership role, especially if you are having maybe unacceptable behaviour which you have shown to your fellow teachers. Iyaah…, anti-social behaviours inside or outside the school. It becomes complicated now for you to be…, in front, because the colleagues will say no… (P, I).*

The principal's responses pointed to the importance of acceptance by other teachers as one of the factors which enable one's capacity to exercise leadership. It further brought out the public nature of teachers as community leaders and eventually the social nature of leadership which is located in a web of relationships and interdependencies (Gunter, 2005; Spillane, 2006). In concluding his point regarding negative attitude and behaviours and their impact on the emergence of teacher leadership, the principal insistently said: *"when you approach a colleague that I want to pull you into the management team now, then he/she start scratching the head thinking, what will the other people think of me because of how maybe I have behaved in the past*" (P, I).

4.5.4 Time limitation

At one of the three case study schools where she conducted a research study on teacher leadership, Hashikutuva (2011) protested "teacher leaders at this school were over-occupied by school and classroom work […] it was difficult for the teacher leaders to even find interview time for me" (p. 78). As it stands, teaching and at the same time leading outside the classroom is a challenge to teachers and it seemingly takes a toll on "their personal life and home situation, hence very few teachers would opt to take on leadership roles" (Rajagopaul, 2007, p. 58).

At my case study school however, only one teacher leader (NT2) who indicated that what prevented some teachers to take up leadership roles was time as he retorted: "*There is no time*

for you to do that, because you, sometimes you have to use your time for lessons. Sometimes it will not allow you to do that. Just lack of time" (NT2, I). While teachers might be willing and able to take up leadership roles, lack of time could be an inhibitor to teachers engaging in leadership activities outside the classroom (Harris and Muijs, 2005; Lieberman** and Miller, 2004).

4.5.5 Limited skills and experience

To a certain degree teachers felt that they lacked experience and skills to assume leadership roles. ET2 implicitly said: "*If teachers are not involved in leading in the area that they are expert, they might find it difficult to, to lead"* (ET2, I). This implies that without appropriate skills, teachers might find it difficult to lead in some areas. Hence, leadership skills development for teachers was needed to help teachers fully develop their leadership potentials (Muijs and Harris, 2003). ET1 went on to indicate that most especially novice teachers used to find it difficult to lead in conflict situations due to their lack of experience. He explained: "*you find that a teacher has started that year, and every time the teacher is taking the learners to the principal's office, or they always call you and ask what they must do, but it is just these minor issues which the teacher can solve them*" (ET1, I). This indicates that experience counts when it comes to the take up of leadership. In validating the participants' responses and my arguments I align myself with, Katzenmeyer and Moller's (2003) believe that "teachers assume leadership roles which match their own experience, confidence level, skills and knowledge" (p. 11).

The preceded section answered to the third research question which explored factors that may constrain the leadership activities of teachers at the case study school.

In the next section I present the findings to answer the fourth research question on how the principal and the SMT encouraged teacher leadership at the case study school.

4.6 HOW THE PRINCIPAL AND THE SMT ENCOURAGED TEACHER LEADERSHIP AMONG TEACHERS

Principals and their Heads of Departments as leaders ought to serve as enablers of teacher leadership through creating a climate that encourage teachers to be initiators of ideas and alternative teaching and learning activities for the good of the school. Phelps (2008) puts it that "teachers who show initiative should receive appreciation and reinforcement" (p. 121). As I

indicated in chapter two (section 2.7), by appreciating those teachers for their initiatives, it would encourage all other teachers to act similarly.

4.6.1 Teacher leaders as independent thinkers

In one staff meeting teachers were encouraged to be self-directed (D5). That was a show of support and encouragement for teacher initiative and the emergence of teacher leadership.

Similarly, the statistics in the survey questionnaires indicated that 76.4% of teachers agreed that the principal and the SMT at the case study school encouraged teachers to participate in the leadership of the school (Q). That was an indication that the majority of the teachers felt their innovative ideas were valued by the school management which in the end would let teacher leadership to emerge and flourish across the school. Moreover, teachers felt treated as independent thinkers whose initiatives were supported by the school management as indicated by 88.2% of teachers who agree to that effect (Q). The other assessed aspect was whether the SMT praised/rewarded teachers for being innovative and forward-coming. The outcome was that 70.6% of teachers agreed that they were always praised and rewarded (Q). Furthermore, the four teacher participants were asked to represent their views on how they saw the principal and the SMT assisting teachers to develop their leadership and management capabilities. Likewise, the principal and the HOD were asked to indicate what they do to ensure teachers got involved in the leadership of the school to unlock their own leadership potentials and nourish teacher leadership.

The data from the questionnaires indicated that the principal and the SMT supported teacher leadership. The statistics then affirmed what ET1 once said during the interview when he stated: "*I can say I have done a lot that I was supported and then things just went well […] I went to the principal, ask for it, it was supported"* (ET1, I). This indicated that the principal and the SMT supported the ideas and suggestions from teachers and in a way treated them as independent thinkers and leaders in their own rights.

4.6.2 School Management Team (SMT) as a catalyst for teacher leadership

Enabling teacher leadership through delegation

In response to how the principal encouraged teacher leadership, NT1 indicated: *"…, the principal and managements, they normally used to delegate tasks […] then when you are given a certain activity, you have to try by all means to fulfil the activities and when you are doing*

that you are also improving your leadership" (I). In this case, what is crucial was not the delegation of responsibilities per se, but rather the opportunity given to teachers to test their leadership capabilities.

ET1 indicated that the principal used to expose teachers to leadership by letting them act in the principal's office during his absence. ET1 revealed that by saying: "*Even if he is going for a workshop for two days, sometimes he will not take the HOD. He will tell the management and say I have this teacher in the management, so he can act for the two days*" (ET1, I). I shall therefore argue that from a distributed perspective, teachers assumed leadership through the routines put in place by the principal as tools to nurture teacher leadership. The principal valued teachers and was therefore moulding them into being teacher leaders. ET1 hence concluded by saying, when the principal leaves a teacher in his office instead of the HOD: " *it gives you that, mhuuu…,the pride for that you are given that responsibility and you can take a decision sometimes*" (ET1, I). This was a show of appreciation and acknowledgement of the support given by the principal to teachers to develop their leadership capabilities. Interestingly, no data showed that HODs did not accept what the principal did by leaving teachers to act in his office instead of the HODs.

The interviewed HOD revealed that he also supported teacher leadership in the same way as the principal through delegation when he said:

> *Sometimes even when I go for workshops, depending on the number of days, I will call my teachers in the department, one will remain in office and take charge of the office and other things for the department. If my absence goes on it is a rotational, so that some should not feel inferior. So in other words, they have the ownership of the office and department as well" (HOD, I).*

ET1 revealed the same arrangement by the HOD of the department he served under when he indicated: "*the HOD for Maths and Science, when she is out of office […] she doesn't have one teacher who remains in the office. She rotates us. as long as the teacher is for the department, this week she leave one teacher, this week she leaves another teacher again*" (ET1, I). These responses should probably explain that the principal and the HODs supported and allowed the distribution of leadership responsibilities and the authority that comes with it at the school through delegation (Harris and Muijs, 2005).

Enabling teacher leadership through motivation and open engagement

Crowther, Kaagan, Ferguson, and Hann (2002) argue "teacher leadership occurs most readily in supportive organisational environments" (p. 11). To that end, ET2 affirmed the support from the principal and the SMT by saying: "*they motivate us to keep on doing well, and where there is need for improvement, they always tell us. They always inform us about our.., strength and weaknesses*" (ET2, I). To complement that affirmation, at one staff meeting back in 2013 one statement to that effect cropped up twice. The principal encouraged teachers to always be "*self-directed*" (D5). This implied that the principal wanted teachers to work independently in all aspects for their own professional growth. The principal further confirmed that he indeed as head of the school encouraged the emergence of teacher leadership. He demonstrated that by saying: "*couple of times, I use to encourage them that the school is not mine. It is for all of us. So when they are given responsibilities is them who should come up with strategies to overcome challenges"* (P, I). This was a way to encourage teachers to own whatever was happening at the school. Principals created an environment where teacher leadership was nurtured through encouragement of teachers to think critically and innovate, while executing their tasks.

On the same note, ET2 continued to demonstrate how the school environment was shaping teachers' leadership credentials. She emphatically concluded:

> *Normally when we are in the meetings, so, what normally happens, we give our ideas, we put them together, and we decide what is good for everyone. […] if somebody suggested something and you are…, opposing it for example, you have to give a reason why you are, you are opposing it and after giving a reason why you are opposing it, you can also suggest something better than that one (ET2, I)*

The response as contained in the above excerpt explains how leadership was unfolding as a social practice at Vilho SSS. Ideas were put forward, discussed and viable solutions are jointly reached. In this, leadership was distributed among multiple leaders who were co-performing the activity of discussing while playing one another off into the leadership practice (Spillane, 2006).

Enabling teacher leadership through free choice and sense of accountability

NT2 was of the view that the school management was indeed helping teachers to develop their leadership skills and let teacher leadership emerge. NT2 revealed that by saying:

> *Let me just say the school management give an option to any teacher just to join any committee that you want. So they put the committee papers there, and then you just choose which one do you want to serve in and then you write your name there. Ok.*

When you become a committee member then you are part of management in that area (NT2, I).

I similarly witnessed the same process doing my observation of one of the staff briefing sessions where, teachers were reminded to write their names under their preferred committees as listed in the paper placed on the notice board. One teacher was sceptical on the free exercise and wondered whether the exercise was working, because few teachers had until then placed their names in those papers. However, the principal vehemently indicated: "I *still believe it was the best way to give people a choice to determine the areas in which they were able to exercise their leadership themselves, hence teachers are encouraged to exercise their rights to choose*" (O). That democratic way of dealing with things made teachers to be willing participants in the leadership of the school and enabled teacher leadership to emerge as a property of many products.

Moreover, the management created an environment where teachers got a sense of accountability which helped them to grow as teacher leaders. In his response the principal contended:

In the end everybody has to realise that we live in a world of making mistakes, but there is an opportunity to make corrections. So, most of the colleagues now know, if I am doing something and make a mistake, I will take the responsibility to make the correction. Maybe we are having that open communication, issues are raised and.., I think teachers do not feel so intimidated (P, I).

The statements from the principal resonated with what teacher participants asserted earlier in the text whereby they initiated a lot of activities which the principal and the school management supported. Letting teachers make mistakes and correcting them in a pleasant environment should have encouraged teachers to take up more leadership roles without any fear of reprisal from the authority when things did not go accordingly. That meant, teachers were not hindered to lead in any way. The principal showed that he trusted teachers and he possibly made them to have trust in him and the management making trust to be reciprocal product (Lee, Gillespie, Mann & Wearing, 2010)

Enabling teacher leadership through interdependent leadership practices

In my observation schedule I noted that at the morning assembly *"teachers were given the chance to give any announcements that they might have or wanted to give to the learners. Teachers often spoke first and the principal spoke last. It was not for the principal to say*

everything to the learners all the times" (O). The same practice went for the staff briefings. For example at one morning assembly, three teachers in a row addressed learners by giving announcements and directions on issues pertaining to: *"class attendance, afternoon and evening study attendance and the cleaning of hostels*" (O). In one of the briefings the principal encouraged teachers: "*please always participate in the discussion during the briefings and adopt a habit of taking notes of what is being discussed*" (O). In all these cases, either at the morning assemblies or at the staff briefings, the principal always spoke last. That showed how the principal kept himself from taking centre stage in the leadership of the school. He ensured that teachers felt their own presence at those platforms which could enable teacher leadership to emerge.

The responses from the HOD confirmed my observation when he stated:

> *When the principal comes for the briefings, he will first invite the teachers to bring up something before he says what he is having, so which means teachers are always given opportunity to say something before the principal. Then it can be discussed in the process that a decision can be reached* (HOD, I)

Still on a related note, the HOD went further to demonstrate how he encouraged teacher leadership to flourish at the school when he said: *"so, also when we engage, also in departmental meetings, it is not necessarily me to chair always, but we appoint a chairperson just for the person to be in that chairing role that he/she can eeh, learn something"* (I). This was a typical example of how the HOD supported and encouraged teacher leadership at the school. From a distributed perspective, routines such as morning assemblies, departmental meetings and staff briefings were critical aspects that constituted a situation at the case study school (Spillane, 2006). As "repeated and recognizable patterns of interdependent actions they gave shape to the leadership practice in the interaction of leaders and followers" (Spillane, 2006, p. 75). I regard the leader-followers interactions at the morning assemblies and staff briefings to be a way of encouraging teachers to take a lead in all aspects of school leadership. It should have made teachers accumulate courage and earn authority over each other as leaders and followers as well as over learners.

Enabling teacher leadership through moral support

Reflecting back on ET1's responses in section 4.4.3.2, it transpired that the principal always responded positively whenever teachers brought new suggestions forward. The principal affirmed the views of ET1 regarding his support for teacher leadership by explaining: "*for*

instance the fundraising activities that take place is the teachers themselves who initiated how to do it, and me as a principal I make sure I have budgetary provision to support such activities" (P, I). In the same line he continued by saying: "*for activities like sports, if they want to procure any materials, is them to come and say we need this and that, and then we make sure that it is budgeted for. Us we just support to release funds"* (P, I).

The data in the principal's responses revealed the interdependence between him as a positional leader and teacher leaders. It depicts a combination of moral and financial support for teachers' initiated activities by the principal which encouraged more initiatives from teachers. Viewed from a distributed perspective, the principal's thinking was more aligned to the leadership practice (Spillane, 2005).

Furthermore, the principal confirmed what ET1 once said earlier about the principal being always supportive when he said "*for example teachers in that aa.., prizes award committee wrote letters, only me to.., to sign and they send them to possible donors. We received quite a number of people who supported us financially and on materials, some gave power point projectors*" (P, I). The principal should have realized that his support for teachers' initiatives bore fruitful results and therefore appeared to have made it a way of daily engagement with teachers.

4.7 Conclusion

As it came out, the four research questions generated three categories of data which formed up the three sections constituting the data analysis in this chapter. The next chapter presents the findings of the study as well as the recommendations for teacher leadership practice and recommendations for further research studies on the subject.

CHAPTER 5

SUMMARY OF FINDINGS AND CONCLUSION

5.1 INTRODUCTION

This chapter presents the summary of the main findings which emerged during the discussion of the data collected at the case study school and was presented in Chapter four of this thesis. The chapter then presents the recommendations for good teacher leadership practices and the recommendations for further researches on the concept of teacher leadership. It also highlighted on the limitations and contradictions which characterised this study.

5.2 SUMMARY OF FINDINGS

During data analysis the data was grouped into three categories which constituted the three main sections of the data presentation and analysis chapter. The data in the first category answered to the first and second research questions which dealt with participants' view on the teacher leadership and its enactment thereof, as well as the nature of the relationship in the leadership activities. This data category made up the first section of data analysis. In this section of data analysis, the themes were organized under the four zones of Grants' (2008; 2012) Model of Zones, Roles and Indicators of teacher leadership.

As the themes emerged, they were organized as findings in the following sequence;

The findings revealed that the participants in the study (four teachers, the principal and the HOD) had a general understanding of what entails teacher leadership and overwhelmingly indicated that teacher leadership was more evident in the classroom (zone one). Following hereunder are the specific findings under each zone in the teacher leadership model.

Zone 1: In this zone, the findings indicated that teachers led in their classrooms. This was in keeping with Grant's (2012) argument that "the take up of teacher leadership will be largest in zone one" (p. 56) as the classroom is mostly where teachers spend much of their official time leading the teaching practice while interacting with learners (Grant, 2012). According to the findings, in this zone, teachers, led by enforcing discipline, serving as guides and caregivers to their learners and taking decisions relating to the operations of their classrooms. However, the findings revealed that in zone one, teachers at the case study school mostly assumed leadership with a high intensity of management activities. This meant to say, while continuing to teach,

they were more involved with organising their classrooms and controlling their learners and guiding them in the in the right direction to maintain and nurture discipline.

Zone 2: Teachers extended their leadership outside their classrooms. The findings also revealed that while maintaining their roles as classroom teachers, they assumed leadership roles beyond their traditional positions as teachers to facilitate changes (Troen & Boles, 1992). This also resonates with the findings by Namibian scholars of teacher leadership (Hashikutuva, 2011; Nauyoma, 2012; Uiseb, 2012; Zokka, 2012) whose research findings revealed that the practice of teacher leadership at their case studies started in the classrooms and then moved beyond the classroom walls while leading in curricula and extra-curricular activities. Likewise, Katzenmeyer and Moller (2001) argue that teacher leaders do not only lead in their classrooms, but they extend their leadership beyond their classrooms. On that note, in this zone, teachers led by serving as curriculum developers for knowledge enhancement through reflective teaching, they assisted other teachers for mutual learning, they evaluated other teachers' performance through support groups, and they made school level decisions and served as sport coaches.

In Zone 3: Similar to Uiseb's (2012) research, my findings revealed that teachers led outside the classroom for whole school development. Uiseb's (2012) findings and my findings are in agreement when it comes to decision making. My findings however revealed that teacher leaders led in committees' structures as both chairpersons and ordinary members. I found that teachers chaired 16 out of 22 committees which in my view gave them abundant opportunities to lead for whole school development. It was further revealed that in this zone, teachers served as mentors of learners, developers of school level policies and as models of good practice for both learners and colleagues.

In Zone 4: The findings pointed to the fact that there was very minimal teacher leadership in this zone. No robust teacher leadership appeared to have been assumed apart from organisation of sport for the cluster, circuit and regional competitions, representation in teachers' union and attendance of workshops by teachers. This finding corroborated what Uiseb (2012) found in his study when he indicates "it emerged from my study that the leadership practiced in this zone was not as strong as the teacher leadership evidenced in the other three zones" (p. 75). Nauyoma-Hamupembe (2012) also had the same findings regarding teacher leadership in zone four as she indicates "the data evidenced little involvement of teachers in this zone" (p. 91).

My study further noted that apart from the HOD, the principal and the four teacher participants sounded more sceptical about teacher leadership take-up in this zone.

The second category of data made up the second section of data analysis and responded to the third research question which explored the factors which had the potential to hinder the emergence of teacher leadership at the case study school. The data revealed that ignorance and fear for accountability constrained teacher leadership, policy and regulatory limitations, time limitations, limited skills and teachers as barriers to teacher leadership in terms of apathy, lack of confidence, negative attitude and social behaviours as well as professional jealousy.

The third category of data constituted the third section of data analysis which answered the fourth research question which interrogated how the principal and the SMT were encouraging the emergence of teacher leadership across the school. The findings indicated that the SMT at the case study school played a critical role in enabling teachers to lead. This was done through different means, through the delegation of leadership functions to perform which acted as a source of pride to teachers. The findings further revealed that management encourage teacher leadership through motivation and open engagement

5.3 LEADERSHIP PRACTICES AT THE CASE STUDY SCHOOL

The discussion of the raw data revealed that teacher leadership at the case study school manifested itself in different forms, first, it manifested as **spontaneous collaborated leadership practices** when "a leadership practice is co-enacted by two or more leaders interacting together" (Spillane, Diamond, Sherer & Coldren, 2005, p. 37). I witnessed this when female teachers, the principal and the chairperson of the School Board were addressing female learners at the school on different aspects that impact on their lives in different ways. It was a concerted effort where they acted as co-leaders in a collaborative fashion acting as mentor in loco-parentis. Furthermore, the leadership was stretched across leaders (Spillane et.al.).

Secondly, as in Gronn's, (2003) view, my findings pointed to what I considered to be **institutionalised practices** when teacher leadership was evident in a "range of collaborative practices utilised within the organisation" (p. 26). This was mostly a norm in zones two and three of the teacher leadership model and operated on both formalised and ad hoc basis. As per the findings, teachers led in committee structures which were put in place as formal tools and

gave opportunities for teachers to lead. The findings also revealed that at the morning assembly as well as at staff briefings teachers had an opportunity to give announcements either to learners or to fellow teachers first before the principal. This was a routine which was performed by teachers on voluntary and ad hoc basis. The key point was that in so doing, teachers played a leadership role. The other practice was when teachers teaching the same subject in the same grade had to come together to reflect on what they have been teaching for the past week (see under 4.4.2). Through their interaction, they brought the different expertise and experiences together and found an opportunity to assist each other for improved teaching. These incidences of leadership constituted a leadership practice which Spillane et al. (2005) say "a function of the skills and expertise of the leaders" (p. 45).

Thirdly there were **intuitive working relationships** whereby "intuitive understanding emerges over time […] when members rely on each other and develop close working relationship" (Gronn, 2003, p. 35). An good example of this formation was when the principal and one teacher leader had complement each other in a number of leadership practices which the data indicated in three occasions were at the initiative of the teacher leader and their implementation were in the end effected with the full support and good will of the principal (see under 4.4.3). These leadership practices depicted a situation of co-leaders intuitively working together for the success of the school. The crucial element in this leadership practice was that there was a bottom up kind of structure

5.4 RECOMMENDATIONS FOR GOOD PRACTICE

In order to ensure that concept of teacher leadership is institutionalised and embedded into the mental fabrics of all teachers, principals and educational administrators, the following recommendations are put forwards;

- High education institutions should put more emphasis on training teachers on leadership skills in general and teacher leadership in particular.
- Principals and all other School Management Teams should offer more frequent interaction opportunities with teacher as well as enlist teachers' services and support in the execution of school activities
- There is a need for the intensification of in-service training course for all principals and HODs on leadership for principals, HODs and teachers alike.

- More school principals need to be encouraged to take up studies towards post-graduate degrees with an emphasis on distributed leadership as a theoretical framing of their studies. This will help principals to understand school leadership as a practice produced by the interaction of many people (Spillane et.al (2005) geared towards achieving the same goal rather than being an action of an individual, the positional leader as is currently the case with many principals.
- To maximize human resource capacity within schools. Principals should do expertise mapping among their teachers and engage all teachers in the leadership activities at their school in accordance with their expertise. This will awaken the leadership potential very often hidden in teachers and as per Muijs and Harris (2003) it will "enhance teachers' self-esteem and work satisfaction" (p. 441).
- The institutionalisation of the clustering system need to be legalised in order to give Cluster Centre Principal supervisory authority. Only when the clustering system has legal standing, teacher leadership will be robust at that level.

6.5 RECOMMENDATION FOR FUTURE RESEARCH

Teacher leadership as a concept has attracted the interest of many aspiring Namibian scholars. Nevertheless, academic research on the concept is still at an infant stage in the country and more vigorous research is needed to grow the body of knowledge in this sub-branch of educational leadership. My research topic focused on exploring teacher leadership at a Senior Secondary School. This involved getting an understanding of how teacher leadership has been enacted, how it may have been hindered and how the principal and the SMT encouraged teacher leadership. It is my believe that there is more aspects which the study of teacher leadership can look at, hence I recommend that future researchers on the concept can look at the following;

- A research study can look at what role the gender and the age of teacher leaders can play on the enactment of teacher leadership at a school. Since these two topics had the potential to consume a lot of time and they were out of the scope of my research topic, I could not attempt to consider them in my study. They can either be studied together or separately more so because they are themselves broader.
- Another aspect of educational leadership which I recommend as a research topic is to study which ministerial, regional and school-based policies and how they may limit the enactment of teacher leadership. A study on this aspect will be crucial in informing

policy drafters as to the importance of drafting policies which are promoting the distribution of leadership in schools instead of restricting leadership to positional leaders and School Boards.

- Another topic which interests me and I feel it needs further research is time which is said to hinder teacher leadership. The findings of other Namibian researchers (Hashikutuva, 2011; Uiseb, 2012; Zokka, 2012, Nauyoma-Hamupembe, 2012) across all types of schools, primary, combined and secondary schools, in both rural and urban, highlighted time as a hindrance to teacher leadership. It is therefore crucial to find out how does it hinder the take up of leadership roles by teachers? Experience has taught me that unlike other civil servants who start with the official day at 08:00 and end it at 17:00 (Namibia, Office of the Prime Minister, 1995), teachers at primary and combined schools in Namibia start a day's work at 08:00 and end lessons by 14:00 and knock off at 15:00, while at senior secondary schools they start at 07:00 and stop classes by 13:00 and knock off at 15:00. One need to find out whether it is time which is not enough or there is an elements of poor time management? Additionally, teachers has what is called administrative periods (Namibia, Ministry of Education, 2005). Are these periods effectively used?
- My study could also not do data collection on the potential advantages of teacher leadership on school improvement. I hence recommend that a study should be conducted in that regard.
- I should also hereby recommend that this very study (the aims and goals, research questions, the design methods, data collection tools and data collection process), can be replicated to explore the enactment of teacher leadership at other schools (primary, combined, junior secondary or senior secondary). As the original researcher, that will be "a reliability check" (Yin, 2014, p. 49) for me. I will be interested to know if the replicated study will produce findings similar to the findings of my study. If it happens that the findings are similar, it will add value to the findings of this study, make the findings of this study reliable and give a good explanation for possible generalisation of my findings in isolated cases, more so on natural basis.

5.6 CONTRADICTIONS

The case study school services as a Cluster Centre with its principal being a Cluster Centre Principal (CCP). However, the data indicates that teachers at the school are less involved in the

uptake of leadership activities at cluster level especially in an academic and professional sphere. Even the principal himself as a Cluster Centre Principal sounded more sceptical regarding teacher leadership take up at cluster centre level by the teachers.

5.7 LIMITATIONS TO RESEARCH STUDY

One of the limitations to the findings is that they were generated from a case study of a qualitative nature whose findings in the views of many researchers cannot to be generalised as Falk and Guenther (undated) put it "the value of qualitative research is often questioned because you cannot make generalisation from results when the sample is statistically representative of the whole population in question" (p. 1). My research study was only conducted one secondary school out of 252 schools in Ohangwena region (personal knowledge). At the case study school, the sample was limited to six participants out of 25 teachers. Hence, I strongly feel that generalising these findings to any other school, no matter how similar it might look like to the case study school, will never make any explanation valid whatsoever.

Moreover, my research study had a lesser scope to cover. While it explored the enactment of teacher leadership, the factors that may inhibit its enactment and how the principal and the SMT could encourage teacher leadership, the study did not go deeper to look into the issues of the culture of the school, issues of gender and how beneficial was teacher leadership to learners at the case study school. This limitation made the study not to present the whole picture of teacher leadership enactment at the school.

The other limitation was the fact that I conducted the study at a school which fell within my jurisdiction as Deputy Director of Education in Ohangwena region. There was no guarantee that my status did not influence the responses of the participant. However, as explained in the methodology chapter, I was aware that there might be unequal power relations. I hence focused on my role as a researcher during my data collection to avoid role confusion and data contamination.

5.8 VALIDITY OF THE DATA

To ensure that the data I have collected are valid and reliable, I employed what McMillan and Schumacher (2006) say "several data collection techniques" (p. 325) in my study as highlighted in the methodology chapter (chapter three). I also tape recorded all the interviews I had with

the main participants. I strongly believe that the recording of the interviews, the use of different data collection techniques and reference to what has been said about the researched concept of teacher leadership by other researchers, would give validity to my research findings as that constituted triangulation as discussed in the methodology chapter (chapter three). I also purposefully selected four non-positional teacher leaders (regular teachers) and two positional teacher leaders (the principal and the HOD) as main participants, knowing very well that non-positional teacher leaders may see leadership practices in the school differently from positional teacher leaders. If the views of the two groups of participants as expressed through the data (their responses) goes in the same direction, it can also give validity to my findings.

5.9 CONCLUSION

The findings of the study was that teacher leadership was enacted across the four zones of teacher leadership model with more take-up of leadership by teachers in zones one, two and there with a very limited leadership up by teachers in zone four.

The findings also indicated that a number of factors had the potential to inhibit teacher leadership. However, the principal and the SMT appeared to have championed the nurturing of teacher leadership at their school.

The findings further indicated that leadership at the case study school was enacted in the form of spontaneous collaborated fashion through institutionalized practices which gave rise to intuitive working relationship between co- leaders.

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APPENDIX: 1 LETTER FROM THE SUPERVISOR

RHODES UNIVERSITY
Where leaders learn

Education Department
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19 January 2015

TO WHOM IT MAY CONCERN

This is to certify that Mr Isak Hamatwi (student number 11H7115) is a registered Master's student at Rhodes University. He is now in the second year of the course and is about to enter the research phase. He plans to investigate teacher leadership in a school in Namibia. The purpose of this letter is to obtain your permission to conduct research in a school in your region.

Mr Nangolo will need to spend some time at the school, observing and gathering data through interviews and document analysis. His findings are likely to add to the very small body of leadership and management literature on Namibian schools.

It would be highly appreciated if you could make it possible for him to have access to the school.

Thank you very much.

(Prof) Callie Grant
(Supervisor)

APPENDIX 2: LETTER FROM ME TO THE DIRECTOR FOR AUTHORISATION

Enq: Isak Hamatwi (Mr)
Cell/s: +27604802571 / +264811286633
E-mail: ihamatwi@yahoo.com

11 Hills View St.
Grahamstown
South Africa

To: The Regional Director
Ohangwena Education Directorate
Private Bag 88055
Eenhana, Namibia

19 February 2015

Dear Mrs Steenkamp

Subject: Request for permission to carry out a research study Vilho SSS

I am a Masters of Education student in the field of Educational Leadership and Management at Rhodes University, Grahamstown, South Africa. I will very soon in March 2015 engage in a research study which fulfils the partial requirements for me to obtain the afore-said degree. The study aims to obtain empirical data on leadership practices by teacher leaders at the school as per my research goal which is; **Exploring teacher leadership: A case study at a Senior Secondary School in the Ohangwena region, Namibia**In this regard, I have selected Vilho SS as my research school. I will conduct the study while based at the school for 16 consecutive days as from **03 - 24 March 2015** including the familiarisation and preparation day.+-

I should assure your office that this research study is not in any way an evaluation of the performance or competencies of either the principal or teachers, but rather an academic attempt to observe how teachers assume leadership responsibilities in the school in order to possibly expand the boundaries of knowledge on and understanding the concept of leadership from a distributed perspective. From this study, I am expected to produce relevant data by conducting interviews with the principal, Heads of Departments and teachers; administering questionnaires to all teachers, by analysing documents as well as by doing my own personal observation of the leadership ecosystem at the research study school.
I undertake to uphold the ethical requirements as expected of a research study as required by the university.
It is against the above-said that I am requesting **a written permission** from your office for me to conduct the research study **at Vilho SSS**. Please feel free to contact me at any time at **+27604802571or +264 811 28 6633** should you have any question/s you would like answered.
Attached please find a copy of the confirmation letter from my supervisor, Dr. Callie Grant who can be contacted as follow: Tel: **+2746 6037508** email: c.grant@ru.ac.ca
Kind regards
……...
Isak Hamatwi
Student No. g11h7115

APPENDIX: 3 AUTHORISATION LETTER FROM THE DIRECTOR

OHANGWENA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION
DIRECTOR'S OFFICE

1st Floor Greenwell Complex Private Bag 88005 Eenhana Tel: 065 – 290 201 Fax: 065 -290 224

Enquiries: Magano Gaoses
Email: mcnotto@yahoo.com
Ref: 12/3/10/1

20 February 2015

Mr. Isak Hamatwi
11 Hills View Street
Grahamstown
South Africa
Email: ihamatwi@yahoo.com
Cell: +27604802571/+264811286633

Dear Mr. Hamatwi.

Subject: Approval granted to carry out a research study at [redacted] SS

1. Receipt of your letter on the above subject matter is hereby acknowledged.
2. The Ohangwena Education Directorate indeed supports and herewith grants approval to you to carry out the envisaged research on "Exploring teacher leadership".
3. Your case study is most certainly welcomed as it will be done with a specific focus on the leadership abilities of teachers at Secondary Schools. You might, through this process, come across new ideas, strategies or create new knowledge that might enhance the leadership skills of teachers and others.
4. Kindly liaise with the principal of [redacted] SS for the necessary arrangements to be made in advance. It is our firm believe that all ethical requirements will indeed be upheld.
5. We wish you all the best in your research and salute you for the initiative taken to fulfil your studies.

Yours Sincerely,

2/12/15

Sanet L Steenkamp
Director: MoE
Ohangwena Region

CC: Inspector of Education
Ondobe Circuit

APPENDIX 4: LETTER TO THE PRINCIPAL FOR AUTHORISATION

Enq: Isak Hamatwi
Cell: +27604802571
Email: ihamatwi@yahoo.com

11 Hillsview St.
Grahamstown
South Africa

To: The Principal
Vilho SSS
Ohangwena Region
Namibia

19 February 2015

Dear Principal

Request for permission to carry out a research study at your school

I am a Masters of Education student in the field of Educational Leadership and Management at Rhodes University, Grahamstown, South Africa. I am presently engaged in a research study which aims at **Exploring teacher leadership: At a Senior Secondary School in the Ohangwena region, Namibia**. In this regard I have, for that purpose selected your school for my research study which I plan to do from **04th to 24th of March 2015** or might be longer. I will have the 3rd of March 2015 as a site familiarization and preparation day.

For the purpose of the study I plan to do the following;

- Interview you as the principal, one Head of Department and four teachers.
- Administer questionnaires to all the teachers, principal and HODs included.
- Have explanatory meeting with teachers to put them into picture and give them the questionnaires, you included.
- I need to observe at least one staff meeting, one departmental meeting and one management meeting, where at all possible.
- I will need to observe the main participating teachers in their classrooms and in any other areas that they may be exhibiting leadership.
- I would also like to peruse documents such as minutes of staff meetings, management meetings, departmental meetings, schedule of allocation of duties and any other document that you may have related to the enactment of teacher leadership.

Please note that this is not an evaluation of performance or competence of either your teachers or yourself, but rather an academic attempt to observe how teachers practice leadership and assume leadership tasks in the school in order to possibly expand the

boundaries of knowledge on and understanding of the concept of leadership from a distributed perspective.

I undertake to uphold the autonomy of all participants and they will be free to withdraw from the research at any time without negative or undesirable consequences to themselves. In this regard, participants will be asked to complete a consent form.

The above being said, I am requesting your permission to conduct a research study at your school. Please feel free to contact me at **+27604802571 or +264811286633** or at the above e-mail at any time should you have any queries or questions you would like answered. Please do communicate this request to your teachers.

Attached please find a copy of the confirmation letter from my supervisors, Prof. Callie Grant and Prof. Hennie van der Mescht who can be contacted as follow: Hennie Tel: 046 6038384 email: h.vandermescht@ru.ac.za and CallieTel: 046 6037508 email: c.grant@ru.ac.ca

Yours faithfully

……
Isak Hamatwi (Mr)
Student No. g11h7115
Rhodes University
Grahamstown

APPENDIX 5: LETTER OF INVITATION THE INTERVIEW

Enq: Isak Hamatwi
Cell: +264 811286633 / +27604802571
Email: ihamatwi@yahoo.com

11 Hills View
Grahamstown
South Africa

Dear Mr/Ms..... 19 February 2015

Invitation to take part in a research study: Exploring teacher leadership - A case study at a Senior Secondary School in the Ohangwena region, Namibia

I am extending this invitation to you to request you to participate in the above-stated research study.

I am a Masters of Education student for the 2014 – 2015 academic years at Rhodes University, Grahamstown, South Africa. I am specializing in the field of Educational Leadership and Management. As requirement to obtain the degree, I am at present engaged in a research project which aims to explore 'teacher leadership' at a Secondary School in Ohangwena region. In this regard I have, for the purpose of convenience and trust, selected your school as research site for the study which I have planned to do as from the 03rd of March to the 24th of March 2015. I would very much like to work with you as I conduct the study on 'teacher leadership' which is an attempt to extend the boundaries of knowledge on this leadership concept.

Please note that this is not an evaluation of your performance or competence whatsoever. I further undertake to uphold your autonomy and you will be free to withdraw from the research study at any time without negative or undesirable consequences to yourself. In this regard, you will be asked to complete a consent form. It is against this background that I am humbly inviting you to participate in this research study at your school. Please feel free to contact me at any time should you have any queries or questions you would like answered.

Yours sincerely

.....

Isak Hamatwi (Researcher)

Student No. 11h7115

APPENDIX 6: PARTICIPANT DECLARATION

Declaration

I ..... (full names of the participant) hereby confirm that I understand the content and nature of this research study project. I am willing to participate in the research project. I understand that I reserve the right to withdraw from this research study project at any time.

....

Signature of participant Date

APPENDIX 7: SURVEY QUESTIONNAIRES

Exploring teacher leadership: A case study at a Senior Secondary School in the Ohangwena region, Namibia

Instructions for Questionnaires

- This questionnaire is to be answered by teachers including Heads of Departments.
- **DO NOT** write your name on the questionnaire.
- Use either a **BLUE** or a **BLACK** pen. **DO NOT use a pencil**.
- For **sections A to C**, respond to the statements by **placing a cross** in the column that better represent your views.
- For **section D**, please respond as per your situation in relation to the questions.

SECTION A

Place a cross in the column which better represents your views on how teachers participate in the leadership at the school and beyond.					
		Strongly disagree	Disagree	Agree	Strongly agree
1.	Teachers at our school are given opportunity to participate in the decision making process.				
2.	Experienced teachers volunteer to conduct mini workshops for novice teachers.				
3.	Teachers assume leadership functions even without being delegated by the principal.				
4.	Teachers at the school play a leading role in circuit and cluster activities.				

SECTION B

Place a cross in the column which better represents your views on how the principal encourages teachers to participate in leadership at the school					
		Strongly disagree	Disagree	Agree	Strongly agree

1.	The principal and school management members value the opinion of teachers				
2.	Teachers are treated as independent thinkers and are allowed to take initiatives.				
3.	The principal encourages teachers to volunteer in taking up both formal and informal leadership tasks in the school as well as at cluster and circuit level.				
4.	The school management team prises teachers for their initiatives and for their forward coming attitudes.				

SECTION C

Place a cross in the column which better represent your views on how the school environment discourages or encourages teachers to participate in the leadership of the school and beyond.					
		Strongly disagree	Disagree	Agree	Strongly agree
1.	Teachers are always confident of themselves when asked to perform a certain task outside the classrooms.				
2.	There are strong evidence that the principal and the school management team have confidence and trust in teachers.				
3.	All teachers are always prepared to volunteer towards the out-of-classroom activities.				
4.	The principal always responds positively to teachers' initiated projects and ensure administrative support to them throughout.				

5	Ministerial and school-made policy regulations give room for teachers to participate in the leadership and management of the school.				

SECTION D:

1. State school committee/s to which you are a member. Who chairs each of the committees (not in name, but whether it is a teacher / an HOD / a parent / a learner / the principal?

1……

……

2……

……..

3……

……..

4……..

……..

5……..

……..

2. What role/s do you play in each of the committees to which you are a member?

1……
……
……
……..

2……
……
……
……..

APPENDIX 8: OBSERVATION SCHEDULE

Exploring teacher leadership: A case study at a Senior Secondary School in the Ohangwena region, Namibia

DAY

DATE

Levels of analysis		**Aspects to consider**	**Observation outcomes**
1.	**Teachers leading in the classrooms** – Managing teaching and the learning processes	Classroom situation, Expertise Time management Professionalism, Improving teaching, Attitude Learner results outcome Initiative, Learner discipline	
2.	**Teachers leading beyond the classrooms** – Building relationships with other teachers	Collaboration, Co-planning, Co-teaching, **working together** Phase meetings Guiding, Mentoring, **inservice training** Reflection General engagements Evaluation Teacher-student-parent interaction	

3.	**Teachers leading in whole school development issues** – Building vision, culture, image and pride	Visioning, Sports, Projects Policy formulation Staff development Extra-curricular, School improvement, Discipline enforcement , Staff meetings Departmental meetings, Subject meetings	
4.	**Teachers leading beyond the fence boundaries of their school** – Community, cluster, circuit or regional networking	Cross-school interactions Workshop facilitation, Exams moderation, Scripts moderation Spearheading, Cluster meetings Circuit meetings	
General comments			

APPENDIX 9: INTERVIEW SCHEDULE FOR TEACHERS

BIOGRAPHICAL INFORMATION

Identifier

ET	

Gender

Male		Female	

Age

20 - 30		31 - 40		41 - 50		51+	

Years of teaching experience

0-3		4-6		7-9		10-13		14+	

Nature of employment

Permanent		Temporary		Contract	

Formal qualifications

Grade 12		Diploma		B. Degree		M. Degree	

1. What is your understanding of the concept of 'teacher leadership'?

……

2.1. As a teacher, what have you initiated since coming to this school? How did you ensure that your initiatives were positively received? How have these initiatives been sustained?

……

2.2. What examples of decisions you use to take without much involvement of the principal and other school management team members?

……

2.3. In which ways do you (get involved in the leadership) assume leadership in the cluster, circuit and in the community? How do you do that?

……

2.4. How do the principal and his management team assist teachers to develop their leadership and management capabilities?

……

2.5. Do teachers at this school give support to one another for professional growth? How do they do that?

……

2.6. What will you say are the things which might be preventing teachers from assuming leadership at your school?

……

APPENDIX 10: INTERVIEW SCHEDULE FOR SMT

BIOGRAPHICAL INFORMATION

Identifier

P/HOD	

Gender

Male		Female	

Age

20 - 30		31 - 40		41 - 50		51+	

Years of teaching experience

0-3		4-6		7-9		10-13		14+	

Nature of employment

Permanent		Temporary		Contract	

Formal qualifications

Grade 12		Diploma		B. Degree		M. Degree	

1. What is your understanding of the concept of 'teacher leadership'?

……

2.1. Tell me any actions / behaviour you have observed in any three of your teachers which suggest that they are indeed teacher leaders (What do they do and how? What do they say and where?).

……

2.2. What have you as a principal put in place to ensure that teachers get involved in the leadership and management of the school and which can unlock their leadership potentials?

……

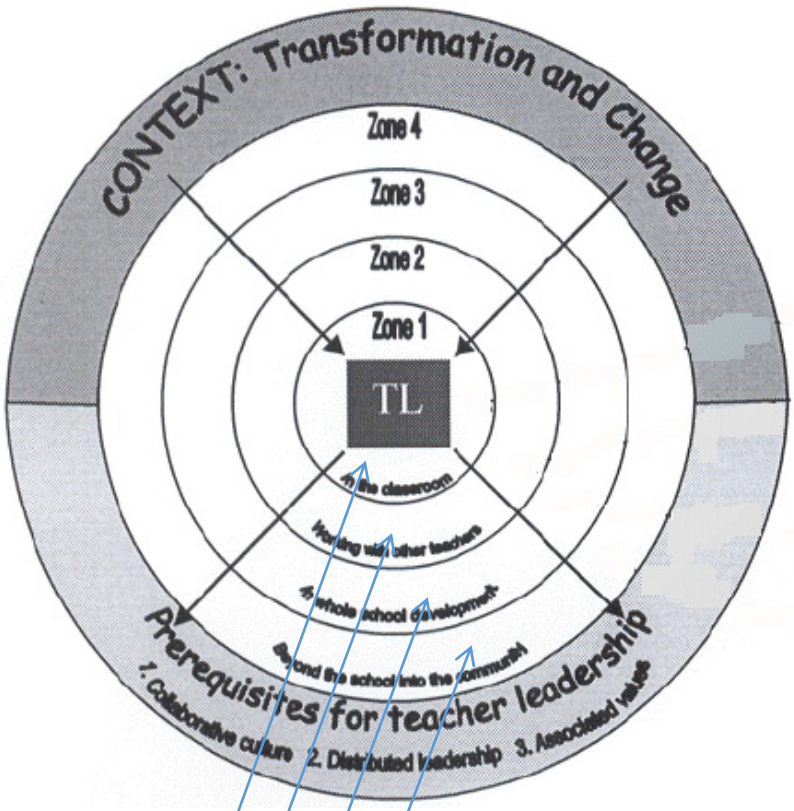
2.3. What things do you think are there in place which you can say make the school environment free, relaxed and conducive for the development teachers' leadership capabilities?

……

2.4. What have you noted as possible structural, physical, social or behavioural factors which can limit teachers to become teacher leaders?

……

APPENDIX 10: Model of teacher leadership (Grant, 2008, p. 93)



TEACHER LEADERSHIP

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