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Teacher leadership practice: A case study of a public primary school in a semi-urban area of the Otjozondjupa Region, central Namibia

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Abstract

The education system in Namibia was shaped by the policies located within the framework of the apartheid ideology. Since it gained its independence in 1990, the government positioned education at the top of the national priorities. Thus, there has been a growing realisation of the importance of more democratic forms of leadership in the education system for the country to be able to cater for a democratic society. Amongst others, teachers became active creators and managers of the learning outcomes. In addition, teachers are regarded as agents of change and the driving force for productive teaching and learning. Literature describes how the management in schools has been redistributing authority and power so that a culture of teacher leadership in school communities can grow. More importantly, school improvement depends more on the active involvement of teacher leaders as it is realised that people in formal positions cannot do everything. In this line this study investigated the understanding of teachers and members of management of teacher leadership practice and it further identified the structural and cultural factors which enabled and inhibited this practice in a primary school.

This study is a case study of a Primary school in a semi-urban area of Otjozondjupa Region, a central part of Namibia. This study was conducted in the interpretive paradigm and it is a qualitative case in nature, employing semi-structured interviews, observation and document analysis. Triangulation over the data revealed that respondents have an understanding of the concept and that all teachers are involved in leadership roles at school which are more strongly found in the classroom and through involvement with other teachers. Teacher leadership roles at the case study school also occur within the whole school with some limitations and also extend beyond the school. Grant's (2008) model of teacher leadership was used to analyse the data.

The study suggested some hindrances and supporting factors of teacher leadership. The findings suggested that teacher leadership is understood at the case study school and that they experienced factors that enabled and hindered this practice at different stages. Enabling factors included the school structure, further studies and workshops attended, while teacher leadership is impeded by teachers' unwillingness to collaborate with others and the platoon system. The study

recommends future large scale studies, including at secondary schools, so that a broader sense of teacher leadership may emerge.

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Dedication

This study is dedicated to my sister, the first born.

I was unable to attend school at the age of six like all my peers at the village. As well as not being able to walk/run a distance of 14 km a day (a return trip), I did not have any clothing fit for school. My lovely sister Lusina Shidiue (nee Hanghuwo), brought home a sample of a dress and knitted underwear she made during her Home Economics lessons (Needlework), then “naaldwerk”, when she completed her 2 years’ teacher training in 1977. When I transferred to her school in grade two, she realised that I had been promoted from grade one without any knowledge of reading and that I was translating pictures into any word I could think of. She taught me to read at home and at school till I could read any book in any language.

My dear sister, the tears ran down my cheeks as I struggled to read in 1978, but this paved the way for my academic route as I have realised. I knew there were no shops at our village for you to buy me snacks for my lunch at school, but you always prepared me traditional bread (oshingome), so that I had something to eat like very few children at school. You took care of me throughout my primary education when most children dropped out of school. My dear sister, this study is to show my appreciation to you, to your husband Efraim who raised me like his own daughter, to my late mom who supported me from her limited resources till I became a teacher - may her soul rest in eternal peace - and also to ‘Meekulu’ Mkwaanime and meme Nangula (my parents in-law) who supported me in kind at different stages as I was growing up.

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Declaration

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

Signature:

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Chapter One - Introduction

1.1 Introduction

This study is titled *Teacher leadership practice: A case study of a public primary school in a semi-urban area of Otjozondjupa region, central Namibia*. In Namibia a teacher is termed as an agent of change, an initiator and a chief contributor and leading tool towards the complete school development (Namibia. MBEC, 1993). Most of the studies done in Namibia have focused on different stakeholders in education such as parents, school Principals and learners. So far very few studies (Nauyoma, 2011; Hashikutuva, 2011 and Uiseb, 2012) have been carried out to address teachers as leaders, and the findings and recommendations advocate that there is an urgent need for further research on the concept teacher leadership to be carried out in different areas of the country. This challenged me to focus on teacher leadership practice, specifically in a semi-urban school.

It is against this background that this chapter presents the context and the rationale behind my study, which includes an explanation of why this study was worth conducting. This chapter also presents the other features of the study namely the context of the study, the purpose, the research questions and the research design. The chapter also outlines the structure of the study. I now move on to discuss the context of the study.

1.2 Context of the study

According to *Vision 2030*, a document setting out national goals for Namibia, the education system in Namibia “was shaped by the policies located within the framework of the apartheid ideology” (Namibia. *Vision 2030*, 2004b, p. 29). Since independence the government has “placed education at the top of national priorities” (Namibia. Ministry of Basic Education and Culture [MBEC], 1993, p. i.), and has therefore introduced various initiatives to reform the system. The first was the development of educational policy documents such as *Toward Education for All*

(1993), which upholds democracy as a major goal of education (p. 32). Furthermore, this policy document recognises the mandate of democracy as it “must therefore not simply be a set of lessons in our schools but rather a central purpose of our education at all levels” (ibid., 1993, p. 40). This implies that “to teach about democracy, our teachers and our education system as a whole must practice democracy” (Namibia. MBEC, 1993, p. 41). Teachers are singled out as a driving force for change within the Ministry of Education and would therefore need special attention and preparation to be able to drive the suggested changes.

Before independence, teacher training was found to have “limited teachers, preventing them from being democratic, resourceful and dynamic thinkers”, hence the government of Namibia introduced the teacher training programme known as the Basic Education Teacher Diploma [BETD] (Namibia. MBEC, 1993, p. 43). Apart from providing teachers with subject content and teaching methods, the curriculum for this diploma aims to instill in teachers qualities that link with “organisational management” and the ability to “participate actively in collaborative decision making” (Namibia. MBEC, 1993, pp. 80 - 82).

The qualities mentioned above are supported in *Vision 2030*, which aims at developing a knowledge-based nation, claiming that the system of education “requires people with flexible, enquiring minds and critical thinking skills, capable of adapting to the new situations and demands” (Namibia. *Vision 2030*, 2004b, p. 30). The educational system in Namibia therefore promotes the participation of teachers in decision-making in matters pertaining to schooling. This includes how schools are managed and led (Namibia. MBEC, 1993). The policy document further argues that teachers’ ability to participate in and contribute to school leadership activities have not been fully activated (Namibia. MBEC, 1993). This suggests that more is to be done to involve our teachers fully in school leadership activities. It should begin with the introduction of the concept teacher leadership into the Namibian schooling system and the promotion of positive practice of the concept at all levels.

The notion of teacher leadership receives strong support in contemporary leadership literature. Spillane, Halverson and Diamond (2004) define school leadership as “the identification, acquisition, allocation, co-ordination, and use of social, material and cultural resources necessary to establish the conditions for the possibility of teaching and learning” (p. 11). Increasingly

educational leadership is being viewed as distributed and shared, made available to all stakeholders rather than being the domain of officially appointed leaders (such as the school Principal). This participatory approach in education has gained support in the notion of teacher leadership practice (Mujis & Harris, 2003, p. 438).

According to Grant (2006) teacher leadership

implies a form of leadership beyond headship or formal position, teachers becoming aware of and taking informal leadership roles both in the classroom and beyond. It includes teachers working collaboratively with all stakeholders towards a shared vision of their school within a culture of mutual respect and trust (p. 516).

Teacher leadership can thus be seen as a practice which can be stretched over the school and the community. Hence teacher leadership essentially refers to the exercise of leadership by teachers, regardless of position or designation. Teacher leadership is centrally concerned with forms of empowerment and agency which are cultivated by distributed leadership theory (Harris, 2003).

However, in a study based in South Africa, Grant (2009) found that

despite an enabling democratic policy framework, the leadership of many South African schools remains firmly entrenched within the formal, hierarchical management structure. The potential for teacher leadership is, therefore, relatively untapped and, where it is enacted, it is often restricted (p. 289).

That is likely to apply equally to Namibia, since both countries have struggled through the same oppressive political systems of control. Like South Africa, Namibia also has appropriate policy in place to enable teacher leadership in schools but teachers are still attached to a traditional form of leadership that positions the power onto a person in a formal leadership position. This study sets out to investigate teacher leadership in a primary school in Namibia, to probe how it is understood and practiced. Teacher leadership is rooted in distributed leadership. However, Spillane et al., (2004) define leadership from a distributed perspective, describing it as an activity occurring through the interaction of three elements: leader, followers and the situation (or context). Anyone can be a follower or a leader; circumstances decide.

The study adopted Grant's (2008) model of teacher leadership (p. 93), with reference to Danielson's (2007) standards of teacher leadership, and related authors. Referring to Grant

(2008), teacher leaders operate in different Zones in the school, and the more Zones they operate in, the more likely they are to be exercising leadership. Furthermore, Grant's (2008) model of teacher leadership distinguishes Four Zones: 1 – in the classroom, 2 – beyond the classroom and involvement with other teachers in their own school, 3 – in a whole school context, and 4 – extending beyond the school among other schools (clusters, in the case of Namibia) circuits, district office and the community (p. 93). This model was useful in developing an understanding of teachers' leadership in terms of how it is distributed and activated in the case study school. Grant's (2008) model of teacher leadership Zones corresponds roughly with Danielson's "standards/model", the context in which leadership takes place. While Danielson's (2007) standards of teacher leadership were not my focus, they were referred to in order to supplement the roles of teacher leadership emerging from the data presented and analysed in chapter four. In effect, Grant's (2008) model was instrumental in analysing leadership roles of participants from the case study site, as demonstrated in chapter four.

Despite Grant's (2006) generally discouraging findings from South African schools, her study did expose traces of a restricted form of teacher leadership. Similarly, recent studies indicate that teachers are capable of taking on leadership roles provided that supportive and enabling conditions are provided by the Principal and the School Management (Nene, 2010, p. 122). Moreover, studies based in Namibia by Nauyoma (2011) and Uiseb (2012) suggest that more extensive research needs to be carried out to explore teacher leadership practice among the stakeholders at different phases in the schooling system, and in different environments, urban or semi-urban for example. I have therefore extended the notion of teacher leadership to involve a semi-urban area Primary School so that I could investigate the understanding of semi-urban teacher leaders and through the study identify the structural and cultural factors that inhibited and/or enabled the practice at the case study school.

1.3 The rationale of the study and its potential

My interest in this study springs partly from my own experience and from the recommendations made by others on the topic. I am a teacher by profession and had been a Principal for eight years, before I become a Senior Education Officer responsible for in-service teacher training in a

subject area. Prior to that, when I was a teacher, I was aware that we were not allowed to perform any leadership roles, apart from teaching lessons and in some cases we were instructed to refer all disciplinary and learning problems to the people in formal positions. Our efforts to exercise leadership roles were sometimes regarded as misconducts by the school authority. According to Harris and Lambert (2003) “head teachers have a key role to play in developing teacher leadership” (p. 45). In contrast, some of us have undergone disciplinary hearings and been charged with verbal warnings. In my case it was because I suggested that I could handle the summary register for learners’ attendance (also known as register number 3) for a term. The limitations I experienced frustrated me and I decided to apply to become a Principal so that I had a chance to initiate ideas and grant others a chance to lead.

As a Principal I found that most of the teachers were used to leadership that is centered on a person serving in a formal leadership position. Very few were willing to take up leadership roles, such as chairing or writing minutes for meetings, organising learners for tours or field trip studies and even controlling the school entrance on learners’ arrival, encouraging them not to bring in toys, to arrive on time and to wear the school uniform properly.

Also I have found as an Education Officer, when I prepare teachers to be trainers of others in the curriculum, I only receive reports from the circuits where I have trained subject facilitators. In most cases ordinary teachers are unable to organise meetings or workshops to train others, and therefore they do not send in any reports.

I believe there is still very little understanding of teacher leadership practice in Namibia and that teachers have not been given many opportunities to practice leadership. Any teacher’s leadership efforts were not supported by other stakeholders, ministerial/school authority, independent individuals and/or privately owned companies. Therefore, some teachers do not engage themselves in leadership roles, for many reasons. This is evident in current studies done by Namibian researchers on the topic of teacher leadership. According to Nauyoma’s (2011) main findings, teacher leadership was restricted because of the lack of involvement of all teachers in school-wide decision making, and resistance to teachers taking leadership roles. She further suggested that “the principal and teachers need to know more about the concept of teacher leadership” (ibid., pp. 103 - 104). Moreover, Uiseb (2012) found out that “there was no clear consensus on the extent to which teachers were involved in decision-making” (p. 78). This is an

indication that the practice of teacher leadership would be limited at the case study school. They all recommended that further studies in the topic should be extended to semi-urban and urban schools. According to Stake (1995) a researcher studies a case when it is of very special interest to her/him. My interest in this case therefore springs from my own professional experience as a teacher and an educational manager. Secondly, I am influenced by the recommendations made by previous researchers, resulting from their findings from the studies done in Namibia on the subject.

This study is of potential value since it will inform policy makers to realise the need for policy documents that will more directly address and enable teacher leadership practice in schools. It may also benefit education officials at national and regional levels, school Principals, teachers and the community members who may be working directly with teachers and may be interested in understanding teacher leadership practice for improved school management. Finally, it will add to the growing body of knowledge on school leadership and suggest some improvements.

1.4 The purpose of the study

This study seeks to explore the understanding of teachers and school managers of teacher leadership practice at a public primary school in a semi-urban area of the Otjozondjupa region in Namibia. The purpose of the study is to *explore the understanding and practice of teacher leadership and to identify structural and cultural inhibiting and enabling factors.*

1.5 Research questions

In order to achieve this purpose, this study was set to respond to the following research questions:

1. How do teachers and the School Management Team (SMT) understand teacher leadership?
2. What leadership roles do teachers currently take?
3. What are the structural and cultural factors that may inhibit and enable teacher leadership practice at the school?

1.6 Research design

This research was carried out as a case study. The literature defines the case study as “the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances” (Stake, 1995, p. x). Similarly, Yin (2009) argues that “a case study is an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real-life context” (p.18).

In order to conduct a good case study I was determined to be patient and an effective listener so that I obtained rich data (Yin, 2009). I further tried to have sufficient knowledge and research skills to produce a good case study (Cohen, Manion & Morrison, 2011). This study was conducted in the interpretive paradigm as it best fits with my ontology and methodological preferences (Becker as cited in Maxwell, 2008 and Bassey, 2006).

Leadership is a complex phenomenon and there are different views and understandings of how it works in the case study school. Interpretivism allowed me as a researcher to consider and explore these differences and come to an understanding (through interviews) which is complemented by what is seen in the school (observation) and found in documents (as analysed). The tools I have used to collect data are further discussed in detail in chapter three of this study when I present the methods used to conduct this study.

1.7 The study outline

This section presents the research overview, and it is the conclusion of chapter one. The study consists of five chapters, of which chapter one discusses the context and the rationale of the study and reveals why teacher leadership is worthy of being studied within the Namibian perspective. Chapter one presents the purpose of the study and the research questions. It outlines the research design, whereby I present a brief explanation on the type of study and how it was conducted.

Chapter two presents the literature review on teacher leadership focusing on Grant's (2008) model of teacher leadership. This model is a tool used to analyse data presented in chapter four.

Chapter three contains the research methodology used in the study. It further discusses ethical issues considered in the study and the reasons why this study was worth conducting. There is a brief section on the limitations to this study before its conclusion.

Chapter four presents the data collected from all the data collection tools used in this study and discusses the findings in light of the relevant literature. The chapter uncovers themes that address the research questions.

Chapter five summarises the main findings, presents recommendations for teacher leadership practice at the case study school and for further studies needed on the notion of teacher leadership. It further outlines the potential value and limitations of the study.

Chapter Two: Literature Review

2.1 Introduction

My study aimed to explore the understanding and practice of teacher leadership and to identify structural and cultural inhibiting and enabling factors at the case study school. In order to be able to analyse the data and discuss findings to come to a reasonable conclusion, I needed to explore previous studies and relevant literature available on the topic of my interest. With that in mind, this chapter discusses local, national and international literature about selected perspectives and conceptions of Educational Leadership and Management [ELM], the course I embarked on. I briefly discuss traditional leadership theories to uncover the potential foundations of distributed leadership, focusing on teacher leadership practice in particular. This chapter further discusses the factors which literature considers as enabling and those which are inhibiting teacher leadership. Hence, this chapter is divided into sections summarised as traditional leadership theories, the academic views on distributed leadership and teacher leadership practice as briefly indicated above. Most of the sections have sub-sections which form sub topics of the chapter. In the next section I discuss traditional theories.

2.2 Traditional leadership theory

In this section I discuss the views of literature on traditional leadership, and include some notions of non-traditional leadership from which shared/distributed leadership practice emerges.

People have long been interested in leadership throughout human history, but it has only been relatively recently that a number of formal leadership theories have emerged. Interest in leadership increased during the early part of the twentieth century extending from business industry to schools (Burns, 1987 as cited in Nauyoma, 2011).

Traditional leadership theories focused on qualities which distinguished leaders and followers, while modern theories look at other variables such as situational factors and proficiency level of both parties involved in leadership activities (Cherry, 2011). Academics interpreted traditional leadership into different meanings of which Max Weber (1947) as cited in Woods (2005), developed one of the earliest definitions of traditional leadership theory where leadership and power are vested in an individual due to their position. This implies that traditional leadership is

chiefly based on the belief that power is given to a leader, to preserve the traditions of the past. This leadership style is called autocratic, also known as authoritarian leadership, which represents “a leadership style characterised by individual control over all decisions and typically make choices based on their own ideas and judgments and rarely accept advice from followers” (Lewin, Lippit & White, 1939). Moreover authoritarian leaders make decisions independently with little or no input from the rest of the group. In addition to the above, authoritarian leaders provide clear expectations and give direct instructions for what needs to be done (Woods, 2005, p. 58).

According to Coleman (2005) most of the offices and schools recognise a leader by “position and ... they treat him/her as most important” (p. 7). In this line the study carried out by Grant (2006) explains that the vesting of power in an individual, limits other individual experts who are not in leadership positions, in contributing freely towards the fulfilment of a school’s goals. The notion of power related to an individual introduces the view of seeing a leader as “a great man”, a theory which explains leadership as an inborn trait because of the internal characteristics of “charisma, confidence, intelligence and social skills” (Cherry, 2011, p.1). “The implication is that leaders are made not born” (Coleman, 2005, p. 9). Coleman’s concerns give rise to important questions, such as - why are there programmes on leadership and how can authors label their books’ effective management training manuals for example, if leaders are born? (p. 9)

Apart from traditional leadership theories such as autocratic and ‘great man’, literature has evidenced the global move in the leadership trend over the past years in business, government sectors, education and other industries. This signifies a move from traditional theories of leadership to the contemporary view which regards leadership as relational and including group activities (Van der Mescht, 1996; Wales, 2009; Cherry, 2011). While discussing a modern view of leadership, this chapter begins with transactional leadership theories, which is also known as “managerial theories” (Cherry, 2011, p. 2). These theories play a role in the supervising, organising and evaluating of group performance and is characterised by reward and punishment. Literally, when followers have done well, they get awards; when they fail, they get punished (Cherry, 2011; Odumeru & Ifeanyi, 2013). Transformational leadership theories are believed to focus on the rehabilitation of the relationship between leaders and followers which may be

hindered by punishment, because it should motivate and inspire followers by helping them to achieve more and fulfil their potential (Cherry, 2011; Odumeru & Ifeanyi, 2013).

Engaging on transformational leadership theory leads the discussion to situational leadership theory which claims that different situations require different types of leadership qualities. However, one can be a follower or a leader depending on the circumstances (Spillane et al., 2004; Bush & Middlewood, 2005). In other words, leadership success depends more on the followers and the situation; for this reason, a school Principal may be a good leader at one school and a bad leader if transferred to another school - it would all depend on the nature of a specific school and how supportive it would be. Thus “one leader might fit one set of circumstances and not another” (Coleman, 2005, p.9).

Participative theories of leadership aim at considering others’ “input” in an organisation and are contemporary leadership theories which encourage participation and contributions from group members in decision-making, “however the leader retains the right to allow the input of others” (Cherry, 2011, p. 2). To expand on participative leadership, I now discuss distributed leadership in the next section, the theory that underpins my study.

2.3 Distributed leadership

My interest in this study is teacher leadership practice. The agenda of my study is therefore influenced by distributed leadership, “which has come to prominence in school management discourse as a means to achieve participation and empowerment of teachers and to create democratic schools” (Hatcher, 2005, p. 253). In addition, “distributed leadership is now widely known and variously enacted in schools and school systems” (Harris, 2013, p. 545). As indicated earlier, my study seeks to obtain different opinions on teacher leadership as an aspect of distributed leadership; I therefore need to discuss distributed leadership before I engage on teacher leadership. In this section, I discuss distributed leadership as suggested in current studies and related literature per the following sub topics: a discussion on its definitions, characteristics and its nature in the Namibian context.

2.3.1 Definition of distributed leadership

In the literature, academics argue about the definition of distributed leadership. While “empirical studies of distributed leadership are still in relatively short supply, there is evidence from which we can draw upon to reach some tentative conclusions about distributed leadership and organisational change” (Harris, 2008, p. 173). As the concept grows, a variety of definitions may emerge. Recent studies reveal that distributed leadership is defined differently by different authors - in the researcher’s view, distributed leadership widely involves a sharing of leadership roles and responsibilities across the school as an organisation (Uiseb, 2012). However international, national and local literature explores the meaning of the concept as follows. According to Harris (2003) distributed leadership theory “advocates that schools decentre the leader”, meaning that leadership is more appropriately understood as “fluid and emergent rather than a fixed phenomenon” (p. 317). It reasons that every person can lead, though this does not mean everyone has to be a leader. It implies that distributed leadership opens the possibilities for a more participative and collective form of leadership - in other words it calls for all people to engage in leadership activities.

Despite the positive opinions about distributed leadership, literature reveals some limitations obstructing the practice. Harris and Spillane (2008) discuss some limitations that are worth highlighting. In the first place there are terms and definitions that are used interchangeably to refer to distributed leadership. Expanding on that, literature presents examples of conceptual overlap and confusion. Spillane et.al (2004, p. 24) confirm that the “distributed leadership perspective recognises that there are multiple leaders” and the matter of leadership roles that are extensively shared within and between organisations are addressed by Harris (2003). In addition to the indicated confusion, links have been made between distributed and democratic leadership (Woods, 2005).

Apart from a democratic leadership style, distributed leadership overlaps with shared, collaborative and participative leadership; it is therefore closely connected to teacher leadership (Harris & Muijs, 2004, p. 438), because “teacher leadership occurred within a variety of formal and informal collaborative settings” (Muijs & Harris, 2007, p. 130). Accordingly Harris and Spillane (2008) argue that this “accumulation of associated concept not only obscures the

meaning, but turns the concept into a ‘catch all’ term to describe any form of collective type of leadership practice” (p. 32).

The second limitation is the understanding between the theoretical and practical interpretations. In theory, distributed leadership is understood as a practice distributed over leaders, followers and their situations (Spillane et al., 2004; Harris & Spillane, 2008); in a practical sense people are more concerned as to how leadership roles are distributed and by whom and what form of leadership is offered in schools and why (Spillane et al., 2004). In summary:

Distributed leadership is not a panacea or a blue print/recipe, it is a way of getting under the skin of leadership practice, of seeing leadership practice differently and illuminating the possibilities for organisational transformation with its risks that are worth taking (Harris & Spillane, 2008, p. 33).

Drawing on the work of Uiseb (2012), a distributed perspective on leadership is about moving the “emphasis from leaders in formal managerial positions and recognising that those who lead informally are as valuable ... those who have leading positions” (p. 15). By defining distributed leadership, it opens the way for me to discuss the concept further. In the next sub-section I discuss the characteristics of distributed leadership.

2.3.2 Characteristics of distributed leadership

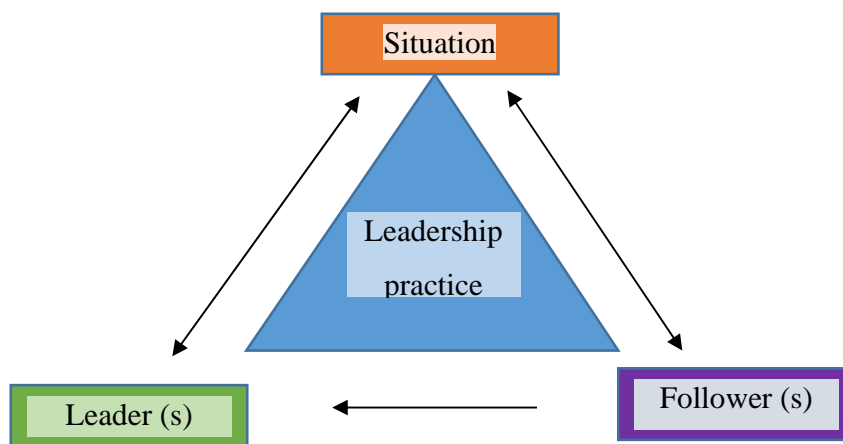
Distributed leadership is characterized by a variety of meanings that are explicit or implicit in the literature, and they bear similar meaning to earlier notions such as collegiality (Woods, Bennett, Harvey & Wise, 2004). Apart from typical elements of distributed leadership as discussed by Woods et al., (2004, pp.441 - 442), authorized, dispersed and democratic are types of distributed leadership (Spillane et al., 2004; Gunter, 2005). Distributed leadership as authorised is also termed as delegated leadership, which means that the leadership activities are ‘decentred’ from the school Principal to the teachers (Grant, 2010). This is when the Principal distributes extra-mural activities amongst teachers for example and draws the supervision list for learner’s activities which may need to be supervised, such as study or break time. Moreover democratic leadership is regarded as the same as dispersed leadership practice (Spillane et al., 2004), which

stipulates that most of the work in school is done by teachers without formal positions, which suggests that teachers' initiatives are highly recognized.

However, different authors view the nature of distributed leadership differently. I discuss some of the authors' views in this paragraph. According to Harris (2008) "leadership practice is a distributed perspective because two or more people are involved". Spillane et al. (2004) further argue that "leadership practice should not be seen as solely a function of an individual's ability, skill or charisma, but best understood as a practice distributed over leaders, followers and their situation" (p. 11). In respect of the three elements of distributed leadership mentioned above, Spillane et al. (2004) concentrate on the situation as "an integral defining element of distributed leadership, among others, because it is linked to socio cultural context" (p. 11). The following figure illustrates the interactions of distributed leadership elements.

Figure 1

According to Spillane et al., (2004) these are the constituting elements of leadership practice as named above: (p.11):



It is further explained that the situation is regarded as more significant because it decides on what, how, who, when, where and why leadership should be practiced (Spillane et al., 2004, p. 4). However all three elements are needed to form the web and construct the structure of leadership activity (ibid, p.10) and determine the style of leadership and decide who can be a leader and who may be a follower (Bush & Middlewood, 2005). In this line, Harris and Spillane (2008)

admit that the distributed perspective on leadership acknowledges the work of all individuals who contribute to leadership practice, despite their formal or informal leadership position in a school (p. 31). Having broadly talked about distributed leadership, I now move to discuss distributed leadership in the Namibian context.

2.3.3 Distributed leadership in a Namibian context

Literature argues that “distributed leadership has been considered differently by different researchers in different situations, continents and countries” (Harris & Muijs, 2005; Harris & Spillane, 2008). Research done in South Africa almost resembles the Namibian experience, because both education systems were “characterised by top-down, authoritarian, non-democratic, and non-participatory leadership and management styles” (Nauyoma, 2011). Meanwhile the literature evidenced that “educational reform has the value of driving educators and administrators to examine their responsibilities and abilities to lead with fresh eyes, free from the years of service in a bureaucratic setting when their training and experiences was limited” (Namibia. MBESC, 1993). This implies that after independence the teaching profession was also freed in the form of meaningful teacher training, opportunities to have activities challenging their leading and thinking abilities such as leading of different schools activities and regional committees and unions by teachers and other stakeholders who were not in formal positions (Nauyoma, 2011).

However, few studies done in Namibia discuss the dramatic change to democratising the education system in Namibia by increasing participation in decision-making (Kapapero, 2007; Nauyoma, 2011; Uiseb, 2012). As a result there is an urgent call for all teachers to be creators, initiators and managers and for all educational stakeholders to actively take ownership of their children’s education (Namibia. MBESC, 1993, p. 42). As stated earlier, distributed leadership was a central part of the educational reform in Namibia after independence in 1990, whereby the Ministry of Education promoted the role of School Board members in schools and allowed teachers to work in collaboration with other teachers from other schools by leading different cluster committees and sharing knowledge in the area of their expertise (Namibia. Ministry of

Education, 2002). In addition, the Ministry of Education in collaboration with the cabinet formulated a legal framework and policy documents to re-structure the form of educational system from centered leadership to a dispersed leadership model. This in effect meant that schools became responsible for formulating their own mission and vision statements with the input of representatives of the school community, be it learners, teachers and/or parents (Namibia. Ministry of Education, 2001).

Distributed leadership in Namibia therefore contains participative practice for all citizens as “we regard educating our children as a shared responsibility of the school, home and the community at large” (Namibia. MBEC, 2000, p. 1). The Ministry of Education in Namibia moreover entrusted school’s self-evaluation programmes into the hands of Principals, teachers and learners, whereby they had to set their own academic targets and evaluate their performances afterwards (Namibia. MoE, 2007, p. 9). However, the schools still had to report to headquarters through their regional offices so that the accountable officers could monitor the progress, while sitting in central offices (Namibia. MoE, 2007). To strengthen the distributed leadership phenomenon, the transitional structure of MoE was set to encourage participatory leadership, delegation of authority and responsibility and promote accountability and sustainability based on the functions to be performed to fulfil the Ministry’s goals at schools (Namibia. MBESC, 1993).

The discussion centered on distributed leadership aimed at involving stakeholders in leadership activities and on cultivating teacher leadership in the school setting. I will therefore discuss teacher leadership practice in the next section.

2.4 Teacher leadership practice

The current studies and thinking about the critical leadership roles that teachers play in contributing to student and school success indicates that educators believe that teacher leadership is a potentially powerful strategy to promote effective, collaborative teaching practices in schools that lead to increased student achievement, improved decision making at the school and district level, and create a dynamic teaching profession for the 21st century (Teacher Leadership Exploratory Consortium [TELS], 2008).

This implies that the improvement and the promotion of positive changes in our schools depend heavily on distributed leadership and “in keeping with the notion of distributive leadership, teachers need to be encouraged to find their voices, take up their potential as leaders and change agents to produce a liberating culture in their schools” (Grant, 2006, p. 513). To discuss teacher leadership we need to understand who teacher leaders are. Grant (2012) suggests that “they are those who work towards movement and change in a school” (p. 53). Moreover, Harris and Lambert (2003) identify teacher leaders as those teachers who are “expert teachers who spend the majority of their time in their classrooms but take on leadership roles at times when development and innovation is needed” (p. 44). Furthermore Harris and Lambert (2003) argue that teacher leadership is characterised by staff members who are actively and collectively participating in school leadership activities and feel that their contributions are valued by colleagues.

According to Danielson (2007), all good schools “have teachers whose vision extends beyond their own classrooms, even beyond their own teams or departments” and they value the interactions with students and colleagues at school and in the district (p. 14). However, different authors have different opinions and different definitions for this concept. In the next sub-sections I present views from studies and the literature about teacher leadership practice. I begin with a definition.

2.4.1 Definition of teacher leadership

According to Grant (2005) and York-Barr and Duke (2004), teacher leadership is too broad and complicated a concept for a definite definition, while Greenlee (2004) reveals that “there is a lack of consensus around a clear definition of teacher leadership” (p. 2). Therefore, when defining the practice some authors include why or when it is needed and characteristics, instead of purely defining the concept (York-Barr & Duke, 2004). Consequently the term teacher leadership is defined differently by different authors. However, collectively definitions include some of these characteristics - hard working, independent thinkers, initiators, collaborative and inventive teachers (Namibia. MBESC, 1993; Grant, 2008). Muijs and Harris (2003) also evidenced the misperception around the concept teacher leadership as follows:

In seeking a clear definition of teacher leadership an immediate problem emerges. It is evident from the international literature that there are overlapping and competing

definitions of the term. The literature extensively states the existence of some conceptual confusion over the exact meaning of teacher leadership (p. 438).

Furthermore, Harris (2003) suggests that this “makes its pursuit of legitimacy within the leadership field much more difficult to achieve“, because of the lack of common understanding about the meaning (p. 315).

Nevertheless, it is necessary for this study to attempt to describe teacher leadership so that I am able to talk about its meaning and chief characteristics in terms of the literature. This will help me to make sense of the data I collected. Harris (2003) defines teacher leadership as “a form of agency that can be widely shared or distributed within and across an organisation, thus directly challenging more conventional forms of leadership practice” (p. 315).

Expanding on this, Danielson (2007) argues this “desire for greater responsibility, if left unfulfilled, can lead to frustration and even cynicism” (p. 14). This refers to people’s need for accomplishing more and the structure or culture of the school creates these opportunities for them. However, if teacher leadership is to be described as a form of leadership beyond headship or formal leadership position, then structural and cultural conditions are necessary to support teachers’ efforts to lead and all stakeholders need to work collaboratively towards a shared and dynamic vision of their school. (Grant, 2008, p. 88).

Moreover, some of the gifted teachers are believed to lose interest in the job when they realise they are not utilised enough, and could turn into lazy and unreliable staff members. Some teachers in this situation suspect that they are not wanted and may feel so useless that they quit the profession. Moreover, Senge (1990) as cited in Hashikutuva (2011) regards teacher leadership as

not about teaching people how to achieve their vision, but about fostering learning for everyone. Such leaders help people throughout the organization to develop systemic understandings. Accepting this responsibility is the antidote to one of the most common downfalls of otherwise gifted teachers, losing their commitment to the truth (p. 365).

The quote above evidenced that a school’s improvement depends more than ever on the active involvement of teacher leaders, as “people in formal leadership positions cannot do it all” (Danielson, 2007, pp.14 - 15).

Furthermore, literature describes teacher leaders as those who may experience “professional restlessness”, which some people call “leader itch”. Moreover, it indicates that teacher leaders are those “who find a variety of ways to exercise leadership in their leisure time and sometimes within a more formal structure” (Danielson, 2007, p. 15). It is therefore encouraged that teachers should be empowered and be given more opportunities to take the lead in their classes, throughout the school and in society (Danielson, 2007). Another strong argument for teacher leadership is involving others when carrying out leadership activities, which promotes collegial relationships which “contribute to school improvement, recognises that teachers’ ability to lead significantly enhances quality of teaching, and makes leadership a collective, not an individualistic, endeavour” (Muijs & Harris, 2003 as cited in Woods, 2005, p. 60). In addition, Woods (2005) interprets the involvement of others as emerging in democratic leadership, which translates into participation which aims to promote respect for diversity and acts to reduce cultural and material inequalities” (p. xvi).

As many teachers start to engage in the practice, academics find various definitions of the practice. Like Woods (2005), Grant (2008) refers to teacher leadership as the following - “It includes teachers working collaboratively with all stakeholders towards a shared and dynamic vision of their school within a culture of fairness, inclusion, mutual respect and trust” (p. 186). In other words, teacher leaders are regarded as agents of change, though teachers are unique, in the sense that they do things their own way to complement teacher leadership (Grant, 2012, p. 54). Adding to that, Grant (2012) further recommends that any educator, regardless of designation, can be a leader; in this regard teacher leadership demand that they teach, while simultaneously, using their agency to achieve some sort of positive changes in school (p. 53). In other words teacher leadership practice may change schools into learning communities (Woods, 2005; Grant, 2012). Having explored the context of teacher leadership, I now move on to describe its role in schools and beyond.

2.4.2 Formal and informal teacher leadership roles

If teachers are to function as leaders in their schools and in society, “a healthy mix of personal qualities and interpersonal factors should be in place” (Danielson, 2006, p. 18), while Woods (2005) suggests that teachers need motivation to take up challenges. Harris and Muijs, (2005,

p. 24) add the “ability to work collaboratively with peers” as a further requirement. In addition, Grant (2006) and the MBESC (1993) suggest that courage to take initiative is an essential element for teachers to be leaders in their schools and develop an excessive desire to serve the profession for a period of time. According to Harrison and Killion (2007), “the ways teachers can lead are as varied as teachers themselves”, so their roles are also different (p. 1). Here follows a further view on teacher leadership roles:

Teacher leadership is not a formal role, responsibility or set of tasks, it is more a form of agency where teachers are empowered to lead development work that impacts directly on the quality of teaching and learning and take leadership activities across the school. The idea of extending leadership skills is powerful because it gives teachers recognition for the diverse but important leadership task they undertake on a daily basis (Harris & Lambert, 2003, p. 43).

However literature contends some specific responsibilities within the paradigm, which are categorised as formal and informal leadership roles. Similarly Spillane et al., (2004) categorised leadership roles as “macro and micro functions” (p. 11). Moreover, both these functions enable a teacher leader to lead within and beyond the classroom and in the community, while they influence others towards improved educational practice (ibid, p. 11). In this line Danielson (2007) confirms that teachers can become leaders even at district level; in other countries this might be regional offices.

Furthermore the literature and current studies recognise these roles, both formal and informal, as attracting many shapes and forms (Education Commission of the State [ECS], 2010; Nauyoma, 2011). The connotation of ‘shapes and forms’ represents the variety of types of influences that emerge, the levels of teachers leading and the nature of leadership roles teachers can undertake. In the next paragraph, I discuss detailed formal and informal teacher leadership roles as suggested by literature.

According to Harris and Lambert (2003) “Teacher leadership is primarily concerned with developing high quality learning and teaching in schools” (p. 43) and that this is regarded as a formal role which can be performed in isolation of informal roles and the school’s success. In contrast Spillane et al. (2004) consider the macro and micro functions as both equally “needed for the successful execution of macro functions” (p. 12). Expanding on that, Danielson (2007) and Harris (2003) regard teacher leaders as playing a role as departmental heads, master teachers,

in curriculum development and management and in evaluating and facilitating the work of other teachers. In a study done by Crowther and Olsen (1997) teacher leadership roles included monitoring and coaching other teachers and engaging in professional development and review of school practice. In addition to what Crowther and Olsen (1997) specified, the school practice for teacher leaders' review might include: web sites and instructional resources to use with learners and sharing of ideas for lesson planning with fellow teachers and classroom supporters which can include co-teaching for a common understanding toward common learning outcomes. Other teacher leadership roles include veteran teachers serving as mentors for novice teachers and serving in different school Committees and educational events (Harrison & Killion, 2007, pp. 15 - 19).

In collaborating in these activities, other teachers are likely to regard teacher leaders as veterans and admire them as administrators to be, by expressing their appreciation for the leaders' work they have observed (Danielson, 2007). Furthermore Danielson (2007) reveals that teachers chosen for leadership roles, "ideally, receive training for their new responsibilities" (p. 15). This is not the case in many schools in Namibia, however induction is done for the leaders in positions such as school Principals and newly appointed Heads of Department (Namibia. Ministry of Education, 2007).

According to Woods (2005) teacher leaders play vital roles as mediators of school empowerment, they translate moralities into classroom practice, and this suggests that teacher leaders create teamwork to promote mutual learning amongst colleagues. Furthermore, Woods (2005) advocates for "participative leadership which makes everyone feel part of the change and develop ownership of the activity outcome" (p. 60). Ownership is interpreted as very essential for stakeholders because it encourages hard work and togetherness (Namibia. Educational Congress Resolutions, 2010). The roles of teacher leaders are generally accepted as "improving student achievement, extending their own learning, collaborating for school improvement, and supporting shared vision and values evolving from knowledge, dedication, and experience" (Grant, 2008, p. 88). Therefore being a leader is not only about promoting the growth of an organisation or promoting learners' knowledge, but also about strengthening teachers in their

career route. Having explored teacher leadership’s formal and informal roles, I now move on to present Grant’s (2008) model of teacher leadership which suggests Four Zones illustrated with Six Roles of leadership in South African schools.

2.4.3 Roles and zones of teacher leadership

The purpose of this section is to explore the roles of teacher leadership exercised by teachers at different levels as analytically discussed in a number of national and international literature as models or model standards (York-Barr & Duke, 2004; Harrison & Killion, 2007; Torlakson, 2012). These models and model standards are however not my focus. My interest in this section is to discuss Grant’s (2008) model of teacher leadership with Zones and Roles (see figure 2 below).

Figure 2

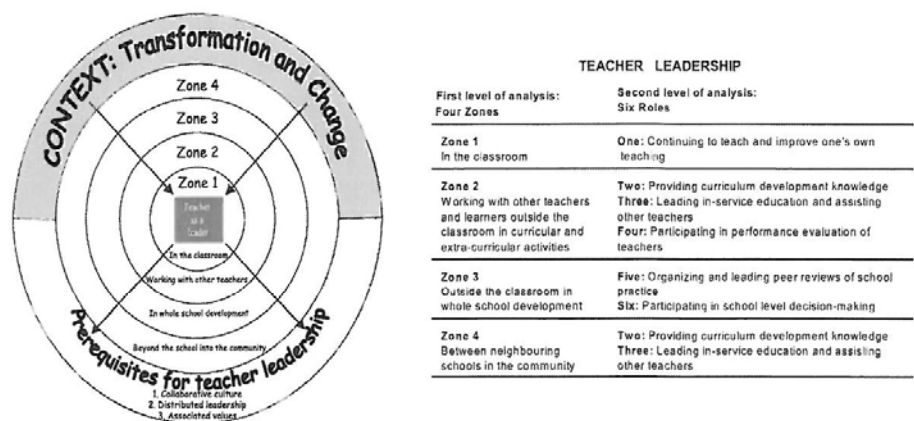


Figure 1. Model of teacher leadership with zones and roles (Grant, 2008b, p. 93).

This model is developed to determine the possibility of teacher leadership in schools and it operates as a tool for expansion and development for enactment of teacher leadership in schools (Grant, 2010). According to Grant (2012) this model is important because it can be helpful in “stimulating educators, regardless of designation” as illustrated by four semi distinct areas which are known as Zones in which they now or later may wish to lead in a school. Grant’s (2008) model has Four Zones as the first level of analysis, and the Six Roles as the second level of analysis (Grant, 2008, p. 93). In addition the two levels referred to as Zones and Roles of the

model area are tools used to describe the practice of teacher leadership (where mostly teacher leaders are likely to lead and the roles they take). Like Grant (2012), I further present each of the Four Zones with Roles in expansion of some indicators of leadership activities in the next paragraph (p. 55).

I discuss Grant's (2008) model with reference to the explanation of its Zones and Roles from Grant's (2012) study titled "Enabling teacher leadership: A model of possibility" (p. 55). I engage in a discussion of Zones and Roles (Grant, 2012, pp. 56 - 57). I will consider the indicators associated with each Role later in chapter four when I discuss the data collected for this study.

In Zone One it is illustrated that teacher leadership can exist within the classroom as teachers lead and manage the teaching and learning process. In this Zone a teacher concentrates chiefly on Role One which aims at improving one's own teaching continuously. In Zone two a teacher can lead beyond the classroom as they develop working relations with other teachers. In relation with this Zone Three Roles are set, as teachers drive the curriculum, are grade heads, and lead in various Committees, formally or informally. The three Roles are described as: Role Two - curriculum attained, Role Three is about in-service education and assisting other teachers, while Role Four has to do with teachers participating in performance evaluation of other teachers in one's own school. In the next paragraph I will discuss Zone Three and Four with their roles as described by Grant (2012, pp. 58 – 59).

In Zone Three, teachers can become more involved in whole school development issues such as vision building and policy development. Within this Zone, two Roles are considered: Role Five in which teachers organise and lead peer reviews of school practice in their own school. In addition in Role Six, teachers participate in school level decision-making. In Zone Four teachers can extend themselves beyond the school and lead in community life and cross-school networking - in this final Zone, Role Two and Three as discussed earlier are attached. Therefore the model of teacher leadership offers a tool to describe the numerous roles and levels in which teachers can lead (Grant, 2012, pp. 55 - 59). In the next section I discuss factors that enable teacher leadership practice.

2.5 Factors that enable teacher leadership practice

This section aims to present factors that enable teacher leadership practice in schools. In the literature this would mean factors that encourage teachers to take leadership roles in their schools (Woods, 2005). Amongst numerous factors identified by literature and various studies promoting the practice, I next discuss the role of the Principal, the organisational structure and its culture, and teachers' professional development. I begin with the role of the Principal.

2.5.1 The role of the Principal

In order for the Principal to enable teacher leadership they should critically “set the climate for improvement and empower teachers to lead and be able to provide much needed energy for change and development” in a school (Harris & Lambert, 2003, pp. 37 - 38). Moreover literature argues that “engaging teachers in the practice of leadership does not reduce any role from the Principal” (Grant, 2012, p. 63). On the contrary it makes the role of the Principal crucial because they have to create the opportunities for the teachers to lead within the perspective of distributed leadership. This infers that the Principal should “create a conducive environment that encourages teachers to initiate leadership activities and provide the moral support to encourage teachers to take risks which may be involved” (Muijs & Harris, 2007, p. 118).

However, the practice of teacher leadership involves a “bilateral and reciprocal relationship between school principal and the teachers themselves” (Grant, 2012). It is therefore not only up to the Principal to create chances for teachers to lead, the challenge is for teachers to exercise their agency and engage with leadership roles. The Principal should take the risk to trust teachers who may not have the necessary expertise and commitment, as long as they are willing to lead (ibid, p. 64). Having engaged on the Principal's role in promoting teacher leadership, I now move on to discuss the whole school structure and its culture as an enabling factor for teacher leadership.

2.5.2 The organisational structure and its culture

The concepts of structure and culture are interrelatedly used in leadership and management of schools, because the structure forms the culture and the culture of an organisation shapes the structure in many circumstances. The school culture is defined and should be understood as a “historically transmitted cognitive framework of shared but taken-for-granted assumptions, values, norms, and actions stable, long-term beliefs and practices about what organization members think is important” (Zengele, 2013 as cited in Botha, 2013, pp. 42 - 43). In addition, the school culture does not “prevail in a vacuum”, it is determined by the situation and the people who live in that particular surrounding. School culture defines a school’s identity. These hypotheses, unwritten rules, and unspoken beliefs shape how its members think and do their jobs. The school structure and its culture affect relationships, expectations, and behaviors among teachers, administrators, students, and parents. (ibid., pp. 42 - 43).

Thus, the possibility of culture and school structure promoting teacher leadership is high because the culture of a school is an environmental factor which comprises of most if not all the stakeholders. Similarly the management team needs to contribute to the generation of teacher leadership by granting those leading opportunities; this includes a culture of distributed leadership in a school (Grant, 2012). Adding to that, an open door policy promotes teacher leadership, in the sense that, if teachers are seeing the school Principal directly without making appointments in urgent matters, this will also nurture the practice. Teacher leadership is a shared practice whereby others can contribute in support of the practice. For example, parents are contributing towards teacher leadership in kind, by helping students to understand the value of schooling. The students’ positive behavior then makes it easier for teacher leaders to involve them in various activities for an improved learning outcome (Namibia. Ministry of Education, 2001).

The culture of an organisation is an internal aspect, however, external factors appear to determine school culture such as “the historical significance of the school in the community, societal factors and national culture may expressively influence and shape the culture of the school” (Botha, 2013, p. 42). An example is that the dominant beliefs and values of society such

as religion and socio-economic status for the community members influence the school culture and in a way they promote teacher leadership practice. This implies the “way community members contribute to eliminate criminal activities by establishing community policing forums to maintain discipline and safety around the school, and make the environment safe for teachers and students” (Zengele, 2013 as cited in Botha, 2013, p. 42). In summary, a conducive environment with well-disciplined students allows teachers to take on more leadership roles effectively. Nationally, the code of conduct for teachers also directs teachers to act freely within the boundary of their profession, free from the fear of legal repercussions (Namibia. Ministry of Education, 2004). If teachers are to be encouraged to take on more leadership roles, their state of professional development is to be considered. Therefore, schools typified by hierarchical structures need to restructure them and establish participatory decision-making structures that allow all teachers and other members of the school community to take part in decision-making and enhance student learning and teacher leadership (Kambonde, 2008; York-Barr & Duke, 2004). In the next sub-section I discuss teachers’ professional development.

2.5.3 Professional development

Drawing from Wenger’s work, professional development includes “professional learning communities and it holds the key of transformation, the kind of leadership that has real effects on people’s lives” (Wenger, 1998, p. 85). This is the notion Wenger (1998) widely summarised as groups of people who share concerns or passion for something they do and learn how to do it better as they interact often. In this line Harris and Lambert (2003) describe learning communities as a potential leadership feature that emerges, therefore it is very important to consider the important role of teachers as leaders and how they can build learning communities and develop strategies of taking newly learned information back into society. This implies the implementation of learning communities’ outcomes at any teacher leaders’ particular school and into the society where the teachers live.

In addition, Grant (2008) supports communities of practice and describes it as “an initiative that aims to motivate teachers to form a community of practice within their schools, believing that it would promote sustainability and enable teachers to implement what they have learned in their courses” (p. 101). The community of practice is referred to by some authors as the *professional community* “where teachers participate in decision making, have a sense of shared purpose,

engage in collaborative work and accept joint responsibility for the outcomes of their work” (Harris, 2003). These reasons explain the benefit of building the structure to support “team working for mutual learning” (ibid, p. 321).

According to Muijs and Harris (2007), professional development is understood as an enhancement of teachers’ confidence to lead, it is therefore recommended that teachers should be encouraged to form communities of learning within their schools and beyond (p. 123). In conclusion, Grant (2006) suggests that all people have the potential to lead, their potential just needs to be developed “and in order to develop people’s leading potential opportunities need to be created for professional development” (p. 6).

2.6 Factors that inhibit teacher leadership practice

While it would appear from the literature that teacher leadership can be “advantageous to both the individual teacher and their schools, there are a number of barriers that exist to teacher leadership in principle and practice” (Muijs & Harris, 2003, p. 442). The barriers I discuss under the next sub-sections are those that educators wrote about themselves or spoke out about their own experiences from the findings of various studies. However, I acknowledge that more barriers may emerge from future exploration. In the next three sub-sections I discuss the hierarchical type of school administration, teachers themselves and time and resources as barriers to the practice of teacher leadership.

2.6.1 Hierarchical type of school administration

The literature evidences top-down management structures in schools as a major inhibition to the development of teacher leadership as they “militate against teachers attaining autonomy and taking on leadership roles within the school” (Muijs & Harris, 2003, p. 442). The research suggests that the traditional top-down leadership style needs to be replaced with “an emphasis on more devolved and more shared decision making process” (Placer & Anderson, 1995 as cited in Muijs & Harris, 2003, p. 442). In addition senior management needs to take part in the activities initiated by teacher leaders and make teachers feel that their ideas are worth doing (Muijs & Harris, 2007). The changes suggested above will “necessitate many heads becoming facilitators rather than top-down managers” (Muijs & Harris, 2003, p. 443). In addition good “teachers will be attracted to and stay in the profession if they feel they belong and believe they are

contributing to the success of their school and students” (Mulford, 2003, p. 18). However, literature evidenced that teachers themselves are also identified as barriers to the practice under discussion. To expand on that, I now move on to discuss teachers as barriers against teacher leadership practice, in the next sub-section.

2.6.2 Teachers as barriers towards the practice

For teacher leadership to be most “effective it has to encompass mutual trust, support and enquiry. Where teachers share good practice and learn together the possibility of securing better quality teaching is increased” (Harris & Lambert, 2003, p. 44). However, literature also identifies teachers themselves as barriers against the practice.

Muijs and Harris (2007) pointed to the “willingness of teachers to take leadership roles” as some teachers understood themselves as “classroom practitioners” only, and become hesitant to lead beyond the classroom (p. 120). In addition the problem of “letting go” also hinders distributed leadership and teacher leadership in particular; this is when teachers see something wrong and they keep quiet, instead of reporting it to the authority or acting on it. In this sense, a school in challenging circumstances can disturb distributed leadership from which teacher leadership emerges, as a Principal may try to solve all the problems and do most of the additional activities in his power out of frustration, and forget to ask for the teachers’ involvement (Woods, 2005). This results in teachers detaching themselves from leadership roles if they feel they are not considered, even if they mostly create the situation themselves. On the other hand, teacher leadership seems to operate best where there is a high degree of trust and trust is likely to develop in schools where relationships are strong in the sense that staff know or think they understand each other (Muijs & Harris, 2007). Trust promotes support amongst teachers and this increases the chances of teachers taking leadership roles without fear that other teachers will make fun of them. In summary, developing teacher leadership is not an easy task because there are several barriers linked to it. In the next sub-section I discuss time and resources as barriers to teacher leadership practice.

2.6.3 Time and resources

Resources are usually classified into three main categories: man power, materials and financial. In educational establishments managers are more concerned about the sharing or distribution of limited finances between human resources (salaries) and materials in order to achieve educational goals more effectively. In order for teachers to participate in leadership roles there needs to be enough staff and a school/directorate needs sufficient money to recruit enough teachers and pay competitive salaries to attract more dynamic teachers who may be willing to take leadership roles (Everard et al., 2004). One of the issues arising from human resources as a barrier to teacher leadership, is that of utilising women in leadership roles. “There are strong minded women in school establishments who do not actively participate in leadership, just because they are women” (Everard et al., 2004). In response literature suggests some ways to improve female educators’ leadership positions such as “equal opportunity policies, monitoring of leadership distribution and equal access to the use of available resources” (ibid, p. 210).

In most cases when schools are understaffed, teachers tend to be overloaded and they may not have the required time to fulfil their specific class teaching as well as take part in some leadership activities. This may result in poor exam results due to a lack of time to prepare lessons and learning support materials, and poor lesson planning may occur (Muijs & Harris, 2007, p. 124). Teacher leaders feel so undermined by the poor exam results that it discourages them from being leaders amongst themselves or in their communities.

Muijs and Harris (2003) suggest that “heads need to encourage teachers for continuous learning by providing them time and resources for continuing professional development (CPD) activities and need to support and validate the concept of teacher leadership” (p.16). This includes inviting local business people to fund useful school activities which are not catered for, by government grants (Namibia. Ministry of Education, 2013).

The literature terms good leaders at schools as being creative and taking initiative; they generate resources out of local and recycled materials which cost schools less or no money (Namibia. MBEC, 1993). There are external resources which have been reliable in the executing of educational activities despite the limited budget, an example is the Education Training Sector Improvement Programme [ETSIP] (in the case of Namibia). ETSIP funds most of the in-service

training, teachers' further studies, and teaching and learning support material development workshops. However, depletion of ETSIP funds within the Ministerial budget (Namibia) resulted in the cancellation of many activities which were expected to boost teachers to smoothly lead education within their classes and beyond (Namibia. Ministry of Education, 2013)

On the other hand salaries can be regarded as resources for teacher leaders and they are highly inequitable, with those in the best-heeled districts paid considerably more and supported with better working conditions. This leads to a highly variable teaching force, with the poorest children with the greatest learning needs typically receiving the least productive and well prepared teachers. This does not only affect children but parents who do not have money to take their children to better schools that are school fund paying (Torlakson, 2012).

2.7 Conclusion

This chapter presented traditional leadership theories and then moved on to discuss more contemporary leadership theories which allows that all people in an organization can lead, including teachers within their classrooms and beyond. In addition the chapter discussed distributed leadership in terms of its definition and its characteristics from various authors including some critics against the perspective. Since my study is strengthened by the theory of distributed leadership and it is done in Namibia, it was worth discussing distributed leadership in the Namibian context. This chapter has chiefly focused on various aspects of teacher leadership, a practice this study engaged on, to explore the understanding of teachers and the SMT of the concept teacher leadership.

Amongst the aspects of teacher leadership discussed, this chapter presented the model of teacher leadership illustrated with Zones and Roles of leadership (Grant, 2008) with reference to Grant's (2012) work. This model will be used in chapter four to determine if teacher leadership prevails in the case study school and how teachers' roles are being distributed throughout the Zones. In conclusion this chapter presented some factors that enable and inhibit teacher leadership, aiming at gaining a broader understanding of the concept.

Chapter Three: Methodology

3.1 Introduction

This chapter aims to clarify the research approach used in this study and outlines the research design. The aim of this study was to explore teacher leadership in a selected school in Namibia and determine the factors inhibiting and enabling the practice. It also sought to explore how teachers and school managers think teacher leadership can be promoted. This chapter further outlines the research design in terms of the theoretical framework. It engages with the concept of an educational case study, and provides a description of the case study site and the people who participated in the study.

Moreover, this chapter discusses the data collection strategies employed. It begins with data collections tools, namely: semi-structured interviews and observation done in two modes, namely scheduled participants' observations and the researcher's general observations at the case study school. It discusses the ethical issues affecting data analysis and its validity. The conclusion to this chapter consists of a summary of the content as illustrated above.

3.2 The purpose of research and its questions

This study aims to explore the understanding that teachers and school managers have of teacher leadership practice at a public primary school in Namibia. Therefore, the purpose of the study is *to explore the understanding and practice of teacher leadership and to identify structural and cultural inhibiting and enabling factors.*

The following questions were formulated in order to find answers to the problem and achieve the purpose of this thesis. This study is set to respond to the following research questions:

- ✚ How do teachers and the School Management Team (SMT) understand teacher leadership?
- ✚ What leadership roles do teachers currently take?
- ✚ What are the structural and cultural factors that may inhibit and enable teacher leadership practice at the school?

I now move on to discuss the context of the research design.

3.3 The research design

Different authors have different opinions about research design which are related in the manner that most of them referred it to a 'plan'. Amongst others, Nieuwenhuis (2010) explains that a research design is a "plan or a strategy which moves from the underlying philosophical assumption to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done" (p. 70). This excerpt of Nieuwenhuis shows that the design contextualizes the research procedures/process, from the assumption to the findings of the research. This research design is divided into two sections, namely: a theoretical framework and a description of the case study. I begin with the theoretical framework.

3.3.1 A theoretical framework

This study will be conducted in the interpretive paradigm as it best fits my ontology and methodological preferences (Becker as cited in Maxwell, 2008 and Bassegy, 2006). Moreover Terre-Blanche, Kelly and Durrheim (2007), explain that the interpretive paradigm

involves taking people's subjective experiences seriously as the essence of what is real for them [ontology], making sense of people's experiences by interacting with them and listening carefully to what they tell us [epistemology], and making use of qualitative research techniques to collect and analyse information [methodology] (pp.273 - 274).

An interpretive paradigm is also known as explanatory, the approach that aims to “understand how individuals make meaning of their social world” (Hesse-Biber, 2010, p. 104). This study was qualitative in nature. According to Babbie and Mouton (2001) a qualitative study is a “generic research approach in social research, according to which research takes as its departure point the insider perspective on social actions” (p. 270). This study was carried out as qualitative research within an interpretive paradigm.

Leadership is a complex phenomenon. Therefore, there are likely to be different views and understandings of how it operates in the case study school. I chose interpretivism which allows the researcher to consider and explore differences to come to a rich understanding, complemented by what is seen in the school (through interviews or observation, in this case) and found in documents. This was evidenced when I presented and interpreted the respondents’ roles and their understanding of teacher leadership at the case study school from different data collection tools.

3.3.2 A case study

This research was carried out as a case study which allowed me “to examine” the understanding that teachers and members of management have of teacher leadership practice at their school “in detail” (Hashikutuva, 2011, p. 46). The literature defines the case study as “the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances” (Stake, 1995, p. x). In this line, Yin (2009) argues that “a case study is an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real-life context” (p. 18). Nieuwenhuis (2010) goes further into the empirical study and reveals its context as “when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidences are used” (p. 75). As per Henning (2004), I conducted a case study “to gain an in-depth understanding of the situation and the meaning of those involved” (p. 41). I used multiple sources of evidence and gained the data that supplemented each other.

I can categorise this case study as good, as I tried to be an effective questioner and listener. However I have realised it could have been an excellent case study if I could have probed deeper on most of the answers. Still, I have obtained rich data (Yin, 2009) which leads me to the sensible conclusion as is discussed in chapter five of this research. I am further confident that I gained sufficient knowledge and research skills throughout this research journey because I produced what I see as a good case study (Cohen, Manion & Morrison, 2011).

3.4 A case study site and participants

3.4.1 The research site

Resilience Primary School was the case study school located in the Otjozondjupa Region, central Namibia, in a small town that lies on the B1. It is a semi-urban school in a resilient settlement of about 3800 people, established in 2005. The name Resilient is a pseudonym used to protect the anonymity and confidentiality in this research.

The name, vision and mission statement of the school are portrayed on the wall of the school, next to the school gate. There are permanent structures which consist of the administration block, three blocks of 15 classrooms, the computer and science laboratory and the teachers' house. The administration block consists of the Principal's office, the staff-room, a store room and reception, where the school secretary operates from. Additionally there are two sports fields, a playground and a lot of planted trees all over the school yard. There are zinc houses around the school and a lot of 'shebeens' (small bars made of corrugated iron). The settlement is well known for its small businesses.

The Resilience Primary School is a primary school that offers classes from pre-school to grade 7. There are 14 teachers including the school Principal, the HOD, the school secretary and a labourer. The school operates on a platoon system, the morning session starts at 07h30 and the second session starts at 12h30. Knocking off time depends on the time allocated for specific grades as stipulated in *the National Broad Curriculum for Namibian Schools* (Namibia. Ministry

of Education, 2010). The performance of the school is quite good. The school's passing rate over the last 3 years is presented as follows: 2011 = 92%; 2012 = 91% and 2013 = 90%". I regard this as very good, but the concern is that they are moving from a high to low percentage and not from low to high as may be expected in a normal situation. The School Board and Learners' Representative Council exist, and they are evident on the school organogram; unfortunately they were not my focus.

I selected the Resilience Primary School for these historical reasons:

- (a) The school was established through a donation by the German Government in recognition of the Herero and Nama genocide of 1904 to 1907.
- (b) The school was meant for marginalized children of settlers who worked on nearby farms and local industries.

The school was also accessible to me in terms of the distance from my residence and it had approachable staff members. I spent three weeks at the school and managed to collect the data through all three sources as planned. I will now move on to discuss the research sampling and participants.

3.4.2 The research sampling and participants

According to Cohen et al., (2011) "the quality of a piece of research not only stands, or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted" (p. 143). Sampling means the "process of selecting a few (sample) from a bigger group (sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group" (Kumar, 1996, p. 148). Additionally, Leedy and Ormrod (2010) suggest that:

More often, qualitative researchers are intentionally non-random in the selection of data sources. Instead their sampling is purposeful: They select those individuals or objects that will yield the most information about the topic under investigation (p.147).

The sample of this study consisted of junior primary and senior primary phase teachers. I considered their experience and their qualifications which I assumed would have an impact on their leadership roles. I included teachers in leadership positions, namely the Principal and Head of Department and investigated if they were involved in other

leadership activities beyond their formal roles prescribed in their job descriptions and probed their understanding of teacher leadership.

Cohen et al. (2011) caution that, “access to the sample is guarded by ‘gatekeepers’” (p. 152) thus, I requested the school management’s permission to select participants.

In terms of sample size, Cohen et al. (2011) argue that “there is no clear cut answer, for the correct sample size depends on the purpose of a study, the nature of the population under scrutiny, and the level of accuracy required” (p. 144). I have selected the participants for this study purposively (Merriam, 2001) because it makes sense to select the sample from which I will learn the most (p. 61), and few participants suit these criteria. Therefore, I selected six teaching staff members (4 teachers and 2 SMT members). However, all other teachers’ opinions related to my study were considered and noted in my field notes which I have used as part of the general observation for this study - this selection is evidenced in chapter four. Participants were used as sources of evidence during semi-structured interview sessions which were complemented by other sources, namely observation and document analysis. In the next section, I discuss all the sources of evidence used in the process of data collection.

3.5 Data collection strategies

The data collection strategies used in this study are regarded as sources of evidence. A source of evidence is a tool one may use to collect data during the research process and Yin (2009) and Bassey (2006) suggest some of the sources which are likely to be used in most educational research. This study employed three sources of evidence from those that Yin (2009, p.101) and Bassey (2006, p.81) suggested, namely semi-structured interviews, observation and document analysis. However, I acknowledge the fact that these are not the only sources of evidence, but that they are common sources of information for a case study. The aim in using different sources of evidence was to enrich the data and be able to smoothly triangulate findings. According to Cohen, Manion and Morrison (2007), triangulation is “the use of two or more methods of data collection in the study of some aspects of human behaviour” (p. 141). Taking into consideration the definition by Cohen et al. (2007) it stands to reason that the use of a multi-method strategy of

data collection improves the validity of findings, more than the use of a single strategy. I next discuss in detail the three strategies used in this study.

3.5.1 Semi-structured interview

Literature describes an interview as a “more flexible form than the questionnaire and, if intelligently used, can generally be used to gather information of a greater depth and can be more sensitive to contextual variations in meaning” (Phellas, Bloch & Seale, 2011, p. 183). I engaged the individual respondents in semi-structured interviews to respond to the research questions. In addition, Payne and Payne (2004) argue that “interviews are based on a small number of open-ended questions, the answers to which are actively and freely probed by the interviewer for elaboration” (p. 131). For this reason I developed only ten questions for each category (teachers and management team), and I got more data as required.

Like Phellas et al., (2011) I regarded the interview as a flexible form of data collection, which I used correctly and counted more advantages than disadvantages. It allowed for complex questions to be expanded on when necessary and I repeated questions in different words when the respondents struggled with some concepts such as inhibiting etc. (p. 183). In addition, I asked interviewees the same basic questions in the same order, providing grounds for comparison while there was still room for probing and follow up questions (Cohen et al., 2011, pp. 412 - 413). I employed semi-structured interviews to probe participants’ understanding and possible experience of teacher leadership and the factors that inhibited and/or enabled the phenomenon at their school. The interview questions are attached as Appendix 4.

Even though I took notes throughout the study process, I got the permission of the participants to record the interview on a voice recorder and it was transcribed for presentation and discussion in chapter four of this thesis. Moreover, the data collected through interviews were also triangulated with data collected from other sources of evidence used in this study. I now move on to discuss observation.

3.5.2 Observation

I designed an observation schedule (Appendix 4) with a checklist of exactly what information I wanted to observe, such as who was leading the meetings and who initiates discussions. The form was used to observe formal and informal leadership practices of the teachers and the members of the school management. Cohen et al. (2011) describe observation as “a widely used means of data collection which is taking many forms” (p. 456). They refer to structured, unstructured and semi-structured observation, but these were not my focused terminologies (ibid.). I opted for the two kinds of observation discussed by Yin (2009): the observation of meetings and “side-walk” observation which translates to the observation of informal activities (p. 109). I regarded “side-walk” observations as general observations I made, which I recorded as part of my field notes.

I initially planned to observe according to the dates scheduled for individual participants. It did not work due to unforeseen circumstances and I found it difficult to observe a participant per day. I filled in any time by observing the actions or roles of other participants and used more days per each observation form than I planned. However, I got some data from both observations. Simpson and Tuson (2003) identify “bias” amongst others as a possible challenge to observations because “the observer records what s/he thought occurred rather than what actually took place” (p. 18). I studied the theory of Simson and Tuson (2003) about possible challenges of observation before I engaged with observations. Therefore I took extra care to avoid all possibility of bias. I want to assure the reader that there was no bias in what I recorded for this study during the observation process. Next I move on to document analysis, the last source of evidence used in this study.

3.5.3 Document analysis

Fitzgerald (2007) describes document analysis as “a form of qualitative analysis that requires readers to locate, interpret, analyse and draw conclusions about the evidence presented” (p. 279).

In this line, De Vos, Strydom, Fouché and Delpont (2005), view document analysis as any form of any written material that contains information about the phenomenon that is being researched” (p. 314). The definitions above influenced the selection of documents I analysed. The aim was to supplement the data gathered from other sources of evidence and from which I drew the conclusion about teacher leadership practice at Resilience Primary School.

The documents I analysed included: educational statistics to gain teachers’ personal information as participants; the school mission and vision statement; the core values and the school anthem; the set of job descriptions for teachers and members of management to see how leadership is distributed; the list of various school Committees and their roles; schedules for supervision of school activities and the Continuous Monitoring System. I used the minutes of different bodies at the school extensively. All this documentation provided some of the information to complement the data from interviews and observation and filled some of the gaps that other sources did not answer.

Thus I gained an understanding of the teachers and the members of the school management team’s experiences of teacher leadership. Documents may reveal some of the factors that inhibited and enabled teacher leadership at the case study site. Yin (2009, p. 102) points out that the benefit of document analysis is that they can be reviewed repeatedly till the researcher finds what is related to the purpose of their study. In contrast if some document does not have the data needed by the researcher, they can read it repeatedly and it will make no difference. In line with that, most of the documents I selected contained useful data to this research. I now move on to discuss data analysis.

3.6 Data analysis

Data analysis “involves organising, accounting for and explaining the data; in short making sense of data in terms of participants’ definition of the situation, noting patterns, themes, categories and regularities” (Cohen et al., 2007, p. 182). In this line Cohen et al. (2007) specify the data analysis for qualitative research as “it commences during data collection” because researchers do

not randomly pick any information, though they listen or observe everything that the interviewee may say/do, they analytically keep what they think suits their studies (p.182).

The early analysis stated above is evidenced by Leedy and Ormrod (2010) as they say that “a case study researcher often begins to analyse data during the data collection process” (p. 12). They (ibid.) are slightly different from Cohen et al., (2007) because they foresee a possible danger with early analysis. To them, preliminary conclusions are “likely to influence the kinds of data s/he seeks out and collects in later parts of the study” (Leedy & Ormrod, 2010, p. 138). This influence may turn the data into bias as argued by Simson and Tuson (2003), when identifying possible challenges in respect of observation. However, for this study, early analysis progressed without any influence. I am convinced of this as the discussion of the data in chapter four produced a different result from what I had foreseen during the time I was collecting the data.

The data of this study was analysed as soon as it was collected as was planned, to avoid the risk involved in a delay identified by Cohen et al., (2007) that “early analysis reduces the problem of data overload when selecting out the significant features” (p. 462). This helped me to work on the subject with a fresh mind, pure from field experience.

For analytical purposes, I carefully selected the data and worked on what was relevant for this case. According to Cohen et al., (2011) “a key issue in case study research is the selection of information” (p. 293) because when we collect the data we collect anything that a participant may say, but some of the data may not be answering the study questions. In addition, the criteria for deciding which “forms of data analysis to undertake are governed both by fitness for purpose and legitimacy” (Cohen et al., 2011, p. 130). I was legally and morally bound to protect participants’ rights and respect the observed culture of the case site.

The data was coded prior to its analysis. Rule and John (2011) describe coding as an integral part of data analysis and they further define document analysis as a process of creating labels and assigning them to different parts of data for the analysis process. This describes when a researcher codes the needed information into categories or themes they created for data

presentation. Moreover, Cohen et al. (2011) recommend coding as it enables the researcher to group items of information that belong together. I used coding in two ways; first to distinguish relevant data from that which was less relevant to this study, by highlighting it with the same colour. Secondly, I coded data in terms of Grant's (2008) Zones of teacher leadership model. I used colour coding, one each per Zone. Working across the coded data, I developed themes and was able to triangulate the data from all sources of evidence used in this study. In the next section, I discuss ethical issues pertaining to this study.

3.7 Ethical issues

Required ethical arrangements were made with all necessary bodies in this study (from the Regional office to school level and with individuals concerned) based on the three headings discussed by Bassey (2006) in respect "for democracy, respect for truth and respect for participants" (p. 73). Permission letters and consent letters were signed by the concerned parties' before I commenced my journey into this study. Copies of letters seeking permission and participation are attached as Appendices (1, 2, and 3).

I kept my promise to be truthful in data collection, and in the reporting of findings. I protected the privacy and dignity of my study participants (Bassey, 2006, p. 74). I guarantee the reader that anonymity took place throughout the process of conducting this research. According to Cohen et al., (2011) "the sense of anonymity is that the information provided by the participants should in no way reveal their identities" (p. 91). Thus, I did not publish any part of the data using real names, photos or logos of my study site.

In this line, I respected the participants' right to criticize or ask questions, especially on the day I introduced the research topic to all staff members where there were individuals present who were not part of the study and also during the rest of my first week of data collection at the case school. I acted in a manner which maintained the honour and dignity of the profession inside and

outside of school time, as required by the ministerial Teachers' Code of Conduct (Namibia. Ministry of Education, 2004a) and adapted to the school's culture as observed.

All the participants were well informed of the purpose of this study. Their rights during the process of data collection were explained to them and thereafter, most of them demonstrated their willingness to participate. Participants requested that I share the findings with them although I had already promised them this would be the case. In conclusion of this section, I want to reveal that I did not have any conflict of interest of any nature at the site of this study. As I mentioned earlier in the description of the case site, I was interested in the school because of its background of being "resilient" (Hanghuwo, 2014) and its proximity to my home.

3.8 Validity

According to David and Sutton (2004), validity refers to "the degree to which a measuring instrument actually measures and describes the concept it was designed to" (p. 171). Furthermore, Cohen et al., (2007) describe "validity as an important key to effective research" (p. 133). Therefore, I shared an account of my study with my supervisors and my colleagues in the Educational Leadership and Management [ELM] course of 2014. To ensure the validity of my study I used the same people to pilot my evidences' collection tools.

In this line, member checking was done after every interview at the school (with the exception of a few respondents who regarded it as not important for them), to ensure participants that I recorded exactly what they had said (Cohen et al., 2011, p. 479). The validity of my findings were strengthened by my being honest and transparent in my work. I was helped in this regard by playing the data continuously in my car and also on my cell phone at night when I retired to make sure I did not miss anything and understood it fully.

I adopted the principle of multiple sources of evidence, to enable me to triangulate the data collected from all sources (Yin, 2009, p. 120). Triangulation is "the use of two or more sources of data collection in the study of some aspects of human behaviour" (Cohen et al., 2011, p. 195).

The use of triangulation fitted in well with the phenomenon of teacher leadership under study. The data collected for this study is kept securely kept safe and can be retrieved when necessary.

3.9 Conclusion

In summary, this chapter outlined the research orientation, which included the research purpose and research questions. The study is designed as a case study, therefore it was important to describe the theoretical framework that underpins the study, the interpretive paradigm. The chapter described the case study site in detail, as some of the site characteristics have influenced the data collected and had an impact on the findings. One example is that the school operates on a platoon system and this has become a barrier to teacher leadership as discussed in chapter four. I spent 3 weeks at the site of this case study school; however, I could not work according to my schedules for both interviews and observation. I tried to be flexible, and engaged with any participant whenever they were available. I used purposive sampling to select participants.

This chapter also discussed the strategies used to collect data, namely semi-structured interviews, observation and document analysis. It revealed the benefits of multiple methods of sources of evidence in qualitative research which enabled triangulation. Triangulation advanced the validity of the data, because data complemented each other and helped me to form strong arguments during data analysis done in chapter four.

The chapter also discussed ethical issues concerning the relevant authorities and the participants and most of the letters signed are attached to the back pages of this thesis, as appendices. This chapter also explained the validity of the case study in terms of transparency and honesty, both to the respondents and to the study. Next, I present and discuss the data in chapter four.

Chapter Four: Presentation of data and discussion of findings

4.1 Introduction

The purpose of the study is to explore the understanding and practice of teacher leadership and to identify structural and cultural inhibiting and enabling factors. In order to achieve this purpose, this study is set to respond to the following questions:

1. How do teachers and the School Management Team (SMT) understand teacher leadership?
2. What leadership roles do teachers currently take?
3. What are the structural and cultural factors that may enable and inhibit teacher leadership practice at the school?

These questions were all answered by the data I collected through the following data collection instruments, namely: semi-structured interviews, observation and document analysis as discussed in chapter three, which I discuss under different themes in this chapter. However, I acknowledge that additional themes emerged, in addition to the themes created, out of the interview questions and they are worth being discussed as they are useful concerns about teacher leadership and need further study. Anonymity and ethical issues were considered in a professional manner; request and consent letters to all parties involved in this study were handled, no photos were taken and participants had been given codes to protect their dignity. I regarded teachers without formal positions as ordinary teachers whom I coded as TL, and the teachers in formal leadership positions such as School Management Team members, I coded as SMT. the alphabetical letters attached to the codes represent the numerical order of the interviews. Details of participants appear in their profiles presented in section 4.2 of this chapter. The codes of the participants I created are as follows:

- | | |
|--------|---------|
| 1. TLA | 4. TLD |
| 2. TLB | 5. SMTA |
| 3. TLC | 6. SMTB |

While maintaining the anonymity of this study, interviews were recorded with the participant's permission, for accuracy of the data. Other modes of data collection used as cited above are given symbols as well:

Documentations: symbol D used for documents/papers presented/analysed in this study:

- D 1-* February statistics for teachers' particulars, and Census forms, 2013
- D 2-* Set of job descriptions: Principal and Head of Department and for teachers, the duties of a subject or phase head
- D 3-* Various school Committees in the case study school and their roles
- D 4-* Schedules for supervision, namely break time, study time and learners' arrival at school
- D 5-* The school vision, mission, the core values and the school anthem of the case study school
- D6-* Continuous Monitoring System
- D 7-* Minutes of staff meetings (School Management, parent's meeting, Lower Primary phase and Upper Primary phase)

Observations: Symbol O used for observed data presented and discussed in this chapter:

- O 1-* Scheduled observation of research participants in and outside of their classrooms
- O 2-* Consists of field notes such as notes taken during the meetings observed, classroom observation and general observations noted by the researcher during data collection period.

This chapter presents a brief context of the school study site, the data collected and discusses the findings as it was captured from the analytical process. This chapter ends with a brief conclusion. I now move on to present the context of the case study school in the next section.

4.2 Context of the case study school

A state primary school was selected in a semi-urban area, the Otjozondjupa region in Namibia, based on its accessibility and the recommendations made by a previous researcher from the same region on this topic. In addition to that, the staff members cooperated when I piloted my study at their school at the beginning of this year (Hanghuwo, 2014). I received the same team-working

support during the period of data collection. The study site is known in this study as “Resilience” Primary School (pseudonym) in recognition of anonymity. It consists of pre-primary classes and grade 1-7, and operates on a platoon system which is a system of schooling with two sessions (morning and afternoon). The participants mentioned in the introduction have profiles which I briefly present in the next section.

4.3 Profile of study participants and overview of documents analysed

Per the revised Curriculum for schools in Namibia (2013), Junior Primary (JP) is used for grades 0-3, while Senior Primary (SP) means grades 4-7. Additionally, a Head of Department is abbreviated as HOD in the Namibian schooling system. These abbreviations as explained above are used in this study. When we talk about a professionally qualified teacher in Namibia, we are considering a teacher with a minimum qualification of three years degree/diploma after matric (M3) or equivalent. The information of the participants was obtained from the February statistics and Census forms (D1). The following are the descriptions of research participants as identified by their codes I created;

1. TLA:

Is a determined female educator at JP phase (Grade1- 4)? She has taught for 28 years at different schools, and she was part of the founding team of the school in 2005, when the school was established. She is professionally qualified and does class teaching. She teaches during the morning session.

2. TLB:

A vigorous male educator teaching for four years at the study site school - he is a shadow head of the SP phase (Grade 4-7). He is professionally qualified and he is enthusiastic to pursue his studies further by distance learning (in the near future).

3. TLC:

A vibrant female educator who taught for ten years, but only three years at the case study school. She is a life skills teacher and coordinates Human Immune Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) and Window of Hope school programmes. She is a qualified educator at SP phase and coordinates the school programme across the phases, therefore she teaches at both sessions (morning and afternoon). She is studying further by correspondence (distance learning).

4. TLD:

A dynamic female, who is a JP phase teacher during the afternoon session. She has taught for ten years - five years at other schools and five years at the study site. She is a qualified teacher for JP and she is busy studying for B Ed. Honours degree through a local university via correspondence (distance learning).

5. SMTA

A considerate male professionally qualified school Principal. Even though he has overall control of the school, he teaches at SP phase. He has been a Principal at the study site school for 9 years. He was a school Principal elsewhere and received a transfer to Resilience Primary School on its establishment. He is professionally qualified.

6. SMTB

A focused female HOD for JP phase, she has been an HOD for five years at the school and she acted as a shadow HOD before her formal appointment to the position. During her shadowing she performed all the duties of an HOD as stipulated in the job description without any remuneration. She is professionally qualified and has just returned from study leave from a university in one of our neighboring countries.

I now move on to present and discuss the data. I begin with the participants understanding and experiences of teacher leadership practice.

4.4 How the School Management Team and teachers understand teacher leadership practice

In relation to the policies and related literature, I present and discuss data collected in this section according to Grant's (2008) model of teacher leadership illustrated with its "two levels (Zones and Roles)", these levels "offer a tool to describe a practice of teacher leadership in terms of the place where teacher leaders are most likely to lead and the roles they are most likely to take up" (Grant, 2012, p. 55). I must acknowledge the fact that Grant's model (2008) used in this section was developed in the context of South African schools, but its Zones, Roles and indicators are suitable in helping to organise the data gathered from Namibia. My work is influenced by the work of Nauyoma (2011). From now on I will also "refer to Grant's (2008) model" of teacher leadership as 'Grant's (2008) model' throughout this study. Like Grant (2008), I categorised the collected data into four sub-sections, which are Zones of Grant's model, namely: teachers lead and manage the classroom teaching and learning process: "Zone One"; teachers lead beyond the classroom forming relationships with other teachers and learners: "Zone Two"; teachers become more involved in the whole school (own school): "Zone Three"; and teachers extend themselves beyond the school and lead in the community and in their educational districts: "Zone Four" (Grant, 2012, pp. 56 - 59). In the sub-sections, I present the participants' leadership roles and understanding of the traits of teacher leadership practice as per the data collected from interviews done with teachers and SMT members, as per the Four Zones mentioned above. This data are complemented by observations, and by document analysis done for this study. I begin with Zone One.

4.4.1 Teachers lead and manage the classroom teaching and learning process

This sub-section seeks to determine whether teachers are performing some leadership roles above what is formally expected of them in their classrooms (teaching lessons), and also their understanding of the concept of leadership practice. All six participants were found to be active leaders in the case study school. They all have leadership roles to play in their classrooms, as

well as being teachers and members of the school management in formal positions. Next I explain Zone One of Grant's model.

According to Grant (2012), Zone One concerns classroom activities. A teacher leader "concentrates mainly on Role One, which is about continuing to teach and improve one's own teaching" (p. 23). In relation to this, participants were asked to share their understanding of teacher leadership and expand on the meaning by giving examples. Academics argue about the meaning of this concept teacher leadership. Drawing on the work of Greenlee (2004), "there is a lack of consensus around a clear definition of teacher leadership" (p. 2), therefore when defining the practice some authors happen to include, why or when it is needed and provide examples and characteristics instead of purely defining the concept (Grant, 2005 and York-Barr & Duke, 2004). However there are some conclusions from which we can draw the conceptual meaning.

When participants responded to the question of what they understand by the concept teacher leadership, most participants provided examples of what they understand the nature of teacher leadership to be. I am of the opinion that this occurred as teacher leadership is a broad and complicated concept for a definitive definition (Grant, 2005 and York-Barr & Duke, 2004). The following are the participants' views on teacher leadership practice.

As previously stated most of the participants from this study were less confident to acknowledge their concept of teacher leadership practice and were uncertain. Instead of directly defining the concept as they understood it, they responded with uncertainty. *SMTA* acknowledged "that he did not understand it, *"not 100%"*, but that he has a *"little bit of understanding"*. *TLB* and *TLD* were not so sure, with *TLD* admitting: *"I do not understand the concept well."* However, some respondents were confident to define the concept by sharing their understanding without any prevarication. *SMTB* indicated, *"I will share my understanding, yes, because I have training in leadership and school management"*. In addition, *TLC* acknowledged the question and said: *"Not really, but yes as a leader I am happy to share the meaning of my roles"*. However all participants demonstrated sound understanding of teacher leadership. The participants provided some definitions, arguments and examples of teacher leadership as below.

According to *TLB* the term teacher leadership has a literal meaning, in other words it is a *"self-explanatory concept, a teacher as a leader"*. He continued to define the concept: *"A teacher*

leads in different places like inside and outside the school and in society. When a teacher is in the classroom, they are already a leader of such a class". Additionally he defined the roles of the teacher in a classroom at his school as follows, "They have to make sure that they manage to lead such a class". In support TLD added that: "As teachers we organise school or non-school activities and events with our learners or with other teachers". Moreover teacher leadership is defined as a model for empowering teachers on how to lead, as TLC explains:

Actually what I think teacher leadership is, is to empower teachers on how to lead, so that we do not rely as much on the school Principal. Secondly, once we are empowered we will know our responsibilities and our rights, even if the Principal or parents try to accuse or abuse us on anything, we should know the procedures on how our supervisor is supposed to react towards a disciplinary case of a staff member.

SMTB and TLA both understood that it is "not all about teaching and learning; sometimes a teacher is a role model, as learners are following whatever teachers are doing", therefore participants deemed it necessary for a leader to lead by example. To expand on that, TLA described the phenomenon of teacher leadership as a permanent characteristic. "It is not something one can choose to do during a specific period of time and leave it there; we have to lead for our life time". The literature also regards teacher leadership as a multiple practice, and describes it as:

a form of leadership beyond headship or formal position. It refers to teachers becoming aware of and taking up informal and formal leadership roles both in the classroom and beyond. It includes teachers working collaboratively with all stakeholders towards a shared and dynamic vision of their school within a culture of fairness, inclusion, mutual respect and trust (Grant, 2008, p. 186).

The participants at the case study school seemed to be aware of this and are taking up informal and formal leadership roles both in the classroom and beyond (Grant, 2008). While participants demonstrated their comprehensive understanding of teacher leadership, they specified their leading roles were in the classroom Zone as per Grant's model.

SMTA suggested that "If someone is a class or subject teacher, when they are teaching they need to lead the learners". SMTB elaborated on that: "I lead, guide and facilitate all activities in my class". This was confirmed by an observation (O2) where I saw teachers that took control

of the learners during their lessons. I observed that in most of the classes, teachers did not have a chair and a table in front of the classroom as we are traditionally used to. The teacher would walk around telling learners not to make a noise, waking those up who tended to fall asleep and making sure they got the attention of all the learners in the class. This does not mean all the learners were participating. TLD evidenced the scenario where some learners who had failed to provide answers to the questions a teacher asked them, were left standing up. The teacher continued to ask them questions and said to them “*If u remember the answer, put your hand up and I will let you sit down*”. This was so interesting because I found out that the teacher was not aiming to receive the correct answers that day, she was encouraging learners’ participation. According to *the National Curriculum for Basic Education*, the approach to teaching, learning and assessment to produce a knowledge-based society requires a learner-centred approach. A learner-centred approach encourages learning through participation (Namibia. Ministry of Education, 2010, p. 4). I believed that the learners in this situation were still learning as they were encouraged to participate (providing incorrect or correct answers) as young learners are known to learn better through participation. This teacher also “maintained effective classroom discipline through a range of innovative strategies” by telling learners to put up their hands when they had the answers so that they did not just shout it out as this may disturb the lesson - though keeping them standing was a punishment, it kept order in the class (Grant, 2012, p. 56). It is a professional responsibility for a teacher to keep order in their classroom as set by the *Job description for a teacher* (D2, p. 2): “Establish and maintain standards of learner behaviour and discipline required to provide an orderly and productive learning environment in the classroom” (Namibia. Ministry of Education, 2008, p. 2).

In another observation, TLA’s classroom rules were pasted on all the corners of her classroom and she referred to the rules according to their numbers once a learner had violated them. For example, if a learner made a noise, she would ask “*Do not make a noise is rule number....?*” And learners would respond, “*Rule number 1*”. Consequently learners would stop making a noise for a period of time. This teacher also controlled her class by moving around the groups of learners and by her close proximity to each learner in turn. At the same time she also distributed leadership roles to learners during the reading class: she authorised other learners to coordinate the activity by pointing at the words on a chalkboard while the group was reading and she gave

individual learners a chance to make sure words were correctly pronounced (O1). In my opinion this teacher demonstrated a “centrality of expert practice” as she guided both parties (the learner as a leader who pointed at the words and a group of learners who read the words). According to indicators of Zone One, Role One of Grant’s model, centrality of expert includes initiating appropriate teaching strategies (Grant, 2012, p. 56).

According to the *Job description for a teacher in Namibia*, teachers are required to “set and maintain high standards of classroom or subject management and total control of learners” (Namibia. Ministry of Education, 2008, p. 1). In contrast some teachers at the case study school referred learners to the Principal’s office for minor offences. The Principal explained that, “*Some teachers do not want to take up leadership roles in their areas, such as in the classroom. Sometimes when a learner comes to my office they feel intimidated because they are not used to me and this creates more problems*”. The issue of teachers not willing to lead can be regarded as a habit. Muijs and Harris (2007) identify that there is a lack of “willingness for teachers to take leadership roles as contrastingly they see themselves as classroom practitioners only” (p. 120). It seems that at the case study school, the understanding is that the classroom practitioner is more involved with teaching and learning and anything that concerned learners beyond the classroom would be referred to a higher authority.

All the classes observed were arranged in groups. “Group work which is also known as cooperative learning is a method of instruction that gets students to work together in groups” (Van Vliet, 2012). This cooperative learning is supposed to be the main reason for group teaching. What I consequently found from the Census forms and the February statistics (D1), was that the main reason for teachers to group learners was possibly the creation of space as classes are overcrowded with 40 to 45 learners per class. If teachers as leaders tried to be more creative and arrange their classes in the teaching style of the day, there would hardly be any space to move around most of the classes (O2). In addition, the policy document *Namibia Staffing Norms* suggests that the teacher learner ratio for primary school should be 1:30. If schools are to be treated equally in terms of distribution of available resources, this should also

include furniture, stationary and recruitment of staff members (Namibia. Ministry of Education, 2003).

As the *National Curriculum for Basic Education* requires, the case study school teachers also conduct an assessment of learners' work in their classrooms, which is monitored by the subject or phase heads before they are submitted to the office of the school Principal/HOD for verification (D7). The minutes of the SP phase meeting of 8 July 2014 reminded class teachers to finalise the term assessments and reads: "*First submissions of continuous assessment (CASS) marks are set to be on Friday 11 July 2014 and final testing and marking of all projects and tasks are to be finalised on 25 July 2014. This will have to be done to allow the management to be able to verify CASS marks before they are used in learners' August school reports*". This activity of the management team to control the CASS process was indicated in the School Continuous Monitoring System (D6), Activity 1.6. On the list it states that the Principal and the phase heads need to "*verify the validity of continuous assessment marks, three times per term for the JP phase, and two times per term for the SP phase*". This is in line with the duties of subject/phase heads stipulated in the guidelines of their co-duties (D20) which reads that they must "*monitor the quality and standard of CASS marks, written work, tests, tasks and assignments, at least once per term*" (Namibia. Ministry of Education, 2008, p. 1). Thus the practice of the SMT to control the CASS process two and three times per term characterised staff members who are actively and collectively participating in the school leadership activities and do more than what is expected from them (Harris & Lambert, 2003). In that meeting teachers also agreed to submit their lesson plans to the office of the Principal each morning or during devotion (D7).

The practice of management controlling others' work not only demonstrates traditional leadership roles but also shows that those in authority control subordinates by surveillance even within the framework of distributed leadership as they remain accountable for all activities at school level. According to the *Public Service Charter in Namibia*, accountability describes the manner of "*providing details of performance against targets and identifying who is responsible*" (Namibia. The Office of the Prime Minister, 2010, p. 1).

In another observation (O2) my field notes described teachers as leaders in their classrooms doing non-curriculum activities that can be linked to learners' good performance. The non-curriculum activities observed were cleaning the floors, covering learner's books with plastic covers and filling the basin with water whereby learners had to wash their hands after break time before they resumed lessons. I personally linked those activities to good performance because they promoted a healthy environment (clean classroom, clean hands for clean books and free from germs) which can be conducive to teaching and learning. Grant's model (2008) indicates this role as "teachers developing meaningful relationships with learners which evidenced a pastoral care role" in a classroom (Grant, 2012, p. 56). In addition, *Job description for a teacher in Namibia* stated that the role of a teacher in managing a class was "to create a classroom environment conducive to learning and appropriate to the maturity, interests and needs of the learners". (Namibia. Ministry of Education, 2008).

Teachers are also working on personal targets - this has to do with a teacher and his/her class group or a teacher and his/her subject group. The minutes of 8 July 2014 (D7) decided that "Teacher's personal target forms should be returned to individual teachers to fill in their findings for each term and see if they have reached their targets". The minutes further indicated that the school management wanted to see the targets in teachers' operational files during the next class visit.

I experienced that two of the participants were studying via distance learning for their own professional development and they utilised me as a participant to respond to their studies' questionnaires, and we shared learning experiences afterwards (O2). According to Grant's model (2008), "keeping abreast of new developments" includes attending workshops and further study for their own professional development which forms part of Zone One, Role One (Grant, 2012, p. 56). In summary, descriptions and indicators that emerged from participants at the case study site evidenced that all participants have sound knowledge of the concept of teacher leadership and have leadership roles to play in their own classrooms.

4.4.2 Teachers lead beyond the classroom

Grant's model (2008) describes Zone Two as a level whereby teachers lead beyond their classrooms and interact and engage with other teachers. At this level teachers may perform leadership roles classified as Role Two which is "about providing curriculum development knowledge within one's own school" (Grant, 2012, p. 14). In addition Role Three explains the roles teachers play in "leading in-service education and assisting other teachers" in their own school. Moreover the Fourth Role concerns teachers "participating in performance evaluation of teachers" in their own school (ibid, p. 57). In response indicators observed from the data collected were used to qualify leadership roles occurring at the case study site within Zone Two.

In this Zone I present participants views, their understanding and experiences in roles of teacher leadership which are categorised as Zone Two per Grant's (2008) model of teacher leadership. According to SMTA, "*A teacher is a leader when they are leading others. If they are a chairperson of a sport or health Committee, they lead and coordinate the people within that committee*". In addition TLA expands on the role of a teacher leader beyond their own classroom, "*We influence people as we speak with learners at assembly, the way we dress and the way we interact with others, because we can influence other teachers too, not only the learners*". Teachers at the case study school were not only leading others, but they also learned from others. I observed a teacher distributing information leaflets about breast cancer during the morning briefing on 2 July 2014, and she gave others some advice she had learned from a community address at their location. According to TLC, breast cancer can be treated at its early stages and she urged all female staff members to keep on examining their breasts before they got up every morning (O1). She spoke with confidence as a leader though she carried a message from another Ministry. The point here is that a teacher attending a community meeting in her leisure time, thought of bringing this information to others at the school. As a woman teacher leader involved in what Wenger calls "learning communities", she holds the key to transformation, the leadership known to have effects on people's lives (Wenger, 1998, p. 85). She tried to influence others to take note of breast cancer and remain vigilant. At this stage I also have to say that I observed teachers sharing information with each other concerning subjects and examination papers. In this case the Principal was observed presenting his exam paper to a

subject head teacher for moderation. In this regard the Principal was a follower and the subject head, the leader. Drawing on the work of Spillane et al., (2004) it seems that in most cases anyone can be a leader dependant on the situation.

According to the minutes of the JP phase meeting held on 26 March 2014, teachers decided to nominate two ordinary teachers to assist with class visits and the control of CASS marks, as there were too many classes for a single person to manage within the time left before the end of the term (D7). This was an indication that the subject/phase heads have too many duties to execute. In this line I present some of the co-duties of subject/phase heads as set by the Ministry for Education in 2008 as amended by the National Standards for Teachers in Namibia (2006) and only those that are directly curriculum related:

to promote the image and status of the subject/phase in the schoolboy and assist and guide teachers with the following: the interpretation of the curriculum, such as subject polices, syllabus; lead teachers in specific subject matters like: lesson preparation and planning, home work, setting of academic targets, assessment, monitoring of CASS and discipline in class; moderate question papers, projects, help teachers in developing sound lesson aids and take full accountability for the academic performance of the teachers and learners (Namibia. Ministry of Education, 2008, p. 1).

The above quote is coded as D2, within the set of documents I analysed in this study, and is just a portion of the subject/phase heads' duties. One can convincingly believe that subject/phase heads need the assistance of other teachers in most cases. The interviews conducted also revealed that phase heads perform formal leadership roles and that they have to carry out informal roles, which included coordination of school Committees and extra-mural activities like other teachers. TLB (phase head, who is bestowed with the role of shadow head of the SP department) confirmed the notion that there is just too much work as he explained his roles, "*My roles are to assist other teachers with lesson planning, supervise teaching and make sure that the teachers are in line with the authorised syllabus*". Not only people who are in leadership positions perform leadership roles at Resilience Primary School; almost every interview participant had additional roles as well as that of teaching lessons.

TLC listed some of her leadership roles which included extra mural activities, "*I am a Window of Hope Educational Program Coordinator and I facilitate the HIV and AIDS club*". According to document analysis done, the list consisting of the Administration Duties of Staff members (D3)

contained all the teachers' names who appear in leading positions in the 15 school Committees (School Board not listed). Two staff members in formal leadership positions at the school (Principal and the HOD) only lead two of the Committees as chairpersons (School Development and School Management Committee as required by Education Act 16/2001), whereas teachers were allocated to lead all the other Committees. This is evidenced by the interviewee TLB: "*I am the head of the Maintenance Committee whereby I make sure that the school properties are well maintained*". In addition TLD confirmed that "*I am serving on different committees as chairperson or as secretary, for example the Stock and Time-table Committees and I am the secretary for the JP phase meetings*".

As well as the above mentioned leadership activities that the teachers at this study site are involved in beyond their normal teaching loads, teachers and the SMT participating in this study indicated their roles in the coordination of the school choir, the schools' sports teams and cultural dance (TLB; TLD; SMTB & SMTA). Additionally SMTA recognised all the teachers at his school as leaders as all of them serve as subject organisers, "*For example, the subject life skills, debating club, Math and Science Club*". This supports the image of teacher leadership in a distributed leadership perspective. In summary, the teachers' roles discussed are associated with indicators specified under Role Two, Three and Four as discussed in the first paragraph of this sub-section (Grant, 2012, p. 57).

Nevertheless, even though literature advocates that everyone can lead, it also states in contrast that not everyone is a leader (Woods, 2005). Most of the teachers I observed have leadership roles on the duty sheets (D4), and only some of them execute these roles. An example is when I was scheduled to observe two of my participants on the playground because they were on break time supervision that week. I never found them; instead I had to observe them in a classroom situation, which was more formal.

Teacher leadership roles at the case study school demonstrated that teacher leadership is not when a person have formal position, neither when s/he is doing what is believed to be a formal leadership role such as teaching a lesson. This is supported by Harris and Lambert (2003) as they regard teacher leadership as

not a formal role, or set of tasks, it is more a form of agency where teachers are empowered to lead development work that impacts directly on the quality of

teaching and learning and take leadership activities across the school. The idea of extending leadership skills is powerful, because it gives teachers recognition for the diverse, but important task they undertake on a daily basis (p. 43).

Based on the work of Harris and Lambert as illustrated above, the leadership roles indicated by teachers during interviews, and leadership roles recorded as observation, I can conclude that teachers at the case study school are also operating under Zone Two. I now move on to present participants understanding and experiences of teacher leadership per Zone Three of Grant's (2008) model.

4.4.3 Teachers become more involved in whole school development

Grant (2012) describes Zone Three of Grant's (2008) model of teacher leadership as a level where teachers "can become more involved in whole school development" such as the vision and internal policy development of the school (p. 58). I found that teachers at the case study school also play some leadership roles at this level. I begin with discussing their school logo as it appears on top of the poster where their vision and mission statement is displayed.

The school vision reads: "Knowledge through Education" (D5). Drawing on Jackson's work (2012) education "is a profound philosophical exploration of how we (teachers) transmit knowledge in human society and how we think about accomplishing that vital task" (p. 493). I attach the word transmit to leadership roles because there is a possibility of influencing someone when you pass information onto her/him. This advocates that this school has a role to play when educating - that is to transmit knowledge to the learners.

In line with transmitting knowledge, the school developed a mission statement that aimed "to produce successful graduates who contribute to a brighter future for all Namibia" (D5). The school aims to play a leading role in producing successful graduates into society. This addresses the role of teacher leadership in Zone Three which organises and leads peer reviews for school practice (Role Five) and aims to produce for Zone Four (Role six), per Grant's (2008) model of teacher leadership. The school anthem confirmed the school's willingness to produce successful

graduates, “through hard work and dedication we are proud to be part of our school, holding hands together to a brighter future for all” (D5, p. 1).

The HOD of the JP phase also referred to the mission statement when she discussed shortcomings from class visits done in Term 2, and urged teachers on, reminding them about their commitment. *“We should always reflect on our vision and mission when we plan our daily teaching, because it influences the learning outcome”* (D7). The minutes for the JP phase (2 July 2014), evidenced the promise the school laid down in the school vision. *“We made the promise to be the best school”* and this is evidenced in their school vision which reads as follows: *“to become the best school we can possibly be”* (D5). The school core values encourage hard work and authenticity amongst others. Hard work and authenticity are the focal characteristics of a teacher leader because they have to work hard to fulfil their primary duties and deliberate on their leadership roles to improve learners’ performance (Harris & Lambert, 2003, p. 44). This was confirmed by TLD as she said, *“Teacher leaders take up leadership activities involving other teachers in our phase and beyond. An example is when we supervise learners during break time and we lead other teachers during the coming together (briefing) and when we organise functions”*. I observed TLB distributing the A4 papers with the names of subjects and different activities of the classroom, which he typed for teachers to arrange/re-arrange the corners/places per subjects/activities in their classrooms (O1).

In addition, TLB stressed that as teachers, they have to *“sometimes lead other teachers”*. He gave an example of *“when a teacher organises a party, they do all the logistics, or delegate to others and some teachers volunteer in the area of their expertise”*. TLB commended on how teachers resolve conflict amongst themselves (in case they misunderstand each other) without involving the Principal. According to TLB, teachers at the case study school maintain the behaviour of the learners as a team, *“For example when learners are late we deal with them, we control their interaction with other learners on the playground”*. The team TLB is referring to consists of only some teachers as SMTA in contrast to the job description set for teachers and discussed in Zone One confirmed that some teachers did not want to solve the problems in their own classes - they would take learners to the Principal’s office for minor offences. To my mind, this means that not all teachers join together as a team to control learners’ behaviour on the playground.

There are teachers who represent unions at school level and TLC claimed, “*I am a representative of TUN, Teachers’ Union for Namibia*”. In addition TLB indicated he is a NANTU representative at school. He specified there were some limits to his representation in his area as unions are politically affiliated and most teachers at the school do not belong to the same union. That indicated to me that teachers have different political affiliations which is constitutionally correct. Apart from the minutes of the Staff, JP and SP meetings, there were no minutes available to illustrate what specifically happened in different Committees which were listed (D3). However, having heard from participants and having seen the administration duty list, there were good signs that teacher leadership practice was supported within a distributed leadership perspective.

The teachers roles discussed are associated with indicators specified under Role Five “about organising and leading peer reviews of the school practice in one’s own school” and Role Six as this constitutes participating in school level decision making within one’s school (Grant, 2012, p. 58). I now move on to discuss participants’ roles in Zone Four in Grant’s (2008) model of teacher leadership.

4.4.4 Teachers extend themselves beyond the school and lead in community life

The Fourth Zone of Grant’s (2008) model expands on Role Two and Three from within the school to across the school – which mean that “teachers extend themselves beyond the school and lead in community life” and also working with school clusters and across the regions (Grant, 2012, p. 59).

The data collected for this study evidenced that the participants have roles to play in Zone Four. According to the JP departmental minutes of July 3 2014, they discussed feedback from JP phase cluster schools, their cluster “*aims to unite and share information and ideas. Clusters deal with activities like lesson planning, scheme of work and methods of how continuous assessments should be done in the cluster to promote unified, quality and a high standard of learners’ performance* (D 7). According to *The School Cluster System in Namibia*, a cluster is a “group of

schools that are geographically as close and accessible to each other as possible, each cluster normally consists of between five and seven schools” (Namibia. Ministry of Education, 2002, p. 4).

Teachers also lead in non-educational activities. To qualify this claim SMTA revealed that he used to lead in the community as well as at the district office. *“In the community I used to direct meetings such as the Community Development Committees and serve as a director of ceremonies at national commemorations such as independence celebrations. I am the head of the examination Committee in this circuit”*. Moreover, teachers at the case study school work in different Committees at constituency level and they lead trade unions. TLC explains that, *“Out there I am a member of Teachers’ Union for Namibia (TUN) and my role in this region is to control the money [a treasurer]”*.

Four of the participants are church leaders at different church denominations. They are responsible for orientating youth in Christianity, preaching and equipping elders to cope with ageing (TLA, TLB, TLD, & SMTA). The teachers who participated in this study are involved in leadership roles with different people at different levels. I have observed TLC directing the funeral service of a person I know, and mourners were referring to her as “mitiri” which means a teacher. Thus it was clear to me that her being a teacher leader influenced her nomination as a service director. In addition, only a single participant did not have specific roles in the community. SMTB indicated that *“In the community, parents know me as a teacher, so when they have problems regarding education they approach me”*. These examples show that teachers are recognised as leaders in the community. Having discussed the teachers’ roles and understanding of teacher leadership practice at Resilience school with regards to Zone Four, it gave me reason to believe that teacher leadership occurs because as Danielson says : “School administrators can’t do it all” (2007, p. 15).

4.5 Factors promoting teacher leadership practice

It is believed that where there is a will there is a way to get things done. It was the view of the participants in this case study that teacher leadership practice needs support and opportunities to prevail. Amongst others, the following factors were identified as enabling the practice of teacher

leadership at the case study site: the role of the school Principal, the school structure and its culture and also its professional development. I begin with the role their Principal plays in promoting teacher leadership.

4.5.1 The role of the Principal

According to Lambert and Harris (2003) “head teachers have key roles in developing teacher leadership”. In other words, they need to encourage teachers to become leaders by providing them with positive and constructive feedback (ibid, p. 45). In the case of this case study school teachers also felt motivated by the school Principal to become leaders. Secondly, teachers learned from him. TLB indicated that “*The Principal leads by example, he does not shout at us and his office is always open to us; we do not have to queue for an appointment when we have burning issues*”. I observed that the Principal would mostly come to the staffroom when he needed individual teachers, instead of calling them to his office. I regarded him as approachable (O2).

Some participants claimed that the Principal was an enabling factor for teacher leadership as he provided them with opportunities to lead. “*I am lucky to be a teacher at this school because my Principal who is my supervisor creates a lot of opportunities for us to empower ourselves; he sends us out for workshops, he encourages us to study (SMTB)*. SMTA confirmed this when he mentioned that he sent teachers out to attend the school’s exchange programmes. The point of the Principal empowering teachers was evidenced when TLC presented the following scenario: “*The Principal was not around and he nominated me to act on his behalf for that day, because he gives chances to all teachers in turn. Visitors arrived from headquarters, asking for clarification on administrative issues. I explained everything, not because I am a member of management, but because our administration is so transparent as teachers get reports on administrative issues. We mostly get chances to act in many different positions at the school and we do not get blamed if we act on that person’s behalf*”.

One may assume that the Principal’s work becomes less as many teachers take leadership roles at the school, but the literature contends that, “engaging teachers in the practice of leadership does

not reduce any role from the principal” (Grant, 2012, p. 63). On the contrary it makes the role of the Principal crucial because they have to create the opportunities for the teachers to lead within the perspective of distributed leadership. This infers that the Principal should “create a conducive environment that encourages teachers to initiate leadership activities and provide moral support to encourage teachers to take risks which may be involved” (Muijs & Harris, 2007, p. 118). I am convinced that the Principal under discussion still has to do all his work. He (SMTA) confirmed this position and said:

We have all these Committees (pointing at duty sheets for different school Committees on their notice board), and except for the first two committees, teachers are mostly leading them. I avail myself to attend with them in most cases to learn what they are doing.

I have studied the list of Committees, and I agree that all the teachers’ names are placed on different Committees (D3). The Principal (SMTA) added that he helps teachers to have the correct interpretation of their job description, and has given all teachers access to use the computers available at school so that they get information from the Internet and supplement available subject materials. He further claimed that, “*I sometimes invite people from headquarters to help with the implementation of educational programmes when we are not sure of ourselves*”.

Moreover SMTA mentioned that he established good relationships with external institutions and schools which may benefit the case study school. An example he says, is their good relationship with the National Institute for Educational Development (NIED), where the curriculum is maintained within the Ministry of Education. The school benefits by contacting specific NIED officers directly when the need concerning curriculum arises, such as the setting of meaningful tests and examinations and getting information on time, such as changes in the prescribed books list.

Their principal also linked the school with other schools that are more advanced so that learners and teachers can take part in exchange programmes. The SMTA reported that:

I went to England last year and this year the HOD went, next year our senior teacher will go, so that we learn how others manage schools and develop teachers’ leadership skills. Locally the case study school has an agreement with a school in the

city, which means more teachers and more learners will have a chance on the exchange programme, because it is closer and cheaper.

In my opinion teachers and learners will learn more appropriately from nearby schools because they share curriculum and environmental factors and examples used may make more sense. However, I acknowledge that going to England exposes a teacher leader to different fields of study that could be beneficial.

On the question of how the principal enables teacher leadership, SMTB at the case study site had this to conclude: *“Opportunities are here for us to seize”*. All participants had the common perception that the school principal supported their attempts to take up leadership roles at school. Danielson (2007) argues that “administrators’ commitment to cultivating teacher leaders plays an essential role in their development” therefore, they must be “proactive in helping teachers acquire the skills they need” to take up leadership roles (p. 19). According to the teachers’ opinions at the case study school, the Principal gave them opportunities to lead, they just needed to be willing to take up the role.

4.5.2 The organisational structure and its culture

According to data collected, the school structure influences the structure and sometimes vice versa and participants indicated how the organisational structure promoted teacher leadership practice and how the culture shaped it. The information shared by SMTB evidenced that the school structure adopted a culture of surviving by using the limited available resources. She explained that the appointment of an HOD was not supported within the government budget, although the school desperately needed an HOD for the JP phase. The school management and the School Board nominated her to serve in the role of a shadowing HOD until the post was advertised (when the government will have money for an HOD’s salary at Resilience school). *“I am an HOD because of the opportunities we get at this school. I have been a shadowing HOD, and now an actual HOD.* The school management has also appointed another teacher to shadow at SP phase and SMTB is confident about this new appointment’s performance. She added that: *“He will likely be considered if he proves himself fit for the post while shadowing”*. This was evidenced when I did general school observation. I found a pile of other teachers’ files on the

shadowing HOD's table and when he had a chance he was busy inspecting those files. According to the document *Job description for phase/subject head*, the head should give guidance and monitor the up-keep of operational files (Namibia. Ministry of Education, 2008).

It is not only members of management that have noted that the school structure is helpful and has positive results, but ordinary teachers as well. According to TLB, "*The School Board and the school management join ordinary parents to help us organise events such as 'braai vleis' and sports for fund raising*". the culture of the school, teachers identified cooperation between the school and the community as important: "The school is firmly attached to the community, consequently parents saw to it that learners did not enter 'cuca-shops' and consume alcohol and also guarded the school against criminals because all of the teachers live out of the settlement during school holidays. Secondly, SMTB indicated that the school came into being by means of donations; therefore it became the norm that charities and independent sponsors still aided their school. In support SMTA explained that, "*This helps us to develop the school in many areas without government assistance*". He was referring to the sport's field, the school fence and the computer laboratory built at the school by different donors. I observed the different names of companies written on different walls of the school: at the gate, at the library and laboratory, where the school acknowledged the sponsors. It was also evidenced by the T-shirt displayed in the reception area, on which the name of the school and the local municipality was printed, the latter as the key sponsor of Arbor Day 2009 which the school organised for the town. Based on the discussion above, I conclude this section by drawing from the work of Harris and Muijs (2005). The evidence at this case study site show that teachers are engaging more in leadership roles and that the school as a whole is moving "away from traditional top down management and getting teachers to take responsibility and to accept some accountability" (ibid, p. 42).

In summary, a conducive environment with well-disciplined students allows teachers to take on more leadership roles effectively. Additionally the code of conduct for teachers also directs teachers to act freely within the boundaries of their profession, free from the fear of legal repercussions (Namibia. Ministry of Education, 2004a).

4.5.3 Professional development

When participants were asked a question on what they regarded as a motivational factor of teacher leadership at their school, they also identified professional development amongst others. They mentioned that they needed to be aware and empowered to take up leadership roles and that they needed to be motivated. This was evidenced by TLC when she said: *“We need to learn and engage more on teacher leadership; once we are more familiar with the concept we will be able to exercise more leadership roles without concerns”*. This section highlights more of the participants’ views on professional development and it is informed by the work of Grant (2008), and her reflections on the professional development initiative:

Working from the premise that leadership is fundamentally linked to issues of teaching and learning ... any professional development initiative should, in some way be explicitly linked to leadership and in particular, teacher leadership. Learning from any development initiative is likely to remain at the level of the individual teacher and be restricted to the Zone of the classroom (p. 101).

Two of the participants recruited for interviews in this study were also studying and they revealed that they were studying to improve their own teaching practices in their classrooms. According to TLD, in-service workshops and short courses that the government offer are sporadic and do not cover a large number of teachers in a period of time, *“The best way for me to develop my teaching skills is to study further and adjust my practice to the current theories of how junior scholars learn best”*. According to my general observation notes (O2) I participated in these teachers’ studies by responding to a questionnaire and along with other teachers we discussed journals on how junior learners learn.

However, some participants are longing to attend workshops and they suggested that teacher leadership should be developed and become institutionalised. Currently, teachers at this case study site believe that leadership roles are mostly meant for people in formal leadership positions as they are paid for doing that job. TLC also indicated that *“Most people in formal leadership positions have studied courses of Leadership and Management, at least they apply what they have learned, and unlike us who are not in leadership positions we mainly study curriculum and other courses concerning our subjects”*.

I have observed that of the teachers who are studying none are studying management. The life skills teacher and TLD are studying Curriculum related courses (O2). Reflecting on my experience as a Namibian teacher, we are often not allowed to study further in a field other than our initial area of specialization and basic training, especially if one is getting any assistance from the government, be it finance or study leave. This means that a science teacher cannot be allowed to further their studies by studying languages for example; however if a need arises (lack of teachers in a specific subject area at school), they may be forced to teach languages for a period of time, while the school is looking for a suitable teacher.

Teachers participating in this study did not want to deviate from their subject areas, but TLD acknowledged the following: *“Actually, teacher leadership should be introduced as a subject/course that is compulsory in every teacher training programme in Namibia, and it should be part of every workshop; this may empower teachers”*. TLC emphasised the need for professional development:

Teachers need to understand how helpful their thoughts are towards general school development and learners improved learning outcomes in particular. Whether it is a workshop or short course, I support anything which can give information to teachers, so that we know what is expected of us as leaders.

They further stressed that knowledge and understanding of what is expected of them may reduce the fear of taking leadership risks which may occur. In the view of SMTA,

I think if teachers at this school get more training and more workshops, that will motivate us to know that we are not only here to stand in front of learners and teach, but that we can all lead. We need more opportunities to lead in conditions that orientate us with regards to our leadership roles.

I suggest that teachers at the case study school start with the establishment of learning communities to empower and upgrade their understanding and the practice of being leaders. The idea of a learning community is one that Wenger (1998) summarises as groups of people who share concerns or a passion for something they do and learn how to do it better as they often interact. It may take some time before the government includes the concept of teacher leadership into most of the programmes/workshops, if they accept the idea.

4.6 Factors inhibiting teacher leadership practice at the case study school

In this section I present the responses to the question of what participants view as challenges to the practice of teacher leadership at their school. Participants in their views, pointed out that some teachers are barriers to the practice; they also identified time and resources and finally they discussed the platoon system as a factor that disturbs the implementation of teacher leadership. I begin with teachers as barriers to the implementation of teacher leadership practice.

4.6.1 Teachers as barriers toward the practice

Although the data shows that most teachers are in support of teacher leadership, it was noted that some teachers do not support the notion. To qualify this claim, TLC admitted that:

Sometimes we sell our ideas concerning leadership roles to the people in leadership positions and they introduce those ideas as if they were their own, as some teachers may not support them if they knew the ideas came from ordinary teachers. Some teachers always want to hear from the 'actual' leader.

In addition some teachers were regarded as not willing to lead because they are not paid for it (TLB). He referred to the situation such as when a teacher did not train the netball team to be ready for when there were tournaments and would make up excuses. The sports committee chairperson (TLB) confirms the barrier:

Some teachers are not willing to play their part. This year some of our learners did not participate in regional tournaments because they were not trained and prepared for the match. This did not only tarnish the image of the school for not participating in regional activities, but also hindered the social development of the learners.

He continued to raise his concerns further and said “*If we are not taking our leadership roles seriously, we may block the future careers of our learners as sportspersons for no reason*”. He further provided the examples of a few athletes in Namibia, whom he assumed became famous because of their teachers as leaders in sport. In line with this, the literature confirmed the practice of teachers not willing to take up leadership positions and provided some reasons as provided by teachers who participated in a study done in South Africa: Some teachers “do not want to take initiative, they are afraid and see it as extra work, they have been asked to do extra but they feel that it is the school management team’s responsibility to lead, that they are just there to do the minimum or do what is expected from them within their classrooms” (Grant, 2006, p. 527).

Teachers also have concerns that sometimes they do not know what others think about their taking the lead as they do not participate. TLA noted that *“As teachers we need to cooperate and support one another, when someone is not participating in what I organise, it disturbs me”*. In addition to that, TLD also commented on other teachers who did not work in collaboration with others to discipline learners. *“Some learners are not well-ordered from home, and some teachers do not feel like wasting their time to deal with learner’s misbehavior. Some teachers do not want to work together with others when it comes to extra-mural activities”*. Teacher’s lack of collaboration was also addressed in a staff meeting on 26 March 2014. The Chairperson of Recreation and Awards Committee (D3), led the discussion on the issue of some teachers not contributing towards social events at the school.

Your contributions in kind towards social events at school are hereby acknowledged. I am concerned about teachers who do not contribute or attend the events organised by others. Social events promote learning and capacity building that mostly takes place when we are in an informal setting and not bound by regulations.

However, teacher leadership seems to operate best where there are high degrees of trust and trust is likely to develop in schools where relationships are strong in a way that the staff members know or think they understand each other (Muijs & Harris, 2007).

4.6.2 Time and resources

Teacher leaders claimed resources prevented them from taking up leadership roles in their classrooms and beyond. According to TLC, *“Teachers need materials that help to make lessons more interesting, such as CDs and other stuff which can make teachers think further to improve and develop learner’s knowledge and the school”*. SMTA also had a concern that:

Sometimes the management wants to support teachers when they want to develop improved teaching and learning outcomes, but some of the activities are not supported by the budget. The government of Namibia pronounced free primary school education, which means parents are no longer paying for school fees and the grant we receive is not enough in the first place and secondly too many conditions are attached to receiving it.

He further clarified that even if the parents do support them in fund raising activities, the settlement is made up of low income households, consequently parents cannot voluntarily cover

all the costs for teachers to execute most of their leadership activities, such as newsletters and school magazines and other initiatives teachers had thought of.

Like in the study carried out by Grant (2008), “teachers did not resort to blaming the school SMT for non-implementation of their initiatives at school level but owned the failure for themselves, with time being a major barrier” (p. 99). Moreover, Grant’s (2008) study revealed that teachers were also studying, and having to meet their course work deadlines, therefore time was the major barrier in their attempts to engage fully with their leadership roles. This is the case at this study site as well. Teachers do not have sufficient time to attend to all operational files, mark learners’ tasks and attend to additional roles such as sports coaching. *“We tend to ignore extra-mural activities and spend our time on completing the files, teaching and keeping assessment records updated”*.

According to observation done (O2), teachers at Resilience Primary School used to come to school early. Afternoon teachers also used to come an hour or two before their starting time so that they could try catch up on administrative work, such as updating of operational files. Teachers’ limited time was also a barrier to my study. I even interviewed a participant at home because at school he was always busy and during my last week of data collection he was not around as he attended a workshop. Moreover, teachers appreciated workshops done by external sources especially those that take a week or more as they learn more. However, they indicated that those workshops limit their time at school. In my position as an education officer responsible for curriculum and the development of teaching and learning support materials, I understand the concerns of teachers regarding time, but I want to stress the importance of attending workshops. Subjects and syllabuses are reviewed from time to time to improve the standard and quality of education as is required by *The National Curriculum of Basic Education* (Namibia. Ministry of Education, 2010). Therefore, when a teacher misses any workshop they miss the subject update and may teach outdated content.

4.6.3 Platoon system as a barrier to teacher leadership practice

As the case study school population has grown, the school has run out of space and the government has not been in a position to provide additional classrooms with immediate effect. As a result the school leadership decided to operate on a double session system, so that the school accommodates all learners who applied and who stay in their settlement (SMTA). In their own words participants stated that “*We tried to accommodate all learners from the settlement in which the school is located and we ran out of space. There was no money for new classes and we applied to implement the platoon system*” (SMTA). This meant that some teachers teach in the morning and the rest in the afternoon. The school resolved the problem of learners not admitted to the school but according to TLD:

This minimized our chances to lead in other activities. For example, I am a cultural group coordinator and I start teaching at 12h00 and knock off at 18h00. Learners of my group (cultural group) from the morning session have gone home, and by the end of the day, learners from the afternoon session are tired. It is also very late and not safe to keep learners at school after six.

She further revealed that her role as a leader was reduced, because “*in the afternoon I am in class teaching, instead of attending to my extramural activities such as training the Cultural Group*”. Another point raised regarding the double session system was that teachers have little time to spend in their classes. “*When one group of learners leaves, another group will soon occupy the class and I cannot arrange the class for the next day neither change materials on display*”. According to Harris and Lambert, (2003) teacher leaders should be experts who spend most of their time in the classroom. Though at this study site some teachers’ time in their classes is limited due to double sessions, the data correctly evidenced that teacher leadership is still happening.

The participants in leadership positions have also indicated that their working days are prolonged. SMTB explained that “*The principal and I, the school labourer and the school secretary sometimes work till late because afternoon sessions need our assistance too*”. I observed that the participants in leadership positions sometimes stayed up to 19h00 if they had to

make checkups when afternoon session left at 18h30. One good thing that they have introduced is a break or off time during sessions, for example at 10, when morning session is on and around 2-3 o'clock during the afternoon session. Morning session teachers on study supervision duties are at school as well and in most cases if the HOD is on break the Principal is around and vice-versa (O2).

4.7 Why do the participants like/support teacher leadership as a practice?

When participants were asked to provide reasons why they liked the practice of teacher leadership, they all responded positively and some of their reasons explain their situation as follows:

I like teacher leadership practice, because as an HOD and a head of some of our school Committees I cannot do all the things needed in my leadership area and I freely delegate to other teachers because almost every teacher is an expert in a particular field. Some teachers are good at information and technology, and then they can help design certain forms to be used in school, admission forms for example. Some teachers are multi-lingual and they can translate into more than three languages during the parents' meetings. Since our school is located in a multicultural settlement, our parents are from different language groups and not all of them understand English; it is therefore important that meetings have translators so that no-one suffers from the language barriers rather than contributing freely towards the agenda (SMTB).

The statement above is confirmed by my field notes (O2). On Wednesday, 9 July 2014 three sets of parents came to school on different occasions with different concerns and they were all unable to speak English, and neither Setswana which that day's acting Principal speaks. TLC was not teaching at that time and volunteered to translate from English to Oshiwambo and Otjiherero, for the first two sets of parents. The translation was not grammatically accurate though, especially in my home language which I understand well, but everyone was able to communicate well. Even though translations were not my focus, I recorded that teachers at Resilience Primary School were actively taking opportunities to lead in different situations. Danielson (2007) describes teacher leaders as those "who find a variety of ways to exercise leadership in their leisure time" and also further encourages that teachers should be empowered and given more opportunities to take the lead in their classes, across the school and in society (p. 15).

To expand on the positive effects that teacher leadership can have, SMTB said, *“I like teacher leadership because as home owners it helps us to maintain our homes and enthusiastically lead our families, which means that the leadership we exercise as teachers does not only apply at school but we apply it widely to raise our own children”*. She further explained that *“even our neighbor when they seek my advice say it is because I am a teacher, I may think and solve problems better than any other person”*. One may conclude that teachers are recognised as leaders in their families and communities.

In contrast, TLA who has been a teacher leader for about 30 years and enjoys the practice thereof, also complained that *“Sometimes our authority to lead is limited by the government, there are too many conditions: beyond the Principal’s office, there are too many layers of authority and our ideas are being rejected or not approved on time. Sometimes other authorities such as the municipality put a hold on our initiatives”*. She was referring to the sponsorship a group of teachers obtained from a local businessman to build an additional teachers’ house at the school. The school submitted the extension plan for approval from the municipality and it took years. Lack of accommodation discourages the best teachers from applying for teaching posts at the case study school due to the distances to be travelled and she revealed that this has had an impact on their academic results.

Furthermore, TLC contributed by saying that *“I support teacher leadership because the leading opportunities help us become known in the community and further afield and it creates more chances for us to be nominated to other leading positions and possibly get promotion within the profession”*. Participants felt that teacher leadership helped them to engage in managerial roles even if they did not have formal leadership positions (TLD, TLC).

According to Woods (2005) teacher leadership is a shared practice where by others can contribute in support of teacher leaders and their intentions or plans to change a school into a learning community. Therefore it is important for all the educational stakeholders to take part and support teacher leadership.

4.8 Attitudes of participants towards this study

It was my privilege to learn that participants were also learning from my study as I thought I went to learn from them. They wanted to know more about the concept and the questions they asked when I introduced the topic to the staff before I engaged in interviews indicated that the topic was of interest to them too. Some of the participants attitudes towards my study emerged from independent comments made by them informally after the interviews and some views emerged from other questions. Participants commented and revealed their feelings about the case study and their comments are worth sharing with other teachers, future researchers and law makers.

Some of the comments were as follows:”*Your topic is a nice one and as a researcher you need to take it seriously and distribute your findings and recommendations to the responsible people so that our teachers can come to a deeper understanding that they are leaders*” (SMTA). He further suggested that copies of this study should be distributed to the higher authorities such as the Permanent Secretary in the Ministry of Education and the President, for them to buy into the idea and help teachers to lead in a distributed way. Additionally, SMTB commented that” *This topic reminds me that I am a teacher leader as well. I thought I am an HOD and regarded myself as a leader in that role only, but no I am also a teacher leader I discovered*”.

Moreover, a teacher that was interviewed (TLD) felt that “*If we are empowered we will not have problems such as late coming, and being absent for no reason*” To the contrary, he felt that teachers are willing to develop self-control and self-discipline by managing their classes and their school through leadership activities.

My fear was - would participants want to be part of my study? TLD proved my fears were groundless as her final words were, “*I am glad that I was part of your study*”. This encouraged me and motivated me to freely approach others concerning this study even if some teachers had excuses to the extent that I could only interview one of them when I was on my way to the

Republic of South Africa [RSA]. I had to phone the respondent to say that I was leaving that afternoon as my daughter was going to resume classes in RSA within the next two days. Only then did the respondent finally make time for the planned interview.

Nevertheless, participants and staff members in general indicated that they learned from our discussions and the moment I introduced my topic to all staff members, individuals showed their interest by asking me questions and making comments on the subject, such as, *“Is teacher leadership practice not going to disturb the roles of the staff members who are in leadership positions if actively practiced?”* And *“The practice should be advocated widely in Namibia so that people who tend to question our status if we bring new ideas in meetings at school and in the community are not able to do that”*. These were voluntary contributors and some of them were not coded for identity in this study (O2) however their contributions are worth considering in this study for future reference.

4.9 Conclusion

This chapter presented data collected in execution of this study and discussed the findings thereafter. Teachers and members of the management team participated in this study and demonstrated a meaningful understanding of the concept as they provided some definitions on this idea. Participants have also explained their leadership roles and by their actions have evidenced teacher leadership practice at Resilience Primary School and beyond. This was evidenced across all Four Zones of Grant’s (2008) model of teacher leadership, which offers a tool I used to describe teacher leadership practice “in terms of the places where teacher leaders are most likely to lead and the roles most likely to take up” (Grant, 2012, p. 55).

The findings indicated that teacher leadership is more evident in the Zone of the classroom, and other Zones (Two, Three and Four) occur with some limitations. Participants pointed out the factors that enabled teacher leadership practice at their school such as the Principal, the school structure and its culture and professional development. In contrast findings recognised some factors as barriers to the practice under discussion. The following aspects were identified: other teachers, time and resources and finally the platoon system which used up time needed for

extramural activities, reduced the number of learners in some clubs and prolonged working days for some staff members.

In conclusion, I presented the participants reasons for supporting teacher leadership at their school and their attitudes toward my study as emerged. The data presented from interviews were supplemented by the data collected from document analysis and observations planned for this study while they were discussed.

In the next chapter I discuss the main findings of the study, specifically focusing on the case study site in terms of participants' understanding and experiences of teacher leadership practice per Grant's (2008) model. I also summarise the enabling and inhibiting factors as identified and the recommendations for possible future studies.

Chapter Five: Conclusion

5.1 Introduction

The purpose of the study was to explore the understanding and practice of teacher leadership and to identify the structural and cultural inhibiting and enabling factors. In the fulfillment of this purpose, the following sources of evidence tools were used, namely semi-structured interviews, observation and document analysis. The following questions were attached to the purpose in order to find answers to the problem and achieve the thesis purpose. Thus this study was set to respond to the following research questions:

- ✚ How do teachers and the School Management Team (SMT) understand teacher leadership?
- ✚ What leadership roles do teachers currently take?
- ✚ What are the structural and cultural factors that may inhibit and enable teacher leadership practice at the school?

This is the concluding chapter. It summarises the main findings of the study as discussed in chapter four. The chapter stands to inform the reader and future researchers of what has been suggested by this study for teacher leadership practice at the case study school and recommendations for future studies. It also presents the potential value of the study and a section which reasons on the demand for teacher leadership to be practiced in Namibia. The limitations of this study were also discussed, and a brief conclusion ends the study.

5.2 Summary of main findings

The summary of findings in this thesis are grounded on the research goals and research questions that emerged from data collected from all three sources of evidence used in the study. First I discuss the understanding and experiences of teachers and members of the management team on

the concept teacher leadership, then the enabling and inhibiting factors of teacher leadership practice at the case study site and finally I consider the interpretations of participants of the study that are worth being considered under the findings.

5.2.1 Respondents' understanding of teacher leadership practice and their leading roles over Four Zones of Grant's (2008) model

Teachers and members of the school management team at the case study school have a sound understanding of the concept teacher leadership. Like Grant, (2005) and York-Barr and Duke (2004) the participants could not find a precise definition because teacher leadership is a "broad and complicated" concept. In the first place, teacher leaders as respondents in this study were not really aware of the concept, however they managed to define teacher leadership and provide some examples of teacher leader roles. The participants defined teacher leadership as a practice that leads inside and outside the school and that teacher leaders can take the lead in curriculum and non-curriculum activities. They regarded the practice as empowering their profession. They further understood teacher leadership as a practice that goes beyond teaching and regarded the teacher leader as a role model, and an exemplar, who should influence learners and other teachers as followers.

There were clear indications that teacher leadership was happening at the case study school. Therefore, I used Grant's (2008) model of teacher leadership which offers a tool to describe the practice, in terms of the leadership roles and the places where teachers may operate from. Nonetheless, this study revealed that leadership roles are stretched over all the Four Zones of Grant's (2008) model of teacher leadership and the indicators observed from the discussion of data were closely attached to the Roles in other Zones (apart from Zone Four which I briefly discussed above). The data evidenced that teacher leadership was mostly dominant in Zone One whereby teachers engaged with improving their own teaching and some of the teachers are studying further to gain more insight in specific curriculum areas.

Teacher leaders at the case study site also have significant roles in Zone Two of Grant's (2008) model. In this Zone, teacher leaders lead outside of their classes and share their subject knowledge with other teachers and organise learners for extra-mural activities, which include sport, music, debate and cultural dance. It was evidenced that some teachers shared subject knowledge with others, feedback on class visits, feedback from continuous marking assessment control and moderation of question paper examinations.

In contrast to other studies done which used the same model to analyse the data (Nauyoma, 2011; Hashikutuva, 2011; Uiseb, 2012), findings indicated that teacher leaders practice in Zone Three was limited, compared to other Zones at the case study school. Since the school operates on a platoon system, the whole school is hardly engaging in any activities. For example, if we look at any sport activities – it becomes difficult because as soon as the morning session starts practicing, the afternoon session resumes with classes. This means that most of the clubs and committees, including the few sporting codes offered have become redundant and teams cannot take part in local competitions because players are not prepared for the tournaments. However, teachers are still coming together for briefing and staff meetings. They all work towards a shared vision and mission statement and are participating in trade unions. Even though the representatives have political differences, all unions are working towards ensuring a good living wage for teachers.

The study has proven that most teacher leaders were equally active beyond the school - in Zone Four. In this Zone (Four) teachers at the case study site had various leadership roles to play beyond the school. The findings revealed that teachers at the case study school led several Committees at cluster level, in the circuit office, at churches and at the district office. For example, teachers at the case study school led curriculum related Committees beyond the school level such as cluster schemes of work and circuit examinations. Teachers at the case study site also served as teachers' trade union representatives at regional level. Respondents in this study defined teacher leadership as a practice for leading curriculum and non-curriculum activities. Teachers at Resilience Primary School are also giving pastoral care to the learners as they keep water for the learners to wash their hands in class to maintain their health, and also supervise them over break time. They organised end of the term parties, led community Committees on

health and they directed national festivities such as the country's independence celebration in the area.

5.2.2 How TL is supported

This study identified that the school Principal, the school structure and the school culture promotes teacher leadership practice at the case study school. In the first place the Principal has an open door policy and he creates opportunities for teachers to lead, for example he appoints any teacher to act in his absence, including teachers who are not in a formal leadership position. He “creates a conducive environment that encourages teachers to initiate leadership activities and provides moral support to encourage teachers to take risks which may be involved” (Muijs & Harris, 2007, p. 118). Apart from the above, the Principal allows teachers to attend workshops and meetings to gain knowledge and has sent them to attend school exchange programmes with what he regards as more advanced schools. He also refers teachers to different experts when he cannot help them.

The School Board (SB) members and parents in general work together with the school in the following manner: to control learners in the settlement so that they do not consume alcohol, to maintain discipline, to guard the school against criminals during school holidays and to organise fundraising activities together as a school. The findings suggest that teachers lead more smoothly with the support of SB members and parents.

In addition the study suggests that a deeper understanding of the concept helps teachers to freely perform their roles as leaders without fear and unnecessary criticism. Apart from teachers at the case study school who are studying on their own to improve their teaching and learn new techniques to maintain their classes/subjects, the findings raised an urgent need to include the notion of teacher leadership in all teacher training programmes that can be addressed in different short courses and workshops to empower teachers to take more leadership roles.

5.2.3 Hindrances

It emerged from findings that the case study school operates on a platoon system and that these double sessions hinder leadership activities. The children are divided into groups, which means that teacher leader's expertise is also divided and this has discouraged some of the teachers from fulfilling their roles through leading extra mural activities. This affects the school as a whole. Therefore, the time allocated for teachers to work and lead one another was also limited. The study argues that time was not just disturbed by the fact that soon after knocking off time, teacher leaders had to vacate classes and give the afternoon session a chance, but also that they regard the formal duties set for a teacher as too much to accommodate extended leadership roles. Additionally, the study revealed a lack of appropriate learning support materials at the case study school to help teachers make the lessons more interesting because the current budget cannot cater for everything.

An additional inhibiting factor found was resistance amongst some teachers, which meant that some teachers did not want to work together with colleagues and this made it more difficult for other teachers to suggest things they think are helpful to the school. This implies that trust and support from others promote teacher leadership. Thus leading amongst supportive people motivates a leader and creates confidence. Teacher leaders also used to ask leaders in formal positions to introduce their ideas, so that others would listen and participate in the activity. This is noted in this study as a disturbing practice because teacher leadership includes teachers working together with all "stakeholders' to fulfil the school's goals" (Grant, 2008). Moreover, the study found out that some teachers were not willing to engage themselves with leadership roles; they believed that leadership roles were meant for people in formal positions because they were being paid and trained for the job. The findings revealed some reasons why participants supported teacher leadership practice, which included; sharing responsibilities, knowledgeable experts became more active in the areas of their expertise and teachers became more accountable and responsible.

5.2.4 Participants' attitudes

The study suggested that the topic of this thesis was of great interest to the participants. Thus participants were eager to study the findings and have suggested that higher authorities such as the country's President be informed by the findings and support the idea. The study also noted that participants discovered new things about themselves in the few weeks I spent at school. An example of this was a teacher in a formal position who also realised that he is a teacher leader as well as a HOD. The findings encouraged me to make follow up visits on the missed appointments from the interview schedule until the schedule was complete, because the findings revealed that participants were happy to be part of my study. Other teachers at the school who heard of the topic when I introduced it to all staff members and were not formally part of this study had a chance to discuss the concept in their free time. Interestingly, some teachers from both parties (participants and non-participants in this study) were concerned that the promotion of teacher leadership would disturb the duties of leaders in formal positions.

5.3 Recommendations for practice

The findings of this study have disclosed the enabling factors and inhibiting factors to teacher leadership practice at the case study school. Not all teachers understood the concept well under discussion; therefore some teachers became barriers to the practice. Thus, the recommendation below addresses the understanding of practitioners and the enabling and inhibiting factors for teacher leadership practice at the case study school.

As a clear definition of this concept has not been accepted yet, this study regarded the examples and forms of teacher leadership practice, used by the respondents to define the concept, as good evidence of their understanding of the concept. All other teachers should acknowledge the fact that their contribution to the school helps the school to meet its goals. This study recommends that the school employ team-building activities and invite motivational speakers to address teachers on some factors that promote and those that hinder the practice.

The teachers at the case study school are encouraged to use the available and appropriate local learning support materials to meet government budget and make lessons more interesting for the learners. Regarding the issue of limited time, this study suggests that the teachers balance their load to fit all aspects of leadership into what little time they have at school and that they perform their formal duties but also not ignore the extra-mural activities. The teachers should follow the good example of the school structure (school management) that take part in all activities organised at school and support others. The school structure should continue to encourage teachers to initiate more activities to encourage teaching and learning at the school. Double sessions should not be run across all the phases/grades so that the teachers can still organise the learners for activities like sport. For example, grades 1 to 4 (lower primary) should attend the morning sessions, and 5 to 7 (senior primary) the afternoon session. This will make it possible for different age groups to be available for practices at appropriate times.

Literature regards the teaching profession as 'flat', which means that teachers get promotion posts much slower in comparison to other industries in the job market (Danielson, 2007). However, it is important for teachers to take on leadership roles to strengthen their professional knowledge and increase the possible chances to get formal leadership positions. The advantages of being trained as a teacher is that the nature of teacher's knowledge is needed in any field which deals with human development. Thus teachers' competences should be seen in the products from their school.

All respondents in this study revealed the need for teacher leadership training to be part of formal teacher training and to be included in short courses and workshops. This study suggests that teachers start advocating from their schools the need for programmes which may be designed in the future to include the importance of teacher leadership practice. This may influence the schools in the cluster, circuits and country-wide.

5.4 Recommendations for future research

Little has been done in Namibia so far regarding the concept of teacher leadership as a research area. Considering the interest of participants in this study, and the need in our schools, much has

to be done to promote the understanding of teachers on the concept teacher leadership and help them to consider more factors that enable the practice and develop the habit to avoid the inhibiting factors. This was a case study and its findings cannot be generalised. In Namibia actions are taken when the majority are affected. In most cases the government reacts when more than the majority are affected. Therefore there is a need for future research on a large scale to investigate the attitudes of teachers towards the practice and to weigh up teachers' job descriptions against time allocated for school hours. The future research may include secondary and high school teachers, so that researchers can draw conclusions that refer to all Namibian schools rather than a single case as I did. Thus study suggests that the research division in the Ministry of Education, (NIED) do a survey/research to investigate the possibility of including teacher leadership practice as a module in all teacher training programmes in Namibia.

5.5 Potential value of the study

The findings of this study confirmed that it was worth doing as was suggested in chapter one of the thesis, as it reminded teachers in formal leadership positions of their leadership roles as teachers in their classrooms as well. The study added to the growing body of knowledge on school leadership because participants got a chance to think about and discuss the concept. In addition the agenda of the study reminded them of their leadership roles in the school and beyond. The initial plan was to share the findings with educational stakeholders who may be interested in teacher leadership. However the participants suggested that I share the findings with a higher authority in the Ministry of Education and the Head of State, so that the practice in schools can be supported from the top.

The findings of this case study are worth sharing with other teachers in various schools, districts with a parallel context to further understanding and in the promotion of teacher leadership practice.

5.6 Limitations

Findings cannot be generalised in respect of the nature of this case study which should remain a single and unique case. Regardless of the fact that findings of this study could be useful to most of the teachers/schools in Namibia, the study was done on a small scale which cannot be generalised because it only focused on a single primary school out of many primary schools in a semi-urban area in Namibia, and it only involved six teachers out of fourteen at the case study school.

Nevertheless, case study findings do have value beyond the case itself. It would be useful to stakeholders, mostly teachers in schools in a similar situation, who can learn from the findings and recommendations of this case study. This study could be used to inform and increase the knowledge of more educators who are experiencing the same circumstances or are interested individuals in the field of education.

5.7 Conclusion

It was concluded that this case study has proven that teachers and members of the school management team at Resilience Primary have a reasonable understanding of the concept of teacher leadership. Teacher leadership practice was happening supported by factors, namely the school structure and its culture and knowledge acquired by teachers through different resources. While the practice is enabled at the case study school, respondents experienced some hindrances for example, the system in which the school operates (platoon system) and some teachers did not collaborate with others and tended to resist their roles as leaders in and beyond their classrooms. According to Grant (2012), “any educator, regardless of designation, can be described, in this regard teacher leadership demand that they teach, while simultaneously, using their agency to achieve some sort of positive changes in school” (p.53). Thus, this study recommends that more studies should be carried out to inform policy makers to include this concept and broaden the understanding of educators for better change in our schools.

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RHODES UNIVERSITY

Where leaders learn

Appendix 1: Permission from Director

EDUCATION DEPARTMENT

Tel: +27 (0) 46 603 8383

Fax: +27 (0) 46 622 8028

23 June 2014

Ms F. Caley
Director of Education
P Bag 2618
Otjiwarongo
Otjozondjupa Region
NAMIBIA

Dear Ms Caley

Permission for post-graduate study

Ms Maria Nahambo Hanghuwo is a registered Master's student in the Faculty of Education at Rhodes University, Grahamstown, South Africa. Ms Hanghuwo is doing a degree in Educational Leadership and Management and has reached the stage where she needs to collect data in order to write her thesis. The purpose of this letter is to obtain your permission and support for her research.

Ms Hanghuwo is investigating teacher leadership practice. She will need access to XX Primary School in Okahandja where she will need to interview teachers and members of the School Management Team, carry out observations and examine documents. Some of the documents she would like to see may be of a sensitive nature, but I would urge you to encourage the principal to allow her access on the understanding that the research is conducted according to the highest ethical standards of confidentiality and respect for people.

I humbly request that you open doors for this researcher as research is hard work and she will need all the help she can get! Thank you in anticipation.

Sincerely

(Prof) H v d Mescht
(Supervisor)



Appendix 2: Letter to principal

EDUCATION DEPARTMENT

Tel: +27 (0) 46 603 8383

Fax: +27 (0) 46 622 8028

23 June 2014

Mr Victor Nakapandi
The School Principal
XX Primary School
Okahandja
NAMIBIA

Dear Mr Nakapandi

Permission for post-graduate study

Ms Maria Nahambo Hanghuwo is a registered Master's student in the Faculty of Education at Rhodes University, Grahamstown, South Africa. You will recall that she visited your school to collect data for an assignment in March and April this year. Ms Hanghuwo is doing a degree in Educational Leadership and Management and has reached the stage where she needs to collect data in order to write her thesis. The purpose of this letter is to obtain your permission and support for her research.

Ms Hanghuwo is investigating teacher leadership practice. She will need access to your school where she will need to interview teacher and members of the School Management Team, carry out observations and examine documents. Some of the documents she would like to see may be of a sensitive nature, but I would urge you to encourage the principal to allow her access on the understanding that the research is conducted according to the highest ethical standards of confidentiality and respect for people.

I humbly request that you open doors for this researcher as research is hard work and she will need all the help she can get! Thank you in anticipation.

Sincerely

(Prof) H v d Mescht
(Supervisor)

Appendix 3: Letter requesting participation

Enq: M N Hanghuwo
Cell: +264813059053
Email: nahamboh@gmail.com

P O Box 729
Okahandja
Namibia
25 June 2014

Dear Mr./Ms.....

Invitation to take part in a research project

I am sending this invitation to you an educator at Resilience Primary School who may be interested in participating in the research I'm conducting. I am a Senior Education Officer at The National Institution of Educational Development, Curriculum and Language Research Division. I am currently studying for a Master of Education, in Educational Leadership and Management at Rhodes University, Grahamstown, South Africa. I am engaged in a research project which aims to explore the understanding and experiences of teachers and members of management team of teacher leadership at school. In this regard I have, purposefully considered your school for my research project which I plan to conduct as from 29 June to 10 July 2014. I would like to conduct an interview with you as a teacher and also work closely with you to extend the boundaries of our knowledge on this concept.

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

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

Yours sincerely



Maria Nahambo Hanghuwo (Researcher)

DECLARATION

I, [Full name], hereby confirm that I understand the content of the letter and the nature of research study. I understand that I reserve the right to withdraw at any time from the project.

Signature of participant

Date.....

.....

Appendix 4: Data collection instruments

4.1 Observation schedule

1.1. Observation for teachers and SMT

Meetings, extra-curricular activities and Classroom Observation Schedule

Teacher/STM:(Code)

Date:to...../07/2014

Numbering	Themes	Observation notes
1.	Classroom management: (does the physical arrangement have sound meaning to the lesson observed? Are there class rules, is she/he in charge of the learners during the lesson, does she/he motivate and guide the learners to lead each other? Are the works on display show that much time is spent in the classroom?)	
2.	Teacher to learner: (does teacher have ability to supervise learners in and outside the classroom? Does the teacher motivate or distract the needy learners when approached?)	
3.	Teacher as learner: (is she/he ever willing to learn from others, even from learners? Does the teacher try correct their errors?)	
4.	Teacher to SMT and v/s: (does the teacher interact with the management to ask for clarity or develop some suggestions? How often does the SMT ask for the teachers opinions?)	
5.	Community of practice: (does s/he ask other teachers opinions on subject knowledge? Does she/he attend any club workshops, networking activities with others in the same field in the school or elsewhere?)	
6.	Meetings: (does s/he ever participate in meeting deliberation, namely: chairing, contributions,	

	deciding and standing against any point suggested by others or always agreeing, initiating?)	
7.	Teacher in community: (Does the teacher have connections with the parents or community?)	
8.	Teacher and extra-curricular Activities: (does she/he lead any code of sport, social club, choir or cultural troupe	

1.2. Outdoors' observation Schedule

Teacher/SMT: (Code)

Date:to...../07/2014

Activities	Collaboration of a teacher leader
Break time/refreshment/party: (is there any leadership taking place, her/him involved? What is the interaction between teacher and other teachers, teacher and learners, teacher and support staff, teacher and visitors, teacher and SMT or v/s)	
Team work: (does she/he work with other teachers in any activity, does she/he share experiences, can one note unity and social being promoted by the teacher under observation?)	
Supervision: (any supervisory work? any sense of unity, willing or forced to supervise, when supervising learners or other teachers is she/he up to the task or needs personal supervision?)	
Assembly: (does she/he lead the assembly; was she/he punctual, does she/he play any leadership role like monitoring the learners at assembly or announcing	

<p>anything to the audience, if she/he announces something, was the message useful to the audience? How often was she/she busy with own business like talking to friends or engaging on the cell phone?)</p>	
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4.2 Semi-structured interview questions

A Namibian Case Study 2014; Understanding teacher leadership practice

(a) Interview questions for SMT

1. How long have you been an HOD/Principal at this school?
2. Did you have leadership responsibilities before you were promoted to this position?
3. Are you familiar with the concept of teacher leadership? What is your understanding of this concept?
4. Are there opportunities at the school for teacher leadership?
5. Can you give some examples?
6. Do you support teacher leadership practice at this school? If yes, how, if no, why not?
7. How should teacher leadership be promoted and encouraged? [whom]
8. What do you think enables teacher leadership practice at your school? Give some factors and examples.
9. Are there any factors which may be preventing teachers from taking up leadership roles?
10. Why do you think we need teacher leadership in this school?

(b) Interview questions for teachers

1. How long have you been a teacher at this school?
2. Do you have any leadership roles / responsibilities in the school? And beyond the school? In the community?
3. Are you familiar with the concept of teacher leadership? What is your understanding of this concept?
4. Do you support teacher leadership practice at this school? If yes, why, if no, why not?
5. [If yes,] How should teacher leadership be promoted and encouraged? By whom?
6. Do you think teacher leadership is actually happening at this school? Can you give examples?

7. What do you think is enabling teacher leadership practice at your school? [factors and examples].
8. What do you think is disabling teacher leadership practice at your school? [factors and examples].
9. [Probing] Why do you think do we need teacher leadership in this school? Only if reasons were not given in any response.

4.3 Documentation Analysis Guide

Documents on focus:

- a) February Statistic and Census forms for teachers
- b) School anthem/vision/and mission statement
- c) Minutes and agenda of staff meetings
- d) Phase/s meeting minutes
- e) Set of Job description of teachers and SMTs
- f) Committees in a school setting
- g) Monitoring duty sheet
- h) Activity/distributed Sheets (committee lists)

To investigate teacher leadership practice in a case study, I needed to seek the following information to supplement data collected or missed from other sources of evidence:

- a) School information
- b) Teachers information
- c) Distribution of activities
- d) Initiators of most leadership practice happening at school
- e) Decisions made by teachers at school in the meeting minutes
- f) School structure and culture which inhibits and enables teacher leadership practice