

**BEGINNER TEACHERS' LEADERSHIP DEVELOPMENT
OPPORTUNITIES: AN INTERVENTIONIST CASE STUDY IN A
RURAL COMBINED SCHOOL IN THE OHANGWENA REGION,
NAMIBIA**

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by

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Declaration

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



Signature

December 2017

Date

Dedication

This thesis is dedicated to:

My late father, Samuel Ndakolonkoshi. He enrolled me in school. He opened the golden door for me and gave me a key to the bright future. Continue resting in peace daddy!

My late grand-mother Lovisa Uudhila. She nurtured and brought me up in a God fearing and respectful manners. She taught me the importance of education and motivated me with these words “Education first; worldly things later”. Her words of encouragement together with her prayers motivated me to climb up the ladder and embark on this academic journey. It is because of her, I am flourishing today. Her legacy shall never be neglected, but shall be cherished forever. Continue resting in peace granny!

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List of Acronyms

CHAT	-	CULTURAL HISTORICAL ACTIVITY THEORY
CLW	-	CHANGE LABORATORY WORKSHOP
MOE	-	MINISTRY OF EDUCATION
NANTU	-	NAMIBIAN NATIONAL TEACHERS' UNION SSS
HoD	-	HEAD OF DEPARTMENT
P	-	PRINCIPAL
BT1	-	BEGINNER TEACHER ONE
BT2	-	BEGINNER TEACHER TWO
BT3	-	BEGINNER TEACHER THREE
BT4	-	BEGINNER TEACHER FOUR
ET1	-	EXPERIENCED TEACHER ONE
ET2	-	EXPERIENCED TEACHER TWO
ET3	-	EXPERIENCED TEACHER THREE
ET4	-	EXPERIENCED TEACHER FOUR
I	-	INTERVIEW
OB	-	OBSERVATION
Q	-	QUESTIONNAIRE
D1	-	DOCUMENT ONE
D2	-	DOCUMENT TWO
D3	-	DOCUMENT THREE
D4	-	DOCUMENT FOUR
D5	-	DOCUMENT FIVE
D6	-	DOCUMENT SIX

Abstract

The emergence of distributed leadership theory encourages multiple involvement of individuals in leadership of the school, regardless of their leadership positions (Spillane, 2006). The manifestation of teacher leadership through distributed leadership theory grants opportunities to teachers to enact leadership roles. This study explored how the notion of teacher leadership is understood, the leadership roles existing for the beginner teachers, and the constraining and enabling factors to the practice of teacher leadership in a rural combined school in Ohangwena region, in Namibia.

The study is a formative intervention adopting a case study approach located in a critical paradigm since it aimed to bring changes in the activity system of the beginner teachers. The data were collected from ten participants: four beginner teachers, four experienced teachers, the principal and the Head of Department. The data were generated using the following techniques: document analysis, interview, questionnaires, observation and Change Laboratory workshops. The data were analysed thematically using second generation of Cultural Historical Activity Theory (CHAT) and Grant's (2006, 2008, 2010) Teacher Leadership Model.

The findings revealed that there were different understandings of the concept of teacher leadership. It was viewed as participation, influence, motivation and mentoring. It was also revealed that beginner teachers practiced leadership roles across the four zones of Grant's (2006, 2008, 2010) Teacher Leadership Model, but to various extents. A high participation was noted in zone one within the classroom and zone two in curricular and extra-curricular activities and minimal participation was reported in zone three within the whole school development and zone four beyond the school into the community. Teacher leadership in the case study school was constrained by several factors, including teachers' reluctance to lead, cultural beliefs, top-down leadership structure and lack of experience. Due to the minimal participation of beginner teachers in zone three and four, the findings suggested that the school should foster a collaborative culture, establish induction and mentoring committees in the school and encourage beginner teachers to take up leadership roles by providing opportunities for them to lead through delegation. In a series of

Change Laboratory workshops (CLW) the principal and the Head of Department took up the responsibility of providing leadership training to the teachers to enable them to assume leadership roles in the school. In addition, participants agreed to establish induction and mentoring committees in the school to provide guidance and assistance to teacher leaders.

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CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction

This study seeks to explore and understand the phenomenon of beginner teachers' leadership in a public rural school in the Ohangwena Region of Namibia. This chapter outlines the background and the context of the study, its rationale, and the potential value of the study. It also highlights my research topic, goals, and questions. Moreover, it describes the research paradigm, the approach employed during the study, and the data generating techniques used. Lastly, it provides a summary of the chapters in the thesis.

1.2 Background and context of the study

Namibia is a society that has witnessed significant transformation from pre- to post- independence eras. The establishment of a constitution in Namibia necessitated the democratisation of the education system (Carrim, 2001). Since 1990, the education system has been a notable beneficiary of rebuilding, restoration, renewal, and reform of the past. It has shifted from being an authoritarian, undemocratic, exclusive, and racially segregated society to being democratic and inclusive. Bantu education was “justified in terms of its vocational utility to prepare people for the specific jobs that the Germans and South Africans required” (Namibia. [MBEC], 1993, p. 2). Management and leadership in schools were solely vested in the principal and senior administrators while teachers were mostly confined to the leadership and management of the classrooms. Today there is a single National Department of Education that promotes a move from centralised control to collaborative decision-making in all schools in Namibia, (Namibia. [MBEC], 1993, p. 19).

The democratic government abolished the Apartheid system and various affirmative action policies were introduced and published. “*Towards Education for All*” (Namibia. [MBEC], 1993) and the

Education Act, no. 16 of 2001 were some of the policies introduced in 1993. *'Towards Education for All'* is “a policy document which translates the Namibian philosophy on education into concrete and implementable government policies” (Namibia. [MBEC], 1993, p. i). This policy in conjunction with the Education Act expected the active participation of all stakeholders in decision-making processes of the school. Therefore, teachers are entitled to participate in leadership of the school in all matters concerning the development and growth of the school. This is regarded as participative leadership (Spillane, 2007).

The policy (Namibia. [MBEC], 1993), through decentralisation, paved the way for the practice of distributed leadership in schools, in which the concept of teacher leadership could manifest. The theory of distributed leadership encourages sharing of leadership roles between teachers and the principals (Lambert, 2003). The policy revealed that the responsibilities and authority in schools needed to be decentralised to include all stakeholders in education, particularly learners and teachers, to enable them to have access and authority in school-wide leadership and decision-making processes (Namibia. [MBEC], 1993, p. 186).

The shift to democratisation of the education system in Namibia has put school leadership in the spotlight (Kapapero, 2007). An obvious response to this increase in pressure is the development of a system of broad participation in decision-making and clear accountability of all the stakeholders in education, one in which teachers act as “creators and managers” (Namibia. [MBEC], 1993, p. 42), not only of the teaching and learning processes but also to ensure the overall wellbeing of the school (Namibia. [MBEC], 1993). The principal, as the manager of the school, also needs to be at the centre of the activities which facilitate and encourage all the members of the school community to participate in leadership (Namibia. MBEC, 1993, p. 186).

It has been confirmed that principals are no longer fulfilling responsibilities in the schools alone. Researchers suggest that principals who concentrate too much on the administrative tasks neglect instructional duties and vice-versa (Namibia. [MBEC], 1993; Danielson, 2007; Kapapero, 2007). Therefore, principals need help from all educational stakeholders in the school such as teachers,

non-teaching staff members, learners, parents, and other member of the community who share the common interest of the school's prosperity.

These people can work together as a team and share the load of these diverse responsibilities to improve the school (Educational Commission of the State (ECS), 2010). Due to this, the current literature argues that leadership in schools must be shared and distributed collectively and in a collaborative manner (Earley & Weindling, 2004; Harris & Muijs, 2005; ECS, 2010).

Hatcher (2005) outlines that distributed leadership is significant due to various reasons: "firstly due to the achievement of the engagement of a wider group of staff is more effective in implementing changes. Secondly, that in a more complex world, the skills and experience of more diverse people are necessary to create successful leadership" (p. 254). Distributed leadership opens leadership opportunities for all. MacBeath (2004) asserts that distributed leadership creates opportunities for all members of the organisation to assume leadership roles and it does not necessarily give any individual or categories of people the privilege of leading over others. Bennett et al. (2003) stresses that "there are no limits built into the concept in terms of who might be included" (p. 13). Moreover, distributed leadership empowers the staff, particularly those who have no formal authority, allowing them to gain power through distributed leadership (Lumby, 2013).

The emergence of distributed leadership theory led to the evolution of the concept of teacher leadership which is the focus of my study. The concept of distributed leadership theory frames my study. Harris and Muijs (2005) assert that "distributed leadership is characterised as a form of collective leadership in which teachers develop expertise by working together" (p. 28). Earley and Weindling (2004) further emphasise that leadership is not perceived simply as a trait of an individual, but as the sharing of leadership throughout the organisation. It is an inclusive leadership, whereby the leadership roles are distributed throughout the school with the purpose of empowering others to give of their best (pp. 14-15).

Leadership is said to be shared and distributed in a collective manner when the leadership roles are divided and spread among the groups of people working together to accomplish the objectives

of their organisation, which in schools is to improve learning (Earley & Weindling, 2004, pp. 14-15; Harris & Muijs, 2005, p. 28). When this idea is embraced, it invites and empowers teachers to take up leadership roles in schools and as a result, teacher leadership can emerge (Nauyoma-Hamupembe, 2011).

Teacher leadership is contemporary leadership since it focuses on the relationships among individuals within the organisation (York-Barr & Duke, 2004). Traditional leadership approaches typically downplay relationships in favour of effectiveness and efficiency. The evidence has shown that teachers work more effectively when they are supported by other teachers and work together collegially. For example, Hopkins et al. (1994), as quoted in Harris and Muijs (2005), note that “successful schools create collaborative environments which encourage involvement, professional development, mutual support and assistance in problem solving” (p.177).

In a distributed leadership system, the leadership roles are executed either formally or informally. The formal leadership roles for teachers refer to the “titles and job descriptions” (Gunter, 2011, p. 118) or “designated responsibilities” (Harrison & Killion, 2007, p. 2). Therefore, the formal leadership roles can be understood as full-time roles or responsibilities that teachers perform in their settings. Often these formal roles exist whether the school adopts a distributed approach or not: they are simply part of how things are done. Hence it is the informal roles that are more interesting to this study.

According to Leithwood et al. (1999 as cited in Harris & Muijs, 2005), teachers exercise informal leadership in their school by sharing their expertise, volunteering for new projects, and bringing new ideas to the school. They also offer leadership by helping colleagues to carry out their classroom duties, and by assisting in the improvement of classroom practice through the engagement of their colleagues in experimentation and examination of more powerful instruction techniques (p. 117).

Informal leadership roles are an “exercise of leadership by teachers regardless of positions or designation” (Harris & Muijs, 2005, p. 22). These are leadership roles the teachers practice in and

beyond the classroom. Moreover, Grant (2006) identifies the four zones in which teacher leadership can be enacted: zone one is about exercising teacher leadership within the classroom setting; zone two extends teacher leadership outside the classroom into participating in curricular and extra-curricular activities; zone three has to do with executing leadership in school development, and the last zone is in exerting leadership beyond the school into the community. My attention now turns to the rationale of the study.

1.3 The rationale of the study

This study aims to explore leadership development opportunities for the beginner teachers in a rural combined school in northern Namibia. The interest in this topic arose from my personal experience. When I was new in the profession, I noticed how I was treated differently from the experienced teachers in terms of being assigned with leadership tasks. This changed after spending a couple of years in the profession. I would be assigned with many leadership tasks, for instance: compiling the financial report and attending the principal's meetings on behalf of the principal when she was not around. However, I would still observe how beginner teachers were deprived from most of the leadership roles within and beyond the school. They were confined to leadership roles within their classroom settings. This triggered my interest and led to many questions, such as: *What were the real, underlying reasons for this kind of treatment? And how do these become obstacles to leadership development? And finally, what can be done to address this problem?* The curiosity prompted me to engage in this study. Moreover, it is worth mentioning that since the study has an element of a formative intervention, it aims to bring about transformation agency within the activity system of the beginner teachers in the school.

1.3 Research goals and research questions

1.3.1 Research goals

The study sought to explore how the notion of teacher leadership was understood, to examine the leadership roles existing in the school for the beginner teachers, to discover the factors that enable and constrain leadership development for the beginner teachers in the school, and to explore ways to empower beginner teachers to actively assume leadership roles.

1.3.2 Research questions

To achieve the research goals, the study was guided by the overarching research question, which is: *How can beginner teachers' leadership be developed in a rural combined school in Namibia?*

To answer the overarching research question, the study is driven by the following sub-questions:

Phase 1:

1. How is the notion of teacher leadership understood?
2. What leadership roles exist in the school for the beginner teachers?
3. What are the factors constraining beginner teachers' leadership development in the school?
4. How can leadership be promoted in the beginner teachers in the school?

Phase 2:

5. What role did the Change Laboratory play in beginner teachers' leadership development?

Various research paradigms and approaches are suitable for different studies; therefore, in the next section I present the research paradigm and approach I used in my study.

1.4 Research paradigm and approach

My study is located in a critical paradigm with an element of a formative intervention, which aims to bring about changes and transformation within the activity system of the beginner teachers in the school. Bertram and Christiansen (2015) define paradigms “as ways of seeing the world and doing research” (p. 21). My study intends to understand the current teacher leadership practice and to transform the existing practice of teacher leadership in the school. Moreover, a critical paradigm is used with the second generation of CHAT as a lens to view how reality regarding beginner teachers' leadership was shaped and seen in the school.

My study adopted a case study research approach since I carried out an in-depth investigation of a setting or a single unit (Wellington, 2000). A case study approach is described by Stake (1995) as “a study of the particularity and complexity of a single case, coming to understand its activity

within important circumstances” (p. xi). I focus on one school whereby I concentrated on a single activity system of the beginner teachers. A case study approach provided opportunities to intensively explore the development of leadership for the beginner teachers in the school. Detailed information about the research paradigm and approach is found in Chapter Three of my thesis.

The next section presents the layout of my thesis chapters.

1.5 Outline of the thesis

This study constitutes five interrelated chapters. Chapter One entailed a general overview of the context and background of the study. It uncovered the research goals and questions which informed my study. The chapter moved on to present the rationale of the study. It also provided a brief discussion of my research paradigm and approach. Lastly, it unpacked the layout of the thesis chapters.

Chapter Two constitutes the literature review section of my thesis, which consists of different ideas and views of researchers which I found relevant to my research. The chapter commences with a detailed discussion around the distinction and relationship between the concepts of leadership and management. It continues with the descriptions of distributed leadership which is the theoretical framework of my study. It also spotlights the traditional theories from which the contemporary theories evolved. It again focuses on the discussion of the phenomena of teacher leadership which is the focus of my study. It further outlines the formal and informal leadership roles of teachers with the four zones of Grant’s (2006, 2008, 2010) Teacher Leadership Model. It also presents the constraining and enabling factors of teacher leadership development in the school. Finally, it provides a description of Cultural Historical Activity Theory (CHAT) as an analytical tool of my study.

Chapter Three outlines the methodological orientation of my study. It presents the research goals and questions of the study. It also gives a detailed description of the research paradigm and approach that the study adopted. It further provides the description of the qualitative data generating techniques. These include: document analysis, questionnaires, semi-structured interviews, observation, and Change Laboratory workshops. The chapter again reveals the

sampling of the research participants, the site, and the data analysis procedures. It also addresses ethical protocols, validity and trustworthiness, and the issue of positionality.

Chapter Four gives a short overview of the research site and participants' profiles. It encompasses the presentation and discussion of the raw data generated by various data collecting techniques. It exposes how the data were presented in categories and developed into themes that emerged during the data analysis process.

Chapter Five includes the summary of the key findings of the study. It confers the potential value of the study. It further presents the recommendations brought forth from the Change Laboratory workshops and the recommendations for future research. It continues with the discussion of the limitation of the study. It also pinpoints the relevance of CHAT to my study. Finally, the conclusion wraps up the content of the chapter and the thesis.

I now move on to Chapter Two to discuss and review literature that is relevant to this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

As reflected earlier in the previous chapter, my study focused on the exploration of leadership development opportunities for the beginner teachers in a rural Combined School in Oshana Region, in the northern part of Namibia. To remind the readers, the study was driven by the following five main research sub-questions: *How is the notion of teacher leadership understood; What leadership roles exist in the school for the beginner teachers; What are the factors constraining beginner teachers' leadership development in the school; How can leadership be promoted in the beginner teachers in the school; and What role did the Change Laboratory play in beginner teachers' leadership development?* The above research questions sought to answer the overarching research question, which is: *How can beginner teachers' leadership be developed in a rural combined school in Namibia?*

The primary purpose of conducting a literature review is to be able to critically summarise current knowledge in the area under investigation. It helps to determine what has not been written regarding the topic under study and to understand the gaps in the literature. This in turn encourages me as a researcher to build knowledge that would possibly fill up the gaps in the existing knowledge, instead of replicating the existing knowledge. Moreover, the literature review provides the academic context within which I place my study and most importantly, it puts my study into perspective.

This chapter comprises the views of local and international literature regarding the concept of teacher leadership. It also presents the detailed descriptions of distributed leadership as a theory that frames my study and informs the concept teacher leadership, which is the focus of my study.

I begin with the discussion of the distinction between the concepts of leadership and management. These two concepts serve as the core foundation of the theory of distributed leadership, from which the phenomena of teacher leadership manifested. Since the concepts are used interchangeably, I found it necessary to give their definitions beforehand to avoid confusion between them, as I am going to use them during my writing. I discuss the concept of distributed leadership as a contemporary theory which is a move away from the traditional theory. I further discuss the concept of teacher leadership as a phenomenon under study. As indicated in Chapter One, this includes the definition of the concept teacher leadership, the formal and informal leadership roles for the teachers, as well as the constraining and enabling factors of teacher leadership development opportunities in the school. I further discuss CHAT as the analytical and methodological tool adopted to intensively explore the practice of leadership for beginner teachers in the school. CHAT is also used as an intervention method to expand the practice of the teacher leadership phenomenon in the school and to generate model solutions with the potential to stimulate qualitative improvements within the activity system. Lastly, I summarise the contents of the entire chapter.

I now move on to discuss the background of the leadership and management concepts.

2.2 The background of educational leadership and management

I find it vital to include these concepts in my study since they provide the historical background of the field of Educational Leadership and Management where my study is located. Knowing the origin of these concepts helps to build up a better understanding of distributed leadership theory which is the theoretical framework of my study.

Coleman (2005) states that the concepts of leadership, management and administration overlap in their usage and are used interchangeably at different times, in different countries, and across different disciplines. The USA, UK and the Australian literature show a shift from administration to management and later to leadership (Bush, 2008). Administration was a preferred term in the USA from the 1950s onwards, while management was favoured in the UK chiefly in England while later the term leadership was introduced. These concepts derived from industrial settings such as commerce and business (Bush, 2008) in the United States where programmes in

educational administration had developed strongly in the 1950s (*ibid.*). I move on to discuss the distinction between the two concepts.

2.2.1 The definition of leadership and management.

These concepts are two sides of the same coin. Thus, in some countries like Finland, leadership and management are viewed as a single concept, although they are different. Therefore, I define them to clarify their meanings and do away with the confusion that might arise during reading, as I have conceptualised them in my study. These concepts are defined differently according to the authors. Bush (2003) defines leadership “as the ability to influence the actions of individuals or groups and it is associated with vision and the ability to articulate this vision through an organisation, the ability to direct change and of being future-oriented” (p. 5). Similarly, Munroe (1993) affirms that leadership is framed by individual qualities and social relationship in power whereby a leader can influence a follower. Correspondingly, Muijs and Harris (2005) view leadership “as the ability to encourage colleagues to change, to do things they would not ordinarily consider doing without the influence of the leader” (p. 438). This view is in line with Astin and Astin (2000) who state that leadership is a process which works towards movement and brings changes in an organisation.

In the same way Gunter (2005, p. 6) deduces that educational leadership is concerned with:

Productive and social relationships where the approach is not so much about controlling relationships through a team process but more about how the agent relates to others in their own and others learning. Hence it is inclusive of all and integrated with teaching and learning.

Similarly, Hargreaves (1999) indicates that educational leadership is about creating a safe and secure space in which creativity can flourish and where efforts are coordinated and new directions are set by learning, information gathering and dialogue, rather than through administrative regulation and hierarchical control (p. 285).

Leadership power might be based on tradition, charisma or legal rational government. Bottery (2002) and Grace (1995) allude that leadership is characterised by influence and consent, rather

than coercion and it entails ethical consideration and is directed towards achieving goals and is associated with vision and values. The exercise of influence can take place outside formal organisations as well as inside and at all levels in an organisation. In the same vein, Munroe (1993) stresses that leadership includes the capacity to influence, inspire, rally, direct, encourage, motivate, induce, mobilise and activate others to pursue a common goal or purpose, while maintaining commitment, momentum, confidence and courage. Added to that, educational leadership in schools has to do with influencing parents, teachers and learners to realise the potential value of the school, the mission and vision statement of the school, to promote the meaning and significance of serving the shared object and move towards achieving the set goals of the school. Having defined educational leadership, I now move on to define management.

Management is an organisational concept that relates to structures and processes by which organisations meet their goals and central purposes. The idea is advocated by Taylor (2009) who highlights that if schools are not properly managed, their primary task and central purpose which is teaching and learning, will suffer. In the same way, Bush (2011) asserts that educational management “is about maintaining effectively and efficiently the current organisation arrangements” (p. 9). In addition, management is viewed as a way of maintaining order and consistency in an organisation (Kotter, 2011). Some of the managerial roles are planning, organising, guiding and controlling (Munroe, 1993). Within the school the “principal serves as a school manager bearing the responsibility for managing the routine functions that support teaching and learning within the school” (Harris, 2003, p. 12). Moreover, management involves taking policy based decisions, planning, implementing policies, allocating duties, obtaining resources and making the best use of it, and exercising control over the human capital to achieve the predetermined objectives (Nangolo, 2011 as cited in Hamatwi, 2015, p. 13).

In the next section, I deliberate on the relationship between leadership and management.

2.2.2 The relationship between leadership and management

Leadership and management are contested, but are also inseparable. In line with the views of Kotter (1990) the two concepts complement each other, both are needed for an organisation to

prosper. In support of the above claim, Bush (2011) explains that “educational leadership as influencing others’ actions in achieving set objectives, while management is about maintaining efficiently and effectively the current organisational arrangements” (p. 9). Equally, Clarke (2007) emphasises that strong leadership and good management are both vital for the success of a school as an organisation. He further contends that a good principal is one who is well equipped with both leadership and managerial skills. The above view is also supported by Coleman (2005) who contends that both educational management and leadership contribute equally to the effective and efficient functioning of the school.

Moreover, leadership is an essential part of effective management; leadership is independent of positional authority while management is linked directly to it (Bush, 2008). Leadership behaviours stress building an environment in which each participant develops and excels. Leadership is described as the potential to influence and drive the group efforts towards the accomplishment of goals. This influence may originate from formal sources, such as that provided by acquisition of managerial position in the organisation (Johnson & Luthans, 1990). Additionally, every manager has the traits of a leader i.e., he must possess leadership qualities. It is indicated that leaders develop and begin strategies that build and sustain competitive advantage. However, organisations require robust leadership and robust management for optimal organisation efficiency (Johnson & Luthans, 1990). They further stress that organisations which are over managed and under-led do not perform up to standard. Both leadership and management are essential for individuals as well as for organisational success.

In the next section, my attention turns to the traditional leadership theory as an undemocratic leadership style.

2.3 Traditional leadership theory

I discuss this theory to reveal how leadership was practised in the past and who had the power to exercise leadership roles. The theory also provides a historical background of distributed leadership from which teacher leadership emerged. This creates a mature understanding of the revolution that took place and brought about contemporary theory.

Traditional leadership theory is based on the belief that power is bestowed on the leader in keeping with the traditions of the past. Traditional leadership theory includes trait, behavioural and situational theory. The main feature of a traditional leadership model stresses the supervisory control over employees (Schnake, Dumler, & Cochran, 1993). The trait leadership theory was determined by many theories such as the ‘great man theory’, which tried to understand the personal characteristics of great leaders who lived in the past. The characteristics included the “innate qualities and the characteristics possessed by the great social, political and military leaders” (Northouse, 2010, p. 15).

Coleman (2005) describes the ‘great man theory’ as an example of identifying leadership with the qualities or quality of an individual (p. 9). Furthermore, she asserts that this could to a certain extent discourage ways of thinking, as it implies a type of outcome and that there could be no such thing as effective leadership training. She further argues that it tends to relate to stereotypes of leaders in a heroic mould, who are normally of the male gender. Thus, it is known as the ‘great man theory’ (*ibid.*).

The fundamental principle of trait theory is that “a good leader is born as a leader, but not made to be a leader” (Slack & Parent, 2006, p. 293). These leadership traits mainly comprise individual’s physical characteristics, intellectual qualities, appearance and personality features (Earley & Weindling, 2004; Wales, 2009; Cherry, 2011).

Similarly, behavioural leadership theory “emphasises the behaviours of the leader or according to differences in the level of the authority given to their followers or subordinates” (Slack & Parent, 2006, p. 293). Behavioural leadership theory has three styles called, laissez faire, autocratic and democratic. Autocratic style leaders make all the decisions and keep the authority in themselves, while followers are submissive and follow whatever they are instructed to do by the leader. A democratic leadership style encourages group participation and that the majority rules, while laissez- faire style leaders give a maximum level of authority to their followers and are less involved in their works (Manning & Curtis, 2003).

Coleman (2005) explains another set of theories which include contextual, situational and contingency theories. These sets of theories are those that relate the leader to the situation in which they find themselves. Furthermore, these theories allow for the fact that the leader does not operate in isolation, but will be affected by his or her circumstances. Hoy and Miskel (2001) emphasise that under situational theory, how a follower or a leader reacts will depend on the circumstances; different situations require different leadership styles – acknowledging that one leader cannot be a good leader in all situations.

In addition, traditional leaders are more task oriented than human relations oriented. These leaders focus on the tasks that need to be performed to meet certain goals or achieve a certain performance standard (Manning & Curtis, 2003). They are typically less concerned with the relations of employees and more concerned with finding the step by step solution required to meet specific goals. They actively define the work and the roles required, put structures in place, plan, organise and monitor progress within the team.

I now move on to discuss distributed leadership as a contemporary leadership theory. Distributed leadership theory is the theoretical framework of my study. Discussing this theory helps the leader to understand the locality of the concept of teacher leadership and its emergence.

2.4 Distributed leadership theory

Distributed leadership is a move away from traditional leadership where leadership power was vested in single person. Under this section I present the definitions of distributed leadership theory according to the insights of various authors. I found it important to discuss it, to develop a better understanding of the emergence of teacher leadership, which is the focus of my study.

2.4.1 Definitions of distributed leadership

Distributed leadership is understood and defined differently by various authors. Therefore, there is no generic definition of this theory. Distributed leadership is viewed by Copland (2003 as cited in Timperley, 2005) as “a set of functions or qualities shared across a much broader segment of the

school community that encompasses administrators, teachers and other professionals and community members both internal and external to the school” (p. 376).

According to Bush and Middlewood’s (2005) point of view, distributed leadership is a shift from an autocratic leadership style to a greater focus on teams and shared leadership. Storey (2004) in his study, indicates that the concept of distributed leadership is all about encouraging many people to make decisions, rather than keeping the decision-making process centralised. The above view is in line with Coles and Southworth (2005) who confirm that distributed leadership means more than acknowledging the involvement of multiple individuals in school leadership. Thus, Moos, Hargreaves, Fink and Southworth (2003) outline that distributed leadership is about making others powerful by sharing leadership across the school. It is a move from a belief in the power of one to a belief in the power of everyone. In relation to this view, Lambert (2003) contends that the “distributed perspective focuses on how leadership practice is shared among positional and informal leaders as well as their followers” (p. 9). Similarly, Spillane (2006) states that there are multiple individual leaders who take up leadership responsibility in the school. He further argues that “distributed leadership is the collective interactions among the leaders, followers and their situation that are paramount” (p. 3).

Furthermore, Davidoff and Lazarus (1997) as cited in Spillane, Halverson and Diamond (2001) describe leadership in the school context as the art of subscribing to a distributed perspective, in which leadership practice is incorporated into the activities of multiple groups of individuals in a school, who work at guiding staff in the instructional change process (Spillane et al., 2001).

The above idea is also supported by Spillane (2006) as he indicates that a distributed perspective is about leadership practice. He further explains that “the practice is a product of collective

interactions of school leaders, followers and aspects of their situations such as tools and routines” (p. 3). The figure below illustrates leadership practice from a distributed perspective.

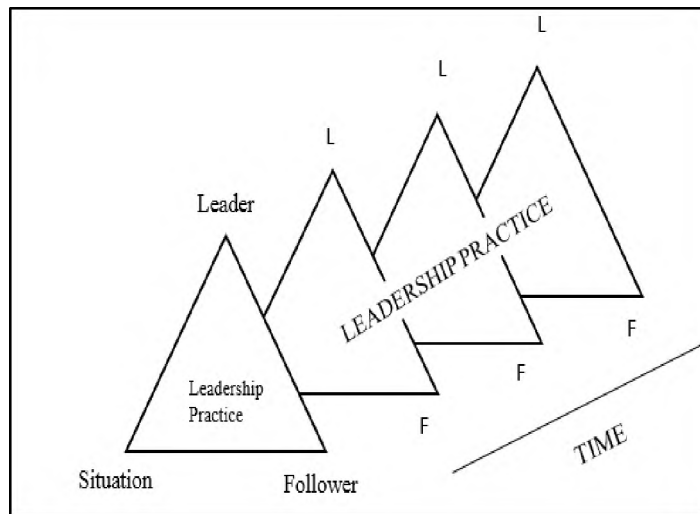


Figure 2.1: Leadership practice from a distributed perspective (Spillane, 2006, p. 3).

p. 3).

From the above diagram, Spillane (2006, p. 4) notes that distributed leadership is a product of joint interactions of the three elements:

- Leadership practice is the central and anchoring concern;
- Leadership practice is generated in the interaction of each element;
- The situation both defines leadership practice and is defined through leadership practice.

The diagram depicts that the leadership practice has shifted the attention from the principal and other formal and informal leaders, to the network of leaders, followers and their situation that gives form to leadership practice. Moreover, the interactions of the three elements might show us how leadership practice is stretched over the social and situational context of the school (Spillane et al., 2004). The idea of stretching leadership might well develop teacher leadership, as roles and responsibilities are distributed across.

Moreover, Spillane and Diamond (2007) reveal that a “distributed perspective on leadership has two aspects; the leader-plus aspect and the practice aspect” (p. 7). The leader-plus aspect acknowledges and takes account of the work of all individuals who have a hand in leadership and in management practice, rather than just those in formally designated leadership roles. As a conceptual framework for studying school leadership and management, these two aspects – the leader-plus aspect and the practice aspect (Spillane, 2006) – bring the practice of leading and managing to the foreground of the interactions among school leaders, followers and aspects of their situation. Bolden (2011) points out that both aspects of leadership offer an analytical framework for examining the day to day practice of leadership and management, rather than dwelling on leaders and leadership structures, functions and roles.

I now move on to discover the characteristics of distributed leadership; this helps to identify how distributed leadership is practiced in the school as an organisation.

2.4.2 Characteristics of distributed leadership

Distributed leadership is characterised and categorised differently by different authors. Various terms are used in the literature to mean the same classification: for instance, taxonomy, property and typology. MacBeath (2005) uses the term taxonomy and developed his taxonomy of distributed leadership. MacBeath (2005) has six stages in his taxonomy of distributed leadership namely: formal, pragmatic, strategic, incremental, opportunistic and cultural distribution (pp. 357-363). However, in my study I present Gunter’s (2005) characterisations of distributed leadership namely: authorised, dispersed and democratic, as providing a framework for my study (pp. 51-57).

Gunter (2003) postulates that “authorised is known as delegated”; here is where tasks are distributed from the principal to others in the hierarchal system of relations, where the principal has positional authority. This is evident where there are “teams, formal and informal workgroups and committees operating within a hierarchical organisation” (p. 51) to ensure the distribution of leadership roles. Gunter (2005) further asserts that this distribution is usually more easily accepted, because it is regarded as legitimate through the complex operation of both hierarchies, in the form

of sub-ordination and through attribution in the form of giving status to a person to determine activity and take actions. Since teachers are delegated to execute certain tasks by the principal who has the authority in traditional hierarchy, to some extent the principal is also influencing, empowering and exposing them to leadership roles in school.

Dispersed distributed leadership refers to a process where much of the works of an organisation take place without the formal working of a hierarchy (Gunter, 2003). It is a more autonomous, emergent process “through networks in which the private interests of the individuals are promoted through group or collective actions and through the community where the public secures the defence of individuals” (Gunter, 2003, p. 52). This type of leadership creates opportunities for active participation of all the stakeholders and centres on “spontaneity and intuitive working relations” (Gunter, 2003, pp. 42- 43). Dispersed leadership is distributed through sharing the leadership tasks more widely and redefining roles, shifts and power relations in the school in the achievement of the predefined organisational goals and values.

Gunter (2003) describes democratic distributed leadership as similar to dispersed distributed leadership in a sense that both have the potential for concrete action and all have an emergent character where initiatives circulate widely (Woods, 2004). However, it differs in a sense that it does not assume political neutrality, but instead engages critically with organisational values and goals, and raises questions that encompass “how meaning is developed, how experience is understood and how we work for change” (Gunter, 2003, p. 57). In review of the literature on distributed leadership including the associated concepts of delegated, democratic and dispersed leadership. The aspects of leadership are likely to be shared by most authors, namely: “Leadership is an emergent property of a group or network of interacting individuals, there is openness to the boundaries of leadership, varieties of expertise are distributed across the many, not the few” (Bolden, 2011, p. 257).

Distributed leadership was developed in response to the criticisms against traditional theory. This shift creates interests among the researchers to identify leadership theory which is “formative, supportive and inclusive” to address issues which were not considered by traditional theories

(Uushona, 2012, p. 14). Distributed leadership is believed to be ruled by a democratic spirit which uplifts the spread of teachers' participation in schools (Hartley, 2007).

The above view is also advocated by Lumby (2013, p. 586) who points out that:

distributed leadership presented as potentially replacing previous forms of leadership that are critiqued negatively in relation to their ethics and or efficacy such as heroic, charismatic, collegial, top-down and transactional with a novel kind of leadership. The new theory practices are depicted both as more inclusive and more effective. It enables participation in leadership based on capacity alone and empowers the staff, especially those who have no formal authority; they gain power through distributed leadership.

Thus, the concept of distributed leadership as characterised above is powerful in a way that it opens a variety of possibilities for teachers to lead in different areas, at different times and with different purposes in their professional lives (Grant, 2005).

I now move on to deliberate on the criticisms of distributed leadership. Although the emergence of distributed leadership brought changes, there are shortcomings in the distributed leadership theory. Addressing the critiques encourages upcoming researchers to conduct their studies with the purpose of filling the gaps in the literature on distributed leadership theory.

2.4.3 Criticisms of distributed leadership

Distributed leadership is criticised differently by different authors. Distributed leadership has received great attention and increased support in recent educational discourse (Gronn, 2000; Spillane, 2006). Although distributed leadership provides a theoretically grounded framework to examine leadership practice, the concept is relatively new; it lacks a widely-accepted definition and it has a limited empirical research base (Bennett, Harvey, Wise, & Woods, 2003; Timperley 2005; Spillane, 2006).

The above authors emphasise that distributed leadership lacks conceptual clarity as it attracts a range of meanings. Spillane (2005) emphasises that “lack of empirical evidence on the effectiveness of distributed leadership in promoting instructional improvement and increasing

student achievement is considered a weakness” (p. 149). It is also supported by Hartley (2007) who commends that “distributed leadership admits some confusions: its conceptual elasticity is considerable, and this lack of conceptual clarity does not allow for a clear operationalisation of the concept in empirical research” (p. 202). Spillane (2006) posits that when different authors try to define distributed leadership, a variety of concepts are used. That means there is no generic definition of the concept. Similarly, Harris and Spillane (2008) claim that the use of different concepts by many authors does not only obscure the importance of distributed leadership, but it also presents a real risk that distributed leadership will be used as a ‘catch all’ expression to explain any nature of devolved, shared or dispersed leadership practice. Due to the stated reason, it made the concept easily understood by the layman, unlike other concepts.

Another weakness of distributed leadership, identified by Hatcher (2005), is the fact that theory takes insufficient account of the dynamics of power and influence. For example, within schools, Hatcher (2005) outlines that leadership roles may be distributed, but not power. Furthermore, Spillane and Diamond (2007) argue that a further limitation within much work on distributed leadership is the tendency to confine studies within organisational boundaries. Hence, the temporal dimensions of how leadership patterns are experienced at school, frame and shape expectations, and that leadership in colleges, universities and workplaces remain well beyond the scope of current enquiries.

The tendency of researchers on distributed leadership of focusing on the holders of formal positions, severely limits opportunities for recognising the contribution of informal leaders and the way situational factors impact upon leadership. McCrimmon (2005) proposes that leadership within networks and partnerships, is a significant and relatively unexplored dimension of distributed leadership that deserves investigation.

Another criticism is highlighted by Gunter (2010), who states that “at school level the current popular term among researchers is distributed leadership, but in fact the power is being distributed upward by centralising policy over curriculum and instruction through high stakes testing and mayoral control” (p. 521). In the same way, Hatcher (2005) explains that “contradiction between

the proclaimed intention of greater freedom for teachers and continuing and in the same cases stricter approach of centralised control over them has been noted by many of commentators” (p. 521).

Lumby (2013) also argues that “distributed leadership while originally introduced to educators as merely a lens better to understand leadership, has grown into a theory and frequently prescribed practice which promotes a fantasy apolitical world in which more staff are supposedly empowered, have more control of their activity and have access to a wider range of possibilities” (p. 592). This suggests that there is little evidence to support the desired outcomes of distributed leadership. “Moreover, the theory is an easy target in some ways. Its confusing overlaps with earlier theory, contradictory formulations and utopia depictions are transparent” (*ibid.*).

Lumby (2013) further claims that “despite the slipperiness of the concept and its uncertain relationship with pre-existing theories, distributed leadership has metamorphosed from a means of refocusing leadership research to a kind of leadership ideal” (p. 582). Day et al. (2010) unequivocally claim that “there is a connection between the increase in distribution of roles and responsibilities and the improvement of pupil outcomes” (p. 583). She also claims that “opportunities to contribute to leadership are not equal and distributed leadership remains silent on persistent structural barriers” (Lumby, 2013, p. 581). Lumby further states that roles cannot be imposed by management on the followers, but it is up to them to decide which roles to take and the managers can only support them (*ibid.*).

Furthermore, Lumby (2013) strongly criticises distributed leadership as she points out that it is naïve to think that leadership can be distributed, because power is the central tenet of leadership and power cannot be distributed. This is because power is chained to authority. Authority is usually given to someone by the government or state, and in this case, it lies with the school principal.

My attention now turns to discussing the concept of teacher leadership, which is the focus of my study.

2.5 Teacher leadership

The concept of teacher leadership is relatively new to many developing countries like Namibia. Therefore, the evidence from local and international literature portray that there are overlapping and competing definitions of the concept.

There is no a clear definition of the concept teacher leadership. Therefore, different authors have defined it differently according to their own preference and context. To begin with, Muijs and Harris (2003, p. 438) define teacher leadership as “the ability of a teacher to encourage colleagues to change and do things they would not ordinarily consider without the influence of the leader” (Wasley, 1991, p. 23). Correspondingly, Troen and Boles (1994) characterise teacher leadership as a collaborative effort in which teachers develop expertise and promote professional development to improve instruction to all students. Similarly, Katzenmeyer and Moller (2001) assert that teachers lead within and beyond the classroom, and lead by interacting with a community of other teachers, learners and leaders by influencing them to improve educational practice.

Different roles have been suggested for teacher leaders which provide a clear definition and understanding of the term. Katzenmeyer and Moller (2001, p. 5) see teacher leadership as having three main facets:

Firstly, leadership of students or other teachers, facilitators, coach, mentor, trainer, curriculum specialists, creating new approaches and leading study group. Secondly, leadership of operational tasks, keeping the school organised and moving towards its goals and lastly, leadership through decision making, partnership and membership of the school, improvement teams, membership of committees, instigators of partnership with business, high education and parent teachers association.

In the same vein Crowther, Kaagan, Ferguson and Hann (2002) argue that teacher leadership facilitates the principal action of achieving whole school success. It implies the distinctive power of teaching to shape meaning for learners, youths and adults, and contributes to long term, enhanced quality of community life. Teacher leadership “is premised upon the ability to empower others to lead, it is a shared commodity owned by those who work within the school and those who work on behalf of the school” (Harris, 2005, p. 80). In addition, Gronn (2000) and Spillane et al. (2001) outline that teacher leadership essentially refers to the exercise of leadership roles

regardless of position held or designation. This means that it is not only the school principal or a member of the School Management Team (SMT) that can exercise leadership roles. This argument is advocated by Grant (2005) who contends that teacher leadership in a South African context is understood as a formal or informal leadership, beyond headship or formal position. It refers to teachers becoming aware of and taking up the informal and formal leadership roles both in the classroom and beyond. These include 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. Harris and Lambert (2003) emphasise that most of the definitions of teacher leadership tend to have one point in common which is “teacher leaders are in the first place, expert teachers, who spend their majority of time in the classroom, but take on leadership roles at times when development and innovation is needed” (p. 44).

Having defined the concept of teacher leadership, I now move on to discuss formal and informal teacher leadership roles. This helps to understand different leadership roles for teacher leaders that are accorded to them, with the view of contemporary leadership, as active participants in leadership practice.

2.5.1 Formal and informal teacher leadership roles

In this section I give the distinction between the formal roles for teacher leaders which are entrusted to them by ministerial policy which formalises their job descriptions, and those that manifest in their day to day activities through the delegation process or volunteering.

Teacher leaders assume a wide range of roles to support the school and students’ success. These leadership roles are either formally assigned to them or shared informally (Muijs & Harris, 2005). It has been revealed that teachers can lead in various zones, for instance in their own classroom, and outside the classroom in curricular and extra-curricular activities and as they interact with other teachers and learners, they also participate in whole school development and work beyond the school into the community (Grant, 2006).

Similarly, Leithwood et al. (1999) outline that head teachers, master teachers, department heads, union representatives, members of the school governance council (governing body and the management team) mentors and chairing learning area committees, are associated with the formal roles (pp. 116-117).

Uiseb (2012) stipulates that the role of teachers within the classroom is to ensure that quality teaching and effective learning is taking place, to assess the learners' individual progress and give feedback, to ensure good discipline among the learners, to promote a healthy and conducive learning environment for each learner and most importantly, to help each learner to realise his or her potential. Katzenmeyer and Moller (2011) outline, that teachers assume leadership roles in the classroom, such as facilitator, coach, provider of feedback and counsellor. Correspondingly, Ash and Persall (2000) stress that "student learning must become the focus of the teachers' educational efforts and school leaders must create systematic change to pursue higher levels of student achievement" (p. 15). This is the role of the teachers within their classroom and beyond, as they are the agents of maintaining good interpersonal relationships between them and the learners.

Day and Harris (2000) explain that one of the discrete dimensions of teacher leadership roles concerns the way in which teachers help to translate the principles of school improvement into practice in individual classrooms, a fundamental leadership role for teachers, and one which creates opportunities for meaningful improvement among teachers.

Teacher leadership through working with other teachers requires considerable interpersonal skills and the success of such effort also depends on the teacher leaders having established credibility and trust with his or her colleagues (Danielson, 2007). Leadership at this zone can take place in various forms, the teacher leader can act in the capacity of being a resource provider, instructional specialist, curriculum specialists, classroom supporter, learning facilitator, mentor, school leader serving in various committee, data coach, catalyst for changes (Harrison & Killion, 2007, pp. 74 - 77). These roles are supported by Katzenmeyer and Moller (2011) who emphasise that teacher leaders can serve as observers and coaches of other teachers' teaching practice, exchanging materials with other teachers and serving as mentors to others. Fullan and Hargreaves (1992) as

cited in Uiseb (2012) claim that there should be a focus on teacher development in curriculum, including leadership roles, mentoring, collaboration and decision-making. which would all provide testimony to the ways in which schools and educational systems are seeking to involve teachers more in the life and work of the school outside the classroom.

Blasé (2000) believes that teachers' exhibit leadership in multiple and sometimes overlapping ways – some leadership roles are formal with designated responsibilities, others are informal roles that emerge as teachers interact with their peers. He further stresses that the variety of roles ensure that teachers regardless of their position assume leadership roles. He also stresses that teacher leaders shape the culture of their schools to improve students' learning and influence practice among their peers (*ibid.*).

Correspondingly, Gigante and Firestone (2007) emphasise that teacher leadership roles contribute immensely to whole school development. They comment that teacher leaders can serve as coaches or consultants to individual teachers, manage the curriculum or materials, mentor new teachers, coordinate professional development, facilitate action research, manage the distribution of materials needed for teaching and learning and participate in decision-making. Muijs and Harris (2005) add that teacher leadership activities include continuing to teach and improving individual teaching proficiency and skills, organising and leading peer reviews of teaching practices, providing curriculum development knowledge, leading in-service training and staff development activities, participating in school level decision-making and engaging other teachers in collaborative action planning, reflection, and participating in extra-curricular activities at school.

The next section presents Grant's (2006, 2008 & 2010) model of teacher leadership which I use as an analytical tool in the exploration of teacher leadership at the case study school.

2.5.2 Zones, roles and indicators of teacher leadership in schools

Teachers can lead in their classrooms, within the school and beyond the school into the community. This implies that teachers exercise leadership at different levels in the school, namely: instructional level in the classroom, organisational level at cluster and circuit levels, as a concerted

effort for system improvement with other teachers from other schools, at community level and then at regional level (York-Barr & Duke, 2004 as cited in Hamatwi, 2015).

Grant's (2008) model of teacher leadership, suggests that "teachers assume six roles of leadership which are situated within four semi-distinctive areas or zones" (p. 93). The model provides different indicators to see how teachers are enacting leadership across the school. Therefore, I used Grant's (2008) model as both a conceptual and an analytical tool to interpret beginner teachers' leadership enactment through their interactions with one another and the whole school in all four zones. According to Spillane (2006) leadership from a distributed perspective is "a system of practice made up of a collection of interacting component parts in a relationship of interdependence" (p. 16). Through the lens of distributed leadership, I used Grant's (2006, 2008, 2010) Teacher Leadership Model to view and analyse how multiple leaders, who are the teachers who are acting as leaders and followers within the context of their situation, are practicing leadership at different levels across the school.

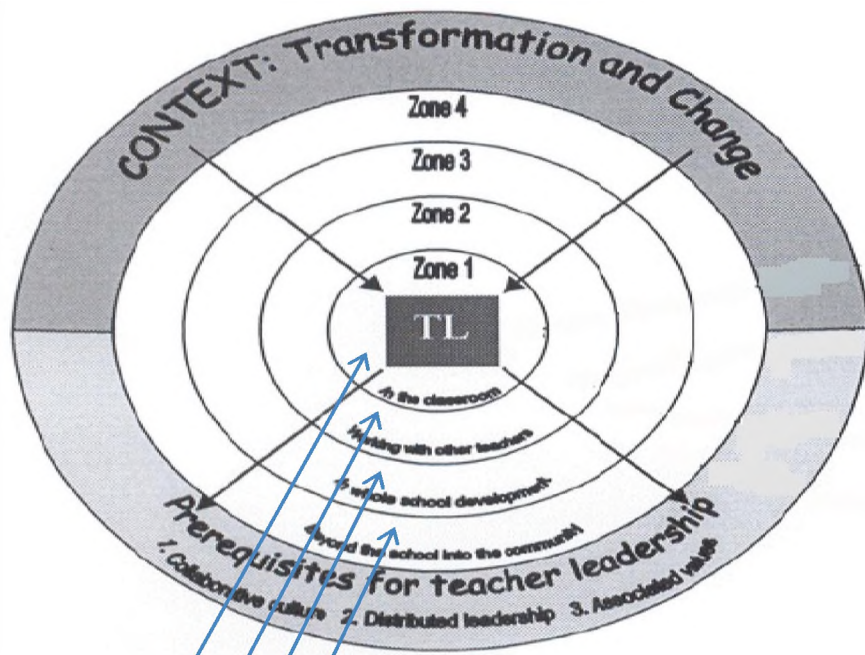
Teachers assume leadership within zone one in the classroom situation, where teachers engage in their primary role of teaching, managing, monitoring and assessing learners' progress (Grant, 2008). In zone two, outside the classroom, teachers play the role of providing curriculum development knowledge and interact with learners. Again, in this zone, Grant (2008) outlines that teachers also play a role in developing professional courses, workshops and in-service training or mentoring novice teachers and evaluating the performance of other teachers.

They also play a role in zone three, where teachers are expected to evaluate and review the school practices to find new strategies for whole school development. Also, in this zone, teachers may participate in whole school decision-making processes and engage learners in curricular and extra-curricular activities.

In zone four, teacher leadership is enacted between schools, within the cluster, at the circuit level, at the regional level and the community. Danielson (2007) outlines that teacher leadership can take place beyond the school between neighbouring schools, when teachers participate in district

activities, for instance cluster, circuit, regional or national activities, such as taking part in teacher evaluation committees or curriculum teams, making presentations at circuit, regional or national levels, serving on a standards board or speaking at community meetings.

The participation of teachers in all the zones ensures the emergence of teacher leadership in schools. Grant's (2006, 2008, 2010) Teacher Leadership Model is presented below.



TEACHER LEADERSHIP

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

Figure 2.2: Model of teacher leadership (Grant, 2008, p. 93)

In the next section I look at the enabling conditions of teacher leadership in schools.

2.5.3 Conditions that enable teacher leadership in schools

Since teacher leadership practice is not a must, it might not take place in every environment due to the prevailing conditions. Thus, I found it necessary to discuss some of the conditions that help to promote teacher leadership in schools. I looked at factors such as a collaborative environment, the principals' motivation and professional development.

Many conditions are necessary to support and sustain teacher leadership positions at school. Lieberman (1992, p. 160) identifies many conditions that are essential to the success of new teachers' leadership roles and responsibilities. He alleges that it is important that "teacher leadership be part of an overall vision and set of values that accepts and expects teachers to participate in leadership" (*ibid.*). The structure of the school needs to accommodate this. Although the structures vary according to schools and communities' contexts, it must bring legitimacy to the new roles and facilitate the understanding that knowledgeable and well-respected teachers can provide leadership. Within this framework, time is needed to experiment, reflect and create. Finally, Lieberman (1992) argues that "skills and abilities are required, which can be labelled and learned, that make leadership more effective: promoting a clear vision, taking initiative, persevering in times of difficulties, analysing and making programmes for improvement and building support with parents and community" (p. 7). I now discuss each factor independently based on the views of different authors and researchers.

2.5.3.1 A collaborative culture

Collaboration has to do with the involvement of all staff and stakeholders in any decision or activity carried out at any institution. It comprises teamwork, cooperation and joint efforts. According to Peterson and Deal (1998) as cited in Katzenmeyer and Moller (2001), culture is an underground stream of norms, values, beliefs, traditions and rituals that have built up over time, and as people work together they build up a culture of collaboration. Katzenmeyer and Moller (2001) stress that the most important factor in the development of teacher leadership is the context of the school, for them "a positive culture within the school fosters teacher leadership, which in return produces positive results in student outcomes" (p. 76). Leithwood (1992) concurs with them and states that "a collaborative culture encourages the exchange of ideas and endorses mutual

problem solving thereby providing rich opportunities for the exercise of teacher leadership and suitable motivation for future leaders to develop capacity” (p. 10).

Fullan and Hargreaves (1991, p. 66) add that:

Collaboration culture can be found everywhere in the life of the school such as in the gestures, jokes, glances that signal sympathy and understanding, in hard work and personal interest shown in corridors or outside classroom doors, in birthday parties, treat days and other ceremonial celebrations in the acceptance and inter mix of personal lives with professional ones in overt praise, recognition and gratitude and in sharing and discussion of ideas and resources.

Muijs and Harris (2003) argue that a teacher’s ability to lead has an influence on the quality of teaching, it builds self-esteem and positive relationships within the school. However, a collaborative culture is not necessarily always positive. The negative side is referred to by Fullan and Hargreaves (1991) “as a balkanised teacher culture, a culture made up of separate and sometimes competing groups, jockeying for position and supremacy” (p. 71). Teachers in this culture attach their loyalties and identities to groups of their colleagues. They are the colleagues with whom they work closely and spend most of their time and socialise with. They also indicate that the practice of “balkanisation may lead to poor communication, indifference or groups going their separate ways in a school or isolated professional culture” (*ibid.*). This culture may cause a split in schools which want to foster a collaborative culture. Teachers often work together to create disharmony and discourage colleagues who may want to take up leadership roles.

In this situation Fullan and Hargreaves (1991) suggest that the principal should use this kind of culture to their advantage by giving a member of a group a leadership role and encouraging the others in the group to work together; in this way getting teachers working for the greater good of the school.

This is in line with the views of Sandholtz (2002) who suggests that teachers also need opportunities the same as learners, to discover new ideas, to work together with their colleagues and to involve themselves in practical activities. Hoy and Miskel (2001) believe that “though frameworks for examining school culture in terms of the shared values, belief and ideologies are

available, the determination of culture at this level is not easy. The core values of a group or school may be easier to determine than the tacit assumptions, but the analysis remains difficult and time consuming". They further state that examining the culture of the school provides a less rational, more uncertain and less linear view of organisational life than standard perspectives on structure, rationality and efficiency.

2.5.3.2 Principal's motivation

Motivation is defined as the extent to which persistent effort is directed toward a goal (Maslow, 1970). He emphasises that when someone gets motivated or tries to get someone else moving, they are developing the incentives or conditions that they believe will help move a person towards the desired behaviour. Motivation can be internal and external. Many individuals (teachers) come to schools influenced by their beliefs, values, personal interests and even fear. Therefore, these behaviours can be transformed through the principal's commitment to cultivate a spirit of teacher leadership and provision of opportunities to participate in these roles.

Adding to that, Goldring and Rallis (1993) claim that there are teachers who are willing to take up the leadership roles, but they are suppressed by fear and tend to be afraid to come out and show their potential. In this case, Goldring and Rallis suggest that the principal should encourage and assist in creating an environment in which teachers are empowered to take ownership of leadership opportunities and roles. This act can be more effective and successful when there is more collaboration, supportive facilitation and openness from the principal. Concurring, Muijs and Harris (2005) emphasise that encouraging teachers should also include provision of opportunities to lead.

In relation to the above views, Goldring and Rallis (1993) stress that principals can create opportunities for teachers to engage in decision-making pertaining to matters affecting or benefiting them, rewarding experiences and motivating teachers to be active participants in school processes. They further propose that the principal must realise that rewards are essential in motivating teachers. Besides that, Katzenmeyer and Moller (2001) suggest that empowering and motivating teachers through leadership, improves their self-efficacy in relation to pupils' learning.

On the contrary, Steyn and Squelch (1997) address that “if the principal is the be all and end all, teachers cannot become empowered” (p. 4). Empowering teachers to become leaders can enhance school effectiveness. Grant (2006) concurs with the above claim as she states that principals who do not distribute leadership, instead shoulder all the responsibilities; this overloads them and can result in incorrect and frequently imposed solutions. To overcome the challenges indicated above, Fullan and Hargreaves (1991, p. 20) suggest,

that educational leaders should not shoulder all the leadership roles and responsibility, but giving teachers earlier experiences of leadership through delegation reduces their workload and enables them to be more relieved and set a clearer priority for what they do, and this will lead to a successful leading of the school.

Similarly, Crowther et al. (2002) in their study, identified some strategies that principals can employ to nurture teacher leaders and develop mutual relationships at school such as: communicating a clear strategic intent, incorporating the aspiration and ideas of others, making space for individual innovation, knowing when to sit back, creating opportunities out of perceived difficulties and building on achievement to create a culture of success.

2.5.3.3 Professional development

Teachers need to be equipped with leadership knowledge and skills before taking up leadership roles and should continue to do so for their personal and whole school development. Day and Harris (2002) define professional development as a continuous learning focusing upon a central goal of making a difference in the lives of diverse students. In the same way, Harris and Lambert (2003) describe professional development as the “empowerment and encouragement of teachers to become leaders and providing opportunities for teachers to lead and develop their leadership skills are requirements of getting and sustaining teacher leadership” (p. 45). Lieberman and Miller (2004) advocate that the recognition of accomplishments in teaching can lobby for meaningful professional development that draw on the experience, expertise and wisdom of the veteran teachers to support and inspire novice teachers, and that promotes the creation of professional learning communities that sustain teachers’ commitment, passion and persistence.

The professional learning communities can be built through, firstly, by acknowledging the importance of trust and secondly, by the positive quality of relationships in the school, and

the emphasis is that to be more effective, it needs to exist within a social architecture that helps shape teachers' attitudes and practice learning. (Muijs & Harris, 2005, p. 828)

Leadership skills help teachers to work collectively towards improvement and transformation of teaching and learning situations in schools. This aspect is highlighted by Muijs and Harris (2003) who state that teacher leadership “reclaims school leadership from the individual to the collective, from the singular to the plural and offers the real possibilities of distributed leadership in action” (p. 445). The development of teacher leadership skills to bring about change in schools lies with the school management team which must authorise and empower teachers to take up leadership roles within and beyond their classroom (*ibid.*).

Professional development is very significant in enhancing teacher leadership, since teacher leaders will know where, how and why they ought to lead their colleagues, and they need to have a professional background to lead them to the attainment of school goals and objectives (Sandholtz, 2002). Zimpher (1988) adds that teachers need knowledge for interpersonal and adult development, for experimental supervision and instructional support, and that this can be acquired through mentoring, pre-service and in-service training, since professional development is a lifelong learning process. Moreover, Katzenmeyer and Moller (2001) suggest that professional development for teacher leadership needs to focus not just on the development of the teachers' skills and knowledge, but also on the aspects specific to their leadership role. Skills such as leading groups and workshops, collaborative work, mentoring, teaching skills, action research and collaborating with others, needs to be incorporated into professional development to help teachers adapt to the new roles involved. Little (1995) is of the view that “when teachers learn from one another through mentoring, observation, peer coaching and mutual reflection, the possibilities of generating teacher leadership are significantly enhanced” (n.p.).

I now move on to discuss the constraining factors inhibiting the practice of teacher leadership.

2.5.4 Factors that hinder teacher leadership

I discuss these factors as barriers to the manifestation of teacher leadership practice in some schools. Discussing these factors might help in finding some alternative measures to overcome

them. I look at factors such as: the top-down hierarchal structure, limited time and teachers' reluctance to lead. I now give a detailed discussion of each factor.

It appears from the literature that teacher leadership can be advantageous to both the individual teacher and their school, yet there are a number of barriers that need to be overcome and preconditions that need to be met, to ensure that teacher leadership is taking place in schools (Muijs & Harris, 2003).

2.5.4.1 Top down hierarchical structure

Some literature indicates that the main barriers to teacher leadership in the majority of schools is the organisational structural (top-down structure). Crowther et al. (2002) concur with the claim and assert that "a top-down leadership style is one of the biggest barriers to teacher leadership because it is something rule-driven, secretive and hierarchical" (p. 22). This is also strongly featured by Katzenmeyer and Moller (2001); Harris and Lambert (2003); Harris and Muijs (2005) and Grant (2006), who confirm that the top-down structure still dominates in many schools, and as a result many principals believe that they are the only ones who can make decisions and have the final say in any matter related to the school, thus keep a hold on power. Collaboration and collegiality are the processes where authority and power can be decentralised and some principals believe that sharing and decentralising power is a threat to their authority (Pillay, 2008). Hence, Grant (2006) in her study, indicates that some teachers are willing and ready to execute leadership roles, but they feel restricted by the organisational leadership structure in the school.

Grant (2006, p. 252) further added that:

The hierarchical school organisation controlled by autocratic principals is also one of the barriers that prevent teacher leadership. Schools are still bureaucratically organised with autocratic principals showing negatively to teachers who attempt to take up a leading role outside the classroom.

Adding to that, Lumby (2013) claims that many principals who have become used to the traditional leadership style equate sharing of power with being inferior to people who are supposed to be their followers. Therefore, he suggests that principals need to realise that for changes to take place, they should acknowledge that the bottom-up or horizontal structure is probably preferable in their

school and giving up some leadership roles to their educators will result in greater achievement of the goals of the school.

Kwinda (2012) found that the possibility of teacher leadership in any school, is dependent upon whether the senior management team within the school relinquishes real power to teachers and the extent to which teachers accept the influence of the colleagues who have been designated as leaders in an area. It is evident in many literatures that the structure of the traditional leadership approach which is often a top-down hierarchy does not encourage teacher leadership, because it does not focus on shared or collaborative leadership (York-Barr & Duke, 2004). In the same way, Pellicer and Anderson (1995) emphasise that for teacher leadership to flourish in schools, the traditional top-down structure needs to be replaced by an emphasis on more devolved and more shared decision-making processes. School heads need to encourage teachers' continuous learning by providing time and resources for continual professional development (CPD) activities and need to support and validate the concept of teacher leadership.

2.5.4.2 Limited time

Time is identified in many literatures as another barrier to teacher leadership. The study by Harris and Muijs (2005) suggest that time is a challenge inherent within the practice of teacher leadership. They assert that “lack of time for teachers to engage in activities outside their classroom teaching and administration, can impede teacher leadership in schools (p. 54). Moreover, Lieberman and Miller (2004) point out that teachers found it difficult to assume leadership roles as they felt that the leadership responsibilities were considered an extra load to their workloads of marking, planning and participating in extra-curriculum activities, participating in committees and volunteering to lead committees or projects.

Some researchers claim that time taken for work outside the classroom, interferes with time needed for learners and when extra time is provided, it is usually not enough to exercise leadership activities (Leithwood & Steinbach, 1999). Teachers are not given enough time when they are given leadership roles and responsibilities. This argument is also backed up by Grant (2008) who states that although teachers are trying to manage their time, they just do not find enough time because they have a lot of responsibilities and tasks to carry out within their classrooms.

On the contrary, Steyn and Squelch (1997) contend that despite the issue of time, some teachers are not interested in participating in leadership matters. They simply like to do their work and leave immediately after school hours. Zinn (1997) as cited in Katzenmeyer and Moller (2001, p. 67) point out that another impeding factor to teacher leadership is personal considerations and commitments. These include families, further studies and other responsibilities that compete with leadership roles.

Time constraints were also experienced in multiple case studies conducted in South Africa, such as by Molefe (2010); Moonsamy (2010); and Mpangese (2010) as cited in Grant (2008), where it was found that many teachers affirmed that they did not want to engage in leadership beyond their classroom, as it interferes with their own personal time. They further stress that teachers were not ready to use their personal time for leadership roles and those who were willing to execute leadership roles, could not find the time to exercise it.

2.5.4.3 Teachers' reluctance to lead

Teachers act as a barrier to the enhancement of leadership in schools. Harris and Muijs (2005) elaborate that “teachers perceived that the lack of status quo within the school and the absence of formal authority hindered their ability to lead” (p. 43). Some teachers refuse to take up leadership roles as they claim that it is not part of their job description. Teachers do not want to take the initiative and lead beyond their classrooms, because they believe that it is the principal’s role to lead (Grant, 2006). Other teachers feel isolated from colleagues when they took up leadership roles. Moreover, Grant (2006) postulates that many teachers firmly believe that the principal’s role is to lead, and the teachers are to follow. She further indicates that one of the participants in her study stated that teachers do not want to take initiative. “They feel that they have been asked to do extra work, on behalf of the School Management Team whose responsibility is to lead and they are just there to do the minimum or what they are expected to do within their classrooms” (p. 527).

Similarly, Harris and Muijs (2006) support that many teachers perceive leadership roles as an extra workload that needs extra time and energy and probably certain incentives to compensate for their extra time and efforts. Again, some teachers claim that they lack experience in leadership areas.

Thus, they believe that they are only leaders of their classrooms and can only participate in the extra-curricular activities of the school.

Uiseb (2012) concurs with the claims and adds that teachers are not interested in participating in leadership roles because by so doing they feel that they are working on behalf of the principal and the School Management Team. They feel that they are doing work that they are not paid for. In relation to that, Little (1995) asserts that it would be naïve to suggest that teacher leadership can be achieved without some form of remuneration and reward system. On the contrary, he argues that teacher leadership is a reward on its own, as it promotes effectiveness, a sense of collaboration, and improves teaching practices. However, Harris & Muijs (2005) allege that teacher leadership might remain a marginal activity within schools, unless forms of incentive are put in place to remunerate their leadership efforts.

I now move on to deliberate on CHAT as the analytical tool of my study.

2.6 Theoretical framework

Cultural Historical Activity Theory (CHAT) has offered an analytical lens that frames my study. CHAT is defined as a cross disciplinary framework for studying how humans purposefully transform natural and social reality, including themselves, as an ongoing culturally and historically situated, materially and socially mediated process (Roth & Lee, 2007). CHAT is also described “as a learning, development and agency development theory, which encompasses intergenerational knowledge transmission, learning from those who know more and collective generation of knowledge and innovations” (Mukute, 2010, p. 25). Furthermore, Kaptelinin and Nardi (2006) state that CHAT enables a researcher to understand and analyse the relationship between the human mind and activity; what people do and think. In my study I used CHAT to investigate and explore how teacher leadership is understood, how it is practiced in the school and the existing leadership roles for the beginner teachers in the school. In the next section I give a brief discussion of the origin of CHAT.

2.6.1 Origin of CHAT

CHAT was founded by Lev Vygotsky, a Russian psychologist scholar around the 1920s and early 1930s (Yamagata-Lynch, 2010). Vygotsky's work on human consciousness development was developed further by his colleagues Alexei Leont'ev and other scholars after his death and expanded by Yrjö Engeström (Engeström, 1999).

CHAT theorists, also known as activity theorists, acknowledge that human activity can trigger tensions caused by systemic contradictions (Cole & Engeström, 1993). According to Engeström (2001), contradictions "are historically accumulating structural tensions within and between activity systems" (p. 137). He further clarifies that the contradictions are not the same as problems or conflicts.

Kaptelinin and Nardi (2006) affirm that CHAT helps to understand individual human beings, as well as the social entities. Moreover, CHAT is the learning that happens through collective activities that are conducted towards a common object (Engeström, 2006; Daniels, 2008). I now turn my attention to deliberate on the generations of CHAT.

2.6.2 Generations of CHAT

CHAT has evolved through three generations, first, second and third generation of CHAT (Yamagata-Lynch, 2010). Since this study is framed by the second generation of CHAT, I only discuss the first and second generations of CHAT, as the second generation of CHAT expands on the first generation. The second generation of CHAT is the lens I used to analyse and surface the contradictions and tensions which emerged within and between the elements of the beginner teachers' activity system.

2.6.2.1 First generation CHAT

The first generation is the foundation built by Vygotsky on the notion of mediated action from the individual's perspective (Engeström, 2001). This generation ascended from Vygotsky's theory of cultural mediation which was a response to behaviourism's explanation of consciousness or the development of the human mind (Vygotsky, 1978 as cited in Yamagata-Lynch, 2010). Vygotsky argued that learning takes place via the process of internalisation of knowledge (Yamagata-Lynch,

2010). Therefore, according to Yamagata- Lynch (2010), Vygotsky introduced the notion of mediated action which is regarded as a means of communication through the interactions among the subject, object and mediated artefacts.

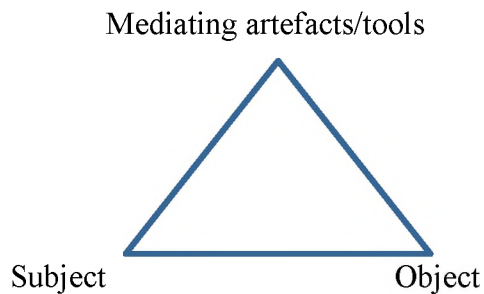


Figure 2.3: Vygotsky's first generation of CHAT (Engeström, 2001)

However, there were some limitations to the first generation of CHAT: Firstly, it was goal directed and secondly, it focused on individual consciousness progression of human activity and cultural evolution (Daniels, 2004). Therefore, it was expanded into second generation of CHAT. This generation went beyond Vygotsky's individually focused generation into Leont'ev's collective model.

2.6.2.2 Second generation CHAT

The second generation was built on Leont'ev's notion of activity system with emphasis on the collective action (Engeström, 2009).

Leont'ev identified object oriented activity as the unit of analysis that activity theorists are interested in examining and he made a clear distinction between object-oriented activity and goal directed actions. In addition, Leont'ev explained consciousness development as a self-regulated meaning making process driven by goals and motives in which individuals or groups of individuals choose to participate. (Yamagata-Lynch, 2010, p. 21)

Moreover, Leont'ev and his colleagues "focused on explaining and understanding from a psychological perspective how mental and observable activity can be regarded as a single unit of analysis and how the interaction between the two affected both the individual and the environment" (ibid, p. 22). Although Leont'ev never visually represented Vygotsky's original model, his

clarification on the activity allowed researchers to explain human learning as a series of object-oriented activities and provided a framework that did not treat the organism and the environment as isolated entities (Yamagata-Lynch, 2010).

Leont'ev's framework, however, did not adequately address the methodological challenges of capturing, analysing, and presenting activity-based data. Engeström (1987) as cited in Masilela (2017) addressed this shortcoming and contributed to the development of activity theory as an analytical framework. Engeström built on the first generation of CHAT and expanded the triangular model and developed the second generation of CHAT (Engeström, 2000). In the second generation the unit of analysis has been expanded to include collective motivated activity towards an object, making room for understanding the collective action and social groups mediate the activity (Engeström, 2001). Moreover, the expansion includes the community, rules, division of labour, and the importance of analysing their interactions with each other (Engeström, 1999). The unit of analysis was expanded to make a distinction in human behaviours from that of individual activity to a collective activity system (ibid). The collective activity system includes the social, psychological, cultural and institutional perspectives in the analysis. Below is the illustration of the second generation of CHAT activity system.

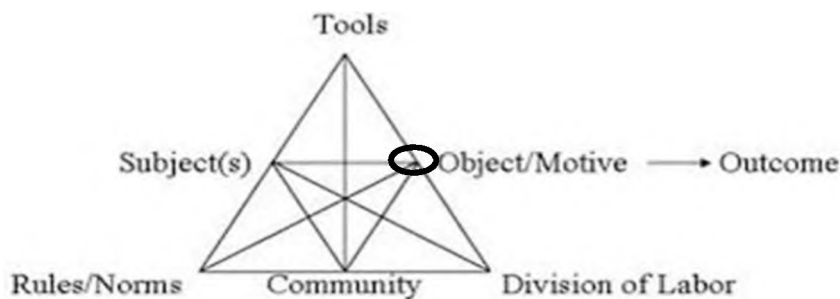


Figure 2.4: Second generation of CHAT

Engeström (1999) explains the elements of the activity system as follow:

The **subjects** are participants in an activity, motivated toward a purpose or attainment of the object. The **object** can be the goal of an activity, the subject motivates for participating in an activity. **Tools** are socially shared cognitive or material resources that subjects can use to attain the object. Informal or formal **rules** regulate the subjects' participation while engaging in an activity. The community is the group or organisation to which subjects belong and the **Division of labour** is the shared responsibilities in the activity determined by the community. Finally, **outcomes** are the consequences that the subject faces because of his/her actions driven by the object and that can encourage or hinder the subjects' participation in future activities.

As indicated earlier, this study is framed by the second generation of CHAT that provides the lens to explore and investigate the leadership development opportunities of the beginner teachers in the case study school. Second generation of activity theory is essential to my study because it brings into focus interrelations between the individual subject and his/her community (Masilela, 2017). At the same time, it emphasises the importance of internal contradictions caused by tensions which arise when conditions of an activity put the subject in contradictory situations that can hinder the subject's participation in the activity in trying to achieve the object.

In the next section, I deliberate on the principles of CHAT.

2. 6.3 CHAT's principles

Engeström (2001) and Daniels (2008) explain that CHAT is characterized by the following five principles:

The first principle is CHAT's prime unit of analysis as a **collective, artefacts-mediated and object-oriented activity system**. This is illustrated in Figure 2.2 in sub-section 2.6.3.2. The goal oriented activity involves the interaction among subjects, object, motivation, action, goals, socio-historical context and consequences and activity (Yamagata-Lynch, 2010, p. 21). In the case of my study, the object of the activity system is developing beginner teachers' leadership in the school.

The second principle is the **multivoicedness** of activity systems. An activity system involves the community which consists of multiple points of view, traditions and interests. The activity system of the teachers has ten participants; hence the multivoices include the views of all the participants.

The third principle is **historicity**. Activity systems take shape and get transformed over long stretches of time. Therefore, the potentials and problems can only be understood against the background of their own history.

The fourth principle is the central role of **contradictions as sources of change and development** (Daniel, 2008). As already mentioned, Engeström (2001) argues that with any human activity, contradictions emerge and evolve within and between the six elements of the activity system and between networked activity systems. There are four levels of contradictions but, since my study has only a single unit of analysis framed by the second generation of CHAT, I discuss only the first two contradictions which are appropriate to my study.

- *Primary contradictions* occur within one element of a single activity system. For example, the contradiction within the subjects themselves.
- *Secondary contradictions* take place when two elements of a single activity system conflict with one another. For example, contradictions between the rules and the division of labour.

The fifth principle of CHAT proclaims the **possibility of expansive transformation** in activity systems. As the contradiction of an activity system is “aggravated, some participants begin to question and deviate from the established norms and in some cases, this leads into a collaborative envisioning and deliberative change effort which is called expansive transformation”. This is where the concept of expansive learning was derived (Engeström, 2005, p. 64). The contradictions that emerged in my study were tackled during the Change Laboratory workshops to find solutions. Therefore, in the following section I deliberate on the Change Laboratory method, central to an activity theory analysis.

2. 6.4 Change Laboratory (CL)

Change Laboratory is a CHAT based method for formative intervention for the researchers and participants to develop their potential through expansive learning, collaborative efforts and transformation of the practice of teacher leadership in the school (Labra & Labra, 2012). Change Laboratory is aimed at expanding the understanding of the practitioners' activity through experimenting, reflecting and promoting people's possibilities to act on growing understanding (Engeström, 2009). In addition, Masilela (2017) asserts that the Change Laboratory method promotes questioning of contradictions in existing practices to generate new knowledge and new forms of activity which are learned as they are created.

Thus, Change Laboratory creates the opportunity of expansive learning in which existing contradictions and tensions within the activity system are resolved by the participants (Engeström, 2009). I move on to present the layout of a Change Laboratory workshop.

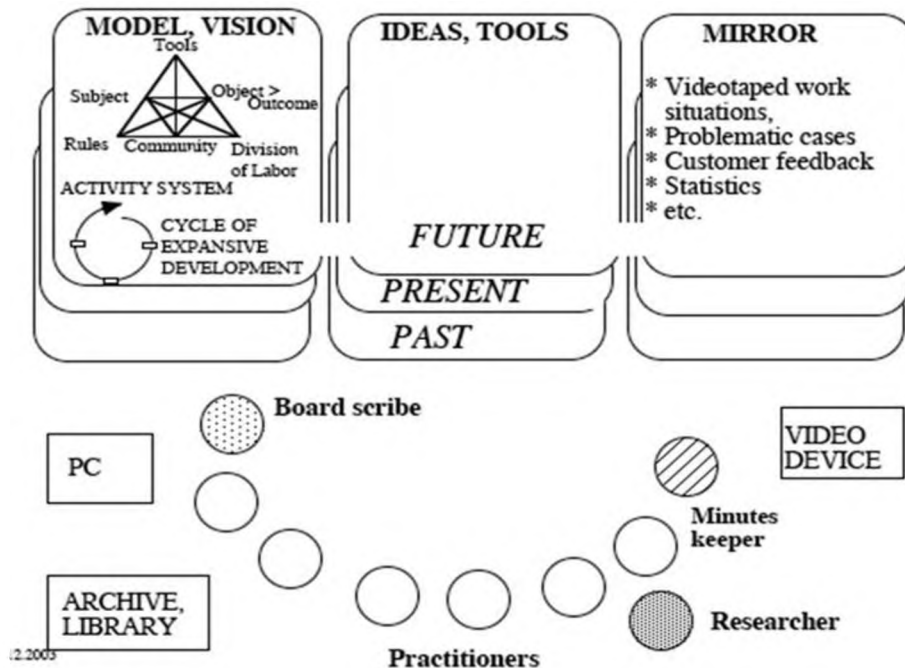


Figure 2.5: Layout of change laboratory workshop (adapted from Virkkunen & Newnham, 2013, p. 18)

According to Virkkunen & Newnham (2013) there are three areas, with three overlapping surfaces, representing the *past, present and future* work practices as illustrated in Figure 2.5 above. The **first area** represents the ‘mirror’, which represents daily work practices and experiences from work practices, particularly problem situations and disturbances, but also novel innovative solutions. Videotaped work episodes as well as photographs, stories, interviews, quotes, narrative accounts are used as mirror data.

The **second area** ‘model/vision’ is reserved for theoretical tools and conceptual analysis. In this area, the triangular model of the second activity system (Figure 2.4) is used to analyse the development and interconnections of the work activities under scrutiny (Masilela, 2017). In addition, the expansive learning cycle is also used to enable practitioners to analyse current and projected stages of their activities and design new models.

The **third area** in the middle is reserved for ideas and intermediate cognitive tools in analyses of problem situations (Engeström, 2007)

After presenting the set-up surfaces, the illustration on how the surfaces are a possible course of analysis in the change laboratory process is presented in the table below.

Table 2.1: The use of the surface of representation in a possible course of analysis in the Change Laboratory (Adapted from Virkkunen & Newnham, 2013, p. 18).

	Model /Vision	Ideas/ Tools	Mirror
Future	7 Visioning the future structure of the activity system in which the current contradictions would be overcome.	8 Modelling the new tools and ways working necessary for realising the vision. Designing first experiments with new tools and new ways of working.	9 Follow-up data about the feasibility of the designed new tools and ways of working as well as about needs for their further development.
Present	6 Modelling the most important changes taken place in the elements of the activity system as well as historically evolved inner contradictions the changes have created within the activity system.	2 Shared concerns, identified problems areas in the joint activity. Ideas for further analysis. Solutions ideas to identified problems.	1 Samples of problem situation in the practitioners' daily work with the object of the joint activity (for instances disturbances and ruptures in serving clients or in central processes of the joint activity). Videos, interviews, documents.
Past	5 Modelling the central features of the past structure of the activity. Analysing the nature of the current phase of the transformation of the activity.	4 Identification of periods and turning points in the development of the activity.	3 Data concerning important historical changes in the activity system.

I now turn my attention to expansive learning. I found it worthy talking about expansive learning as a transformative learning agency that leads to qualitative transformations both at the level of individual actions and at the level of the collective activity and its broader context (Sannino, Engeström, & Lemos, 2016)

2.6.5 Expansive learning

According to Engeström (2009), expansive learning is “a process in which participants search for solutions to the contradictions and tensions that arise within and between the elements of the activity system” (p. 97). In expansive learning, participants learn what is not yet there; new knowledge and practices for newly emerging activities are collaboratively constructed and practiced (Sannino et al., 2016). Additionally, Engeström (2007) states that expansive learning “refers to the process in which an activity resolves its pressing internal contradictions by constructing and implementing a qualitatively new way of functioning for itself” (p. 24).

The transformative learning opportunities are established through seven steps of an expansive learning cycle (Engeström, 1987 as cited in Masilela, 2017). Due to the limited time of my study, constrained by my MEd degree, I only employed the first four steps of the cycle. They are sequenced as follows:

First: individual participants question and criticise existing beginner teacher leadership practice; **Second:** they analyse the situation to identify the contradictions and trace their origins; **Third:** they engage in modelling new solutions to the problematic situation; **Fourth:** they examine the new model to determine its dynamics, potentials and limitations. The findings are discussed in Chapter Four of my thesis.

Through expansive learning, the participants focus on reconceptualising their own activity system in relation to their object, both the object and the existing tools are reconceptualised, the activity system is transformed, and new motives and objects for the activity system are created (Masilela, 2017).

The illustration of the expansive learning cycle is shown below:

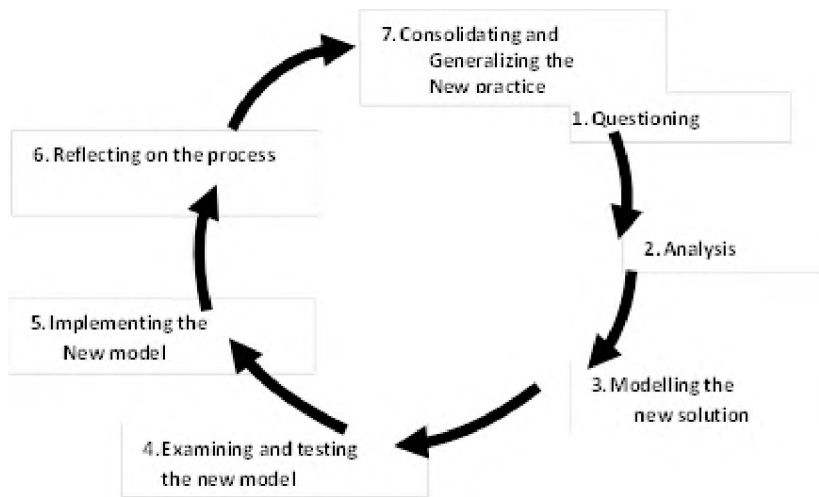


Figure 2.6: Expansive learning cycle (adapted from Engeström, 2016)

The second generation of CHAT framed my study because it provided an analytic lens through which I surfaced the contradictions that emerged within and between the elements of the beginner teachers' activity system. The contradictions were mirrored during the Change Laboratory workshop and resolved collaboratively by the participants under my facilitation.

There are various theoretical frameworks used in the research study, however I opted to use CHAT to frame my study for various reasons. Hence, in the next section I recognise the relevance of CHAT to my study.

2.6.6 Relevance of Cultural Historical Activity Theory to this study

Since my study has an interventionist element, CHAT was an appropriate lens of my study, for several reasons.

First, CHAT is positioned to comprehend the contextual and historical practices, their objects, mediating artefacts and social organisation. This provides a powerful sociocultural and socio-

historical lens (Daniels, 2004) through which I could analyse the activity system of developing teacher leadership in the beginner teacher and understand how it is practiced.

Second, according to Roth and Lee (2007), CHAT is an accommodating framework – “a metatheory rather than a set of neat positions” (p. 191). Hence, it is adaptable, open ended and can be employed in various contexts of studies. In my case, it was successfully employed in a school leadership study.

Third, CHAT is based on a dialectical theory of knowledge and thinking, and it is focused on the creative potential of human perception (Daniel, 2008). As such, using the second generation CHAT helped me to analyse the social collective elements of the community, rules and the division of labour while emphasising the importance of analysing their interactions with each other (Engeström, 1999). This articulates the relations among the elements towards the goal of the research.

Third, second generation CHAT assisted me to surface the contradictions which emerged within and between the elements in the activity system which led to the Change Laboratory workshops (CLW) where participants worked collaboratively towards the common object (developing teacher leadership in beginner teachers) (Daniels, 2008).

Finally, CHAT is a developmental theory. “It seeks to explain and influence qualitative changes in human practices over time, it acknowledges contradictions, conflict and discoordination as inevitable in the functioning of any system and identifies them as useful tools for development” (Masilela, 2017 p. 32). During my study, CHAT helped to surface the tensions and contradictions within and between the elements of the beginner teachers’ activity system which were then analysed and solved during the Change Laboratory workshops. Change Laboratory as a CHAT intervention method helped push a process of expansive learning to stimulate transformation of the practice of teacher leadership in the school, by creating new tools and practices.

Finally, I sum up the contents of this chapter.

2.7 Conclusion

This chapter presents a review of literature on the focus of my study which is teacher leadership. It began with the discussion of the historical background of the discipline of educational management and leadership and the distinction between the two concepts. It outlined the evolution of leadership theory from the traditional theory (one man's power) to distributed leadership (participative leadership), whereby power is shared among everybody. It also revealed the manifestation of teacher leadership which emerged from distributed leadership theory, and this theory is the conceptual framework of my study. Some characteristics of distributed leadership were discussed and the critiques of this theory were noted from the literature. It also revealed how teacher leadership was promoted in schools and some factors that hinder teacher leadership were pointed out for future consideration.

Second generation CHAT provided the methodological tool of my study which I used to understand learning and development by analysing engagement between and among different elements in the system. Additionally, CHAT provides an opportunity for intervention during the Change Laboratory workshops, to expand the understanding and practice of teacher leadership phenomenon in the school and to generate model solutions with potential to stimulate qualitative improvements or transformations within the activity system of the beginner teachers.

In the next chapter, I discuss the methodological orientation of my study.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter outlines the research design and methodological orientation employed during the investigation of beginner teachers' leadership in a case study school. O' Leary (2004) distinguishes between methodology and methods. He describes methodology as “the framework associated with a particular set of paradigmatic assumptions that is used to conduct research while the methods are the techniques used to collect data” (p. 85). This chapter commences with the discussion of the research goals and research questions. I continue to focus on the research paradigm, approach and orientation that were adopted during this study. The discussion continues with the description of the research site and sampling of participants. I then describe the data gathering techniques and data analysis strategies which were employed. Finally, I discuss issues surrounding ethics, validity, trustworthiness and limitations of the study.

My attention turns to a discussion of the research goals and questions.

3.2 Research goals and research questions

This study sought to explore how the beginner teachers' leadership can be developed in the school through a formative intervention. The study is guided by the following overarching question: *How can beginner teachers' leadership be developed in a rural combined school in Namibia?*

The following sub-questions drove this study in achieving the above research goal and providing responses to the main research question:

Phase 1:

1. How is the notion of teacher leadership understood in the school?
2. What leadership roles exist in the school for beginner teachers?
3. What are the factors constraining beginner teachers' leadership development?
4. How can leadership be promoted in the beginner teachers in the school?

Phase 2:

5. What role did the Change Laboratory workshops play on beginner teachers' leadership development?

Various research paradigms are suitable for different studies. In the next section I present the research paradigm and approach used in this study.

3.3 Research paradigm

My study was a formative intervention study located in a critical paradigm. According to Bertram and Christiansen (2014), they define the term 'paradigm' as ways of seeing the world and doing research (p. 21). With an element of intervention embraced, my study aimed to understand the current beginner teachers' leadership practice in the school and to transform the existing practice of teacher leadership in the school.

Within the critical paradigm, "epistemology is neither absolute nor relative, but it is created in a context of power and privilege with consequences attached to which a version of knowledge is given privilege" (Mertens, 2005, p. 48). Knowledge is socially and historically constructed within a complex cultural context. This allowed me as a researcher to interact with the participants in the study. However, a critical paradigm was used with second generation of CHAT to see how reality was shaped and viewed, regarding beginner teachers' leadership development at the school.

The critical ontological assumption rejects cultural relativism in the sense that multiple definitions of reality are possible. This helps the researcher to investigate issues of power and at the same time to acknowledge that multiple realities are socially constructed and that it is necessary to explicitly identify social, political, cultural, economic, ethnic, gender and disability values that underlie definitions of realities. (Mertens, 2005, p. 48).

The essence of using a critical paradigm in my study was to seek social justice and equality for the beginner teacher in the school and bring transformation in the activity system through Change Laboratory as a CHAT intervention method. Moreover, a critical paradigm helped me to

understand the current situation and to bring change through empowerment and working collaboratively with the participants (Lather, 1992).

Additionally, my study worked exclusively with qualitative data. Maree (2007) defines qualitative research “as an inquiry process of understanding where a researcher develops a complex, holistic picture, analyses words, reports detailed views of informants and conducts the study in a natural setting” (p. 259). I employed a qualitative study, whereby I went into the field where the individuals lived, gathered their stories and wrote a persuasive, literal account of their experiences.

The above views are in line with Maree (2007) who points out that the goal of qualitative research is to explore and understand a central phenomenon explored in a qualitative research study. In my case, I explored beginner teachers’ participation in leadership at school through interrogating the participants. I inquired of the principal, a Head of Department and experienced teachers on how they understood the phenomenon of teacher leadership in the school, how the practice is constrained and how it could be promoted. However, the qualitative phase of this study served to inform the actual intervention, which was driven by a critical agenda.

My attention now turns to the description of the research approach I employed in my study.

3.3 A case study as a research approach

My study adopted a case study research approach, since I carried out an in-depth investigation of a single setting or unit (Wellington, 2000, p. 90). A case study approach was described by Stake (1995) as a study of “particularity and complexity of a single case, coming to understand its activity within important circumstances” (p. xi). I selected this method because of its features of particularity, complexity, thick description, detailed examination, rich data and large volume of data (Bassegy, 1999; Cohen, Manion, & Morrison, 2007). It is for the above reason, that a case study approach provided opportunities to intensively explore the development of leadership for the beginner teachers in the school. At the case study school, I focused on the principal, a Head of Department, four beginner teachers and four experienced teachers, as my research participants. The essence was to investigate how the beginner teachers’ leadership was developed in the school.

I was aware that the case study's findings cannot be generalised since they are based on the subjective responses of the participants (Stake, 1995). However, this does not concern my study as I had no intention of generalising my findings, but rather I was interested on generating a detailed description of the experience of the phenomena under study.

In the next sub-section, I discuss my research site and how I selected my research participants.

3.4 Research site and sampling of participants

3.4.1 Research site

This study was conducted at a rural school, Scott Combined school (pseudonym) in Skidoo Circuit (pseudonym) Ohangwena Region, in the Northern part of Namibia. The school was established in 1968 and it is situated at the border between Angola and Namibia, therefore it provides the service to both Namibian and Angolan children. It is a state school, thus, a non-fee-paying school. The school has an enrolment of 853 learners, ranging from Pre-Grade to Grade 10.

The school management hierarchy is comprised of the school principal, School Management Team and the School Board members, Heads of Departments, the Learner Representative Council and various committees. The school has 28 teachers including the principal, three Heads of Departments, three hygienic officers and an administrative officer.

I chose the school due to its accessibility. I did not have to travel a long distance to reach the school, thus reducing the travelling costs incurred. This is called convenience sampling in qualitative research and it is “common place in small scale research, particularly when costs need to be minimised” (Somekh & Lewin, 2006, p. 219). Moreover, the school is known for its excellent performance in the region, which was an incentive for me to conduct my study.

3.4.2 Sampling of research participants

Qualitative researchers use sampling techniques to choose their participants. Maree (2007) describes sampling as the process used to select a small number of people for the study to represent the whole population.

In this study I purposively sampled my participants. Maree (2007) alludes that purposive sampling is used in special situations and done with a specific purpose in mind. Furthermore “it is also based on the assumption that the investigator wants to discover, understand and gain insight and therefore must select a sample from which the most can be learned” (Merriam, 2001, p. 61). I selected my participants based on their teaching experiences and, willingness to participate in the study. Consequently, my focus was on the beginner teachers as main research participants. Beginner teachers are teachers who are new to the profession and have been in the profession for less than five years, while the veteran teachers are teachers who have been in the profession for more than five years (Namibia. Ministry of Education Act No. 16 of 2001).

The sample consisted of ten participants, these included: the school principal, four beginner teachers, four experienced teachers and one Head of Department. The principal helped me in identifying the beginner teachers. I was interested in the beginner teachers because from my own experience they were usually deprived of leadership opportunities in the school. Thus, I wanted to investigate their leadership roles existing at the school and to what extent they were involved in leadership. Moreover, these were the teachers who were likely to volunteer to take part in various activities in the school despite their workloads.

I chose the school principal and one Head of Department because of their formally designated leadership positions, this led me to believe that they had a better understanding of the notion of teacher leadership and thus, would provide me with sufficient information. The experienced teachers were chosen based on their teaching experience as their inputs were essential to my study as I wanted to find out the distinction between their leadership roles and those for the beginner teachers.

I now move on to discuss the data gathering tools.

3.5 Data gathering techniques

Data gathering techniques refer to the tools used to obtain meaningful and relevant data for the study. I used various qualitative data generating techniques. (Maree, 2007) argues that “the advantages of using a variety of methods when collecting data is that the limitation or inadequacy of one method will be complemented by another” (p. 156). This idea is supported by Golasfshani (2003) who stresses that the use of different kinds of data generation methods allows for triangulation and more comprehensive descriptions which should result in more reliable findings (p. 597).

I employed document analysis, questionnaires, semi-structured individual interviews, observation and Change Laboratory workshops. I analysed the documents that shed light on my research and my research topic. I begin with an analysis of the documents available at the school; thereafter, I discuss the other tools employed.

3.5.1 Document analysis

According to Bowen (2009), document analysis is “a systematic procedure for reviewing or evaluating documents, both printed and electronic” (p. 27). In this study, I analysed documents such as the policy on teachers’ job descriptions in Namibia (Namibia. MoE, 2009), minutes and agendas of staff and parents’ meetings, the documents of the established committees at the school and the study supervision schedule. Document analysis was useful in a sense that it provided background information as well as a historical insight. The information collected in the documents suggested some questions that needed to be asked and situations that needed to be observed as part of the study (Bowen, 2009). Despite its relevance to my study, I was aware that documents might not provide sufficient details since they were meant for some purpose other than research (*ibid.*).

However, there were some challenges involved using this tool. I was interested in analysing the school year plan and the policy on teacher leadership, but they were unavailable in the school. As a result, I could not verify the responses of the participants, with the data I hoped to get from those

documents. This included how often the school conducts teachers' meetings, as well as getting an idea on what types of activities the beginner teachers undertake in the school. These aspects are usually reflected on the school year plan. I employed other tools such as observation to which my attention now turns (see Appendix I).

3.5.2 Observation

Observation was another tool I used. Kethoilwe (2007) describes observation as “a purposeful, systematic and selective way of watching and listening to the interaction or phenomenon as it takes place” (p. 133). It was useful to my study because it enabled me to get “a live sense of action in the case and generate broad descriptions of the case” (Rule & John, 2011, p. 82). This was captured through teachers' social actions, behaviours, interactions, relationships, events as well as spatial, locational and temporal dimensions (Mason, 2002). In this study, I observed the roles of the beginner teachers in four zones using Grant's (2006, 2008, 2010) Teacher Leadership Model. I observed two beginner teachers on how they engaged in leadership within their classroom (zone one), beyond their classroom in curricular and extra-curricular activities (zone two), within the whole school development (zone three) and beyond the school into the community (zone four). Every teacher was observed twice. The data from observation complemented the data collected using other instruments. Observation helped to provide supplementary research data (Merriam, 2001). During my observation I used field notes to record what had been observed and these included descriptions of the context, locality, participants, what took place and what was said (O'Hanlon, 2003, p. 76). It is worth mentioning that using observation data might be biased because participants might change their behaviour when realising they are being observed (Cohen et al., 2007). However, I opted for this tool because it allowed me to obtain data I was unable to get from the participants and I was also able to compare participants' responses with the reality on the ground. (see Appendix H - Observation Sheet).

3.5.3 Questionnaires

In addition to observation, a questionnaire was also employed to gather data. The questionnaires constituted a series of open-ended questions. According to Creswell (2003), a questionnaire is a

list of questions prepared in advance for the respondents to answer them in their own free time. A set of questionnaires were administered to four experienced teachers and a Head of Department. This technique was used to answer the following questions; *How is the notion of teacher leadership understood in the school; What are the beginner teachers' leadership roles existing in the school? What are the factors constraining beginner teachers' leadership development; and how can leadership be promoted in the beginner teachers?* Using questionnaires to gather data eliminates the pressure of the respondents they might encounter when working in front of the researcher (Cohen et al., 2007), thus, providing an opportunity for participants to provide well thought-out answers. Furthermore, the questionnaires were designed and constructed with the specific purpose to answer my research question. It is worth mentioning that this technique is suitable for people who find it difficult to express themselves orally.

Even though this tool enabled me to capture data from many participants in a limited time, I experienced some challenges such as that some participants could not understand the questions well, therefore some of the answers they provided were to some extent not satisfactory. Moreover, some participants lost the questionnaires and I had to make copies again for them. However, all participants returned the questionnaires, though not on time (see Appendix E).

3. 5. 4 Semi-structured interviews

A semi-structured interview was the last tool I used during phase one of data collection. According to De Vos, Strydom, Fouche and Delport (2005), a semi-structured interview is a planned conversation between the researcher and the participants where the interviewer asks the interviewee questions to provide information about their beliefs, knowledge, thinking and experience, regarding the nature of the phenomenon under study. This tool was relevant for my study because it allowed the exchange of ideas, views and information, where an interviewer attempts to capture the responses from the interviewee by asking prepared questions (Cohen et al., 2007). The interview was conducted with the school principal and the four beginner teachers. Like the questionnaires, this technique was used to provide the answers to the four main sub-questions as indicated above in section 3.5.3 and to enable effective triangulation of the data. To ensure transparency with the data, all interviews were audio-recorded and transcribed later, to enable the

participants to confirm their responses and to make changes where necessary. It is worth mentioning that interviews have a time limitation and language barrier and this might affect the participants responses (Merriam, 2001). However, this tool was valuable because it helped me to see the world through the eyes of the participants and to obtain rich descriptive data that assisted in understanding the explored phenomenon (Mason, 2002). In short, it helped me to probe further on questions that had unclear responses. Interview questions for the principal and the beginner teachers are attached (see Appendix F and G).

I must acknowledge that it was difficult to get the participants to commit to being interviewed, however, I managed to interview them.

Phase 2:

The last data generating tool was the Change Laboratory as a formative intervention method.

3.5.5 The Change Laboratory (CL) workshop

As stated earlier in section 3.2, my study was a formative intervention whereby the intervention took place during the Change Laboratory workshops (CLW) conducted with research participants. To remind the reader, CL is a CHAT based method of formative intervention in the activity system and it provides opportunities for expansive learning to take place (Labra & Labra, 2012). In relation, the views of Sannino (2008) outlines that “a Change Laboratory is an intervention method and is used within the framework of activity theory to promote change in the workplace” (p. 237). Furthermore, it helped the participants to address the problems they encountered in their daily work and systematically analyse the systemic causes of the problems and design a new form for the activity to overcome the root cause of daily problems (Virkkunen & Newnham, 2013).

Three CLWs were conducted and each sought to serve a different purpose. I began with the first CLW conducted on the 23rd June 2017. During this workshop, I introduced my study to the participants. The introduction included the rationale of my study, the potential value of the study and the analytical tools of the study, in this case Cultural Historical Activity Theory (CHAT). I, as a researcher-interventionist in collaboration with the participants, set up the rules of the workshop

sessions and schedules of the next sessions. I also mirrored the contradictions which were surfaced from the data generated in phase one.

The second workshop was held on the 28th June 2017. In this workshop, participants resolved some of the contradictions by suggesting solutions to some of the challenges hindering the development of beginner teachers' leadership. During the discussion, participants worked in pairs as illustrated by Figure 3.2 below, and noted their answers on pieces of paper. Thereafter, each pair reported back to the whole group.

The third workshop was conducted on the 30th June 2017. In the third CLW the participants chose one doable solution which we intervened to transform in the leadership agency of beginner teachers in the school. Due to insufficient time, we could not intervene all the solutions, therefore, participants suggested recommendations that were forwarded to the School Management Team (SMT) for further implementation.

CL workshops aim to expand the understanding of the practitioners' activity through experimenting and reflecting and promoting people's possibilities to act on growing understanding (Engeström, 2001). The most important contribution of CL workshops to the study is the learning (expansive learning) that happens through collective activities that are conducted towards a common object (Engeström, 2001).

With the permission obtained from the participants, I took some pictures of the workshops as illustrated below.



Figure 3.1: First Change Laboratory workshop



Figure 3.2: Participants working collaboratively to resolve the problems during the second Change Laboratory workshop

The second step I embarked on after generating the data was the analysis, which was done to generate meaning from the data. I now turn my attention to discuss the data analysis process.

3.6 Data analysis

Data analysis is described by Bassey (1999) as “an intellectual struggle with the enormous amount of raw data to produce a meaningful and trustworthy conclusion which is supported by a concise account of how it was reached” (p. 84). Similarly, Anderson and Arsenault (1999) describe data analysis as “a systematic process of organising data into manageable units and combines synthesised ideas, constructs themes and illustrates the important discoveries of the research” (p. 131). In addition, Simons (2009) defines data analysis as “procedures like coding, categorising, concept mapping, theme generation which enable researchers to organise and make sense of the data to produce findings and an overall understanding” (p. 217). Data were analysed in three stages as will now be discussed.

The first stage was data reduction which took place by collating, summarising, coding and sorting data into categories and themes (Merriam, 2001). During this stage I sorted out the data into meaningful units and eliminated data which were not relevant to my study.

Secondly, I organised the data in a visual flipchart, so I could make sense of them by interpreting them. Cohen et al. (2007) describes data analysis as “the process of generating themes through coding as a thematic content analysis” (p. 493) which leads to the conclusion of the findings. The coding was done to develop new understanding and identify categories as well as develop themes.

The figure below illustrates how I developed categories and themes during the data analysis process.



Figure 3.3: *How data were analysed into categories and themes*

Furthermore, the preliminary data collected during the first phase were analysed through the analytical lens of second generation CHAT. Through the lens of CHAT, I surfaced the contradictions and tensions that emerged between and within the elements of the beginner teachers' activity system.

In addition, I used Grant's (2006, 2008, 2010) Teacher Leadership Model of zones, roles and indicators as an analytic tool. Grant's Teacher Leadership Model is illustrated by Figure 2.2 (see Section 2.5.2).

Grant's model provided pre-existing categories for my second research question, which was: *What are the beginner teachers' leadership roles existing in the school?* thus, helping me to organise, present and discuss the data.

In the next sub-section, my attention turns to deliberate on the ethical considerations addressed by the study.

3.7 Ethical considerations

The issue of informed consent, anonymity, voluntary participation, right to withdraw at any time and confidentiality was properly addressed as per the qualitative research ethics (Payne & Payne, 2004). Before I commenced the data collection process, I sought permission from the Director of Education in the Ohangwena region and from the school principal of the case study school (see Appendix A & B). The permission was granted on condition that my study should not interfere with the normal teaching and learning processes at the school and the data collected should only be used for study purposes. Moreover, I gained consent from my participants, whereby I issued the consent and declaration of participation letters for their signatures (see Appendix C & D). The consent letters were returned for filing purposes. All participants were informed about their right to voluntarily participate, as well as to withdraw from the study at any stage without being intimidated.

Confidentiality is one of the common principles that encourage participants to speak freely and honestly (Simons, 2009). I assured my participants that the information provided would be kept

confidential, respected and private (*ibid.*). I was transparent and honest with them and respected their roles in my study as information providers.

Moreover, all interview sessions were recorded with permission granted by the participants. Photos were captured as well with their consent. I undertook to safely store the data electronically out of reach, so that it would not be accessible to anyone else.

Next, I discuss the validity and trustworthiness of the data collected.

3.8 Validity and trustworthiness

Validity refers “to the degree to which a measuring instrument can measure accurately what it was intended to measure” (David & Sutton, 2004, p. 171). Similarly, Cohen et al. (2007) describe validity as an important key to effective research; if a piece of a research is invalid then it is worthless. Validity is thus “a requirement to both qualitative and quantitative research” (*ibid.*, p. 133). To ensure validity, I used more than a single data generating technique and I compared the data collected across all the instruments before creating the themes. This is known as triangulation. Triangulation is critical in facilitating interpretive validity (Terre Blanche, 2004) and establishing data trustworthiness (McMillan & Schumacher, 2001). Triangulation is defined by Cohen et al. (2007) as “the use of two or more methods of data collection in the study of the same aspect of human behaviour” (p. 141). They further claim that using a multi-method approach in social research promotes validity and trustworthiness, more than an approach which uses a single method. Likewise, Maxwell (1996) postulates that triangulation “is collecting information from a diverse range of individuals and settings, using a variety of methods” (p. 93). The essence of using more than one method was to gather rich data, ensure validity and avoid bias.

In addition to what is stated above, all data generating tools I used were approved by my supervisors, before I embarked on the data collecting process. Again, I piloted the semi-structured interview questions with one of my supervisors. As well as the above, I also used member-checking to verify the accuracy of the responses from the participants.

I now move on to discuss the issue of positionality between the research participants and myself.

3.9 Positionality

The research participants' responses could have been influenced by my position as a teacher at another school in the same region. However, this was minimised by the fact that I was an outsider and a non-participant at the site. I acknowledge that there were power relations between the HoD, the principal and myself, since they held formal leadership positions and I was a teacher; nevertheless, this was reduced by the trust that I built during my pre-course assignment in January 2017. Additionally, I made it clear at the onset the purpose of my study, and that it had nothing to do with their job competency assessment, but was only for the purpose of accomplishing my study. However, I remained alert to the possible effects my research had on peoples' reactions and behaviours.

Finally, I present the concluding remarks of the chapter.

3. 11 Conclusion

Methodology is an encompassing term that discusses the way researchers approach a case under study to understand and discover the solutions (Creswell, 1998). This chapter outlined the methodological orientation of my thesis. These included: research goals and questions, research paradigm and approach, data generating techniques and analysis, ethical considerations, validity and positionality. In the next chapter, I move on to present and discuss the research findings.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

As indicated earlier in the previous chapters, the purpose of this study was to explore how the notion of teacher leadership was understood and to investigate leadership roles existing in the school for the beginner teachers; to explore the constraining factors inhibiting the practice of teacher leadership and to find strategies to enable the development of leadership for the beginner teachers, in a rural combined school in the Ohangwena Region in Namibia.

In this chapter, I present and discuss the findings gathered from: the face to face interviews I conducted with the four beginner teachers and the school principal; the questionnaires administered to the four experienced teachers and a Head of Department; the documents analysed; my observations; as well as from the Change Laboratory workshops conducted. The data generated from the variety of tools were analysed and organised using themes and categories. Moreover, I used the most recent version of the Teacher Leadership Model initiated by Grant (2006, 2008, 2010) as an analytical tool for my second research question. Although the model was developed based on South African studies, I still used it in my study because the Namibian education system was adopted from the South African education system, therefore they are closely related. Hence, I believe the model fits well in the context of my study as well. Moreover, the second generation of CHAT was administered as a lens to analyse the contradictions and tensions that emerged within and between the elements of the activity system. The data were presented and discussed in the following phases and themes:

Phase 1:

- Towards an understanding of teacher leadership;
- Teacher leadership roles existing at the school for the beginner teacher;
- Enabling factors of teacher leadership;
- Constraining factors to teacher leadership at the school.

Phase 2:

- The role played by Change Laboratory workshops on the development of the beginner teachers' leadership.

My attention now turns to the participants' profiles.

4.2 Research participants' profile

To address the ethical issues of anonymity of the participants, I used codes to represent them. I also used the pseudonym (Scott Combined School) to refer to the research site.

4.2.1 Beginner Teacher one (BT1):

She is a female teacher who holds a Bachelor Degree in Marketing. She is teaching on a temporary basis. She teaches Accounting and Entrepreneurship at the site for a year and six months.

4.2.2 Beginner Teacher two (BT2):

She is a female teacher with an Honours degree in English in Senior Secondary Education. She is working on a permanent basis for a period of seven months. She is a member of the Promotion and Assessment, Sport and Culture and CPD committees.

4.2.3 Beginner Teacher three (BT3):

She is a female teacher with a Certificate in Music and Arts. She has been in the teaching profession for three years and she is employed on a permanent basis, and is currently studying towards her Junior Primary Diploma in Education with the University of Namibia. She is serving on the Admission, Sport and Culture and Disciplinary committees.

4.3.4 Beginner Teacher four (BT4):

She is a female teacher with an Honours degree in Intergrade Natural Science in Education. She has been in the teaching profession for a period of seven months and she is employed on a permanent basis. She is serving on the Sport and Culture and Maintenance committees.

4.3.5 Principal (P):

He is a male in his late 30s. He has been in the teaching profession for 14 years and has a Basic Education Teacher's Diploma (BETD). He is currently studying for his Honours degree in Education Leadership, Law and Systems with North West University. He is a member of the School Board, Financial, Public Relations and Social Welfare, Library, CPD and Maintenance committees. He also serves as the chairperson of the School Management committee (D5, pp. 1-6).

4.3.6 Head of Department (HoD):

She is a female in her mid-50s. Her highest qualification is an Honours degree. She is employed on a permanent basis and has teaching experience of more than 20 years. She is the Head of the Science Department at school. In addition, she is a member of three committees at school namely, the School Management and CPD committees; moreover, she serves as the chairperson of the Time-Table committee at the school (D5, p. 3).

4.3.7 Experienced Teacher one (ET1):

He is a male teacher in his mid-30s. His highest qualification is a BETD in Mathematics and Science subjects and he is working on a permanent basis. He has been in the teaching profession for more than six years. According to the Manual of the Committees at the school (D5), he is a member of the Time-Table committee and serves as the chairperson of the Sport and Culture committee at the school.

4.3.8 Experienced Teacher two (ET2):

He is a male teacher in his early 30s. He is the holder of a Bachelor of Education (BED) in Accounting and Entrepreneurship. He is working on a permanent basis for more than six years. He serves as a member of the Time-Table committee at the school.

4.3.9 Experienced Teacher three (ET3):

She is a female teacher in her late 20s. She is a holder of an Honours degree and specialised in Languages. She is employed permanently, and she has been in the profession for more than ten

years. She is a member of the School Management, Admission, Time-Table, Sport and Culture and Library committees at the school.

4.3.10 Experienced Teacher four (ET4):

She is a female teacher, in her early 30s. She is a holder of a Basic Education Teacher’s Diploma. She has been teaching for more than six years on a permanent basis. She is a member of the School Board Committee serving as a secretary, the chairperson of the Public Relations and Social Welfare committees and a member of the Admission, Sport and Culture and Library Committees.

Table 4.1: Codes used to identify data sources

Interview	I
Questionnaire	Q
Observation	OB
Document One	D1 Job descriptions for the teachers
Document Two	D2 Minutes of the previous meetings
Document Three	D3 Morning devotion supervision Schedule
Document Four	D4 Study Supervision Timetable
Document Five	D5 Manual of committees at school

In the next section, I present the participants’ views and experience on the concept of teacher leadership.

4.3 Towards an understanding of teacher leadership

This question was asked to find out the participants’ views on the concept of teacher leadership and to figure out if their experiences varied from their understanding of the notion. In this section I present and discuss the data in the following themes that emerged from the data: teacher leadership defined as participation, influence and motivation, empowerment and mentorship.

Teacher leadership is a new concept in developing countries including Namibia, thus, there is no specific definition of the notion. Therefore, participants provided a general definition of the concept according to their understandings, experiences, perceptions and context. I now move on to present and discuss each theme as per the participants’ responses.

4.3.1 Teacher leadership defined as participation

Some teachers viewed teacher leadership through the lens of the distributed leadership perspective of participatory leadership. One of the beginner teachers (BT3) explained teacher leadership as a “*way of ensuring that teachers at all levels are given equal opportunity to lead*”. She further emphasised that this could be practised by creating the environment where people work together, learn together and support each other to achieve the common goals (I). Similarly, the Head of Department (HoD) indicated that teacher leadership “*is when the staff members are sharing leadership tasks within the school such as planning together, taking part in decision-making of the school and initiating school activities*” (Q). The idea was also supported by one of the experienced teachers (ET4) who pointed out that teacher leadership referred to “*teachers who are participating in leadership roles and responsibilities at schools to achieve the goals and the objectives*” (Q). To add on that, another participant outlined that teacher leadership “*is when teachers are involved in carrying out leading tasks regardless of their position they hold at school*” (BT2, I). The principal highlighted that through teacher leadership, teachers are involved in goal setting, problem solving and team building at school (I). This data also strongly featured in Lambert (2003), who contends that participatory leadership focuses on leadership practice which is distributed among positional and informal leaders, as well as their followers.

Furthermore, one of the experienced teachers (ET1) expressed that teacher leadership is “*a term used in schools for classroom educators who simultaneously take up administrative roles inside or outside of their classrooms to assist in the functioning of the large school system*”. (Q). This claim was also manifested in the observation data, which revealed that teachers’ administrative tasks included the filing, typing, recording and photocopying. Teachers also kept subjects, preparation, administrative, resources, question papers and personal files. They also kept records and reports of learners’ performance and progress in their cumulative report cards. Teachers also typed learners’ tests and tasks and made copies (OB, 05.06.2017 - 30.06.2017). Teacher leadership was strongly viewed as participative school leadership, regardless of formal or informal leadership positions held, for effective functioning and to attain the objectives of the school.

4.3.2 Teacher leadership viewed as influence and motivation

Many teachers regarded teacher leadership as influence, while others viewed it as motivation. One of the beginner teachers (BT1) believed that “*teacher leadership is about influencing individuals who are in front of you to meet their daily goals*” (I). She further stated that teacher leadership is about “*teachers taking up roles to ensure that learners are motivated and are willing to perform better*” (I). In addition to that, the principal elaborated that teacher leadership implied that “*teachers are also in a position to shape and influence others to do proper things or to assist others to achieve the vision and the goals of the schools*” (Q).

Several teachers perceived teacher leadership as motivation, as they alluded that teacher leadership is all about motivating and encouraging others to do better, realising their potential and achieving their goals (BT1 & ET2). These ideas correlated with that of Bottery (2002) and Grace (1995) as they indicate that leadership is characterised by influence that can take place outside formal organisations, as well as inside at all levels in an organisation. In the same vein, Munroe (1993) stresses that teacher leadership includes the capacity to influence, inspire, rally, direct, encourage, motivate, induce, mobilise and activate others to pursue a common goal. Similarly, Wasley (1991) describes teacher leadership as “the ability to encourage colleagues to change and do the things they would not ordinarily consider without the influence of the leaders” (p. 21). This means that, like learners, teachers also need to be influenced, motivated, guided and directed to take up leadership roles in the school.

4.3.3 Teacher leadership viewed as empowerment

One of the beginner teachers (BT4) outlined that teacher leadership implied “*the empowerment of teachers who were previously deprived from participating in leadership tasks*” (I). To support this idea, Harris (2005) indicates that teacher leadership is about “empowering others to lead and it is a shared commodity owned by those who work on behalf of the school” (p. 80). Furthermore, teachers can be empowered through delegating tasks to them with some authority and responsibilities to execute, such as allowing them to participate in decision-making and problem solving at schools, and by making sure that their voices are heard, and their views are considered. Moreover, beginner teacher (BT2) asserted that “*empowerment implies freedom, power, authority,*

motivation and encouragement of an individual” (I). This was also raised by another beginner teacher (BT3) who emphasised that “*empowerment helps to facilitate decision-making at lower levels*” (I). It is evident that teacher leadership entails giving authority by empowering all education stakeholders in the school, regardless of their formal or informal position in the leading structure.

4.3.4 Teacher leadership as mentorship

Other teachers perceived teacher leadership as mentoring. One experienced teacher (ET2) described that teacher leadership “*refers to the mentorship, loco-parenting and the ability to support, guide and influence learners by motivating, coordinating and linking them together for effective learning*” (Q). Moreover, another experienced teacher (ET3) clarified that teacher leadership has to do with making sure that “*teachers at school are well informed of what a leader is supposed to be and what they are expected to do inside and outside the classroom through mentoring*” (Q). In the same manner, beginner teacher (BT4) understood teacher leadership as “*teachers who develop a climate of continuous learning and improvement through mentoring, induction and coaching*” (I). In line with the above views, Anderson (1987 as cited in Kajee, 2011) concurs and contends that mentoring is a nurturing process in which a more skilled or more experienced person serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person, for promoting the latter’s professional and personal development. In this case, it was highlighted that for the teachers to take up leadership tasks, they need to know what to do and how to do it and this knowledge can be fostered through mentoring and induction as well as through leadership training.

In the next section, I present and discuss the beginner teachers’ leadership roles existing in the school using Grant’s (2006, 2008, 2010) Teacher Leadership Model.

4.4 Teacher leadership roles existing at the school in various zones

In this section, I discuss and present the findings according to Grant’s (2006, 2008, 2010) zones, roles and indicators on the Teacher Leadership Model. I used the model to organise the data into four categories, namely: teacher leadership inside the classroom (zone one), teacher leadership in

working with other teachers and learners outside the classroom in curricular and extra-curricular activities (zone two), teacher leadership outside the classroom in whole school development (zone three) and teacher leadership beyond the school into the community (zone four). I now move on to present and discuss each zone according to the participants' responses.

4.4.1 Teacher leadership within the class room (zone Two)

The findings discovered that teachers executed various roles within their classrooms. According to Grant (2006) “teachers are leaders in this zone as they teach while upgrading their skills and expertise (role one)” (p. 92). Similarly, the Namibia national policy ‘Job Description for Teachers’ (MoE, 2008) stipulates that the basic job description for teachers is to engage in planning, teaching, extra-mural involvement, classroom management, and evaluation and assessment (D1). However, the data identified the following roles of the teachers within the classroom premises: teachers lead as subject experts, instructors, educators and assessors, teachers lead as rule enforcers, teachers lead as administrators and teachers lead as decision makers.

4.4.1.1 Teachers lead as subject experts, instructors, educators and assessors

According to the Namibian Ministry of Education policy “*National Standards for Teachers*” (MoE, 2009) every teacher teaching a certain subject at an institution must be equipped with adequate knowledge and skills through training or apprenticeship. This was proven by the data from the observation notes (OB) which indicated that most of the teachers at school taught subjects of their specialisation, be it their major or minor subjects and those who were employed on a temporary basis offered subjects which related to their area of specialisation (OB). To strengthen this finding, one of the beginner teachers (BT1) is a holder of a Bachelor of Accounting and Marketing degree as indicated in her profile in Section 4.1 of this chapter, and she taught Accounting and Entrepreneurship. As a matter of fact, teachers who specialise in a specific subject have content knowledge, and can approach and use strategies to deliver the subject content to the learners.

Moreover, beginner teachers set the tests, tasks and examinations of the subjects they teach. In line with these findings, Lieberman and Miller (2004) argue that “it is the subject matter expertise that gives teachers their legitimacy to lead” (p. 19). This implies that in a school environment, teachers

first demonstrate their leadership potential through expert knowledge of their subjects in their classrooms.

Furthermore, one of the beginner teachers explained that *“teachers plan the lesson, present it to the learners and assess learners’ progress during and after teaching”* (BT3, I). Similarly, one of the experienced teachers said, *“teachers lead within the class room when they initiate appropriate activities for the learners, design teaching and learning aids that they use to deliver the quality lessons”* (ET4, Q).

In addition, teachers lead in the classroom when involved in the facilitation of day to day instructional activities such as teaching, guiding and directing, as is widely evident from the literature (Katzenmeyer & Moller, 2001; Grant, 2008; Hashikutuva, 2011). In support of this evidence, the principal believed that *“teachers are instructors simply because they give instructions in everyday life and teach through instructions, then by so doing they are involved in leadership”* (P, I). The above views correlate with Grant (2008) who alleges that *“leadership is fundamentally linked to issues of teaching and learning”* (p. 101). Furthermore, one of the experienced teachers highlighted that *“through teaching, teachers develop appropriate activities to assess learners’ performance and progress, and give feedback of their outcomes”* (ET3, Q). Indeed, the assessment determines the strengths or weaknesses of the learners and looks for strategies towards their improvement.

4.4.1.2 Teachers lead as reflective practitioners

According to indicator one and four, teachers are reflective practitioners which infers evaluation of the learners’ performances (Grant, 2010). Adding on to that, data from the observations depicted that teachers reflected their lessons after presentation to determine the extent of its successfulness and suggested some strategies towards improvement. Moreover, the Head of Department confirmed the above finding: *“After conducting the classes visits, I always ask my teachers to reflect their own teaching practice and learners learning, the reflections are submitted monthly”* (HoD, Q). These findings are affirmed by Katzenmeyer and Moller (2011) who allege that teacher leaders can serve as observers and coaches of other teachers, teaching practice, exchanging materials with other teachers and serving as mentor to others.

4.4.1.3 Teachers lead as discipline enforcers

The Head of Department spelt out that beginner teachers are involved in leading *“by means of being class teachers or registered class teachers for specific grades”* (HoD, Q). Therefore, one beginner teacher asserted that *“I am a dominator in my classroom, therefore, I am responsible for setting up the class rules that govern learners’ behaviours within the classroom”* (BT1, I). This is in line with role one, indicator six and seven on Grant’s (2006, 2008, 2010) Teacher Leadership Model. Similarly, the Namibia National Policy set of Job Descriptions for Teachers (MoE, 2008) orders that teachers are accountable for creating a conducive classroom environment for learning, according to the interests and needs of the learners (D1). The same idea was proved by a beginner teacher who emphasised that teachers *“play a role in maintaining discipline within their classroom environment and ensuring a conducive learning environment for all learners”* (BT1, I). She further specified that one way of maintaining discipline in the classroom is setting up doable rules (I). In support of this claim, all participants affirmed that they were the dominators and managers of their classrooms and bore the responsibility of their learners’ behaviours within their classes. The principal stressed that discipline is *“ensured within the classroom environment when learners are made aware of the class rules and the consequences of breaking them”* (P, I).

The principal (P, I) further indicated that:

Maintaining a conducive learning environment does not only infer setting up rules, but it also involves arranging the classroom in a good setting, designing teaching and learning materials and displaying them on the wall, keeping the classroom clean and most importantly making sure that the classroom is free from intimidation and threats to all the learners.

This is strengthened by Uiseb (2012) who alleges that the role of teachers within the classroom is to ensure quality teaching and learning is taking place, assess the learners’ progress and give feedback, ensure good discipline among the learners, and promote a healthy and conducive learning environment that enables each learner to realise his or her potential. In relation to the policy on Job Descriptions for Teachers (D1) these roles are more managerial roles, since they place more emphasis on classroom management. Similarly, Hashikutuva (2011) notes that

planning, organising and controlling are managerial tasks, therefore teachers are not leaders, but managers of their classrooms.

4.4.1.4 Teachers lead as administrators

Beginner teachers also played the role of administrators in their classroom. This corresponds with indicator four on Grants' (2006, 2008, 2010) Teacher Leadership Model which shows that teachers keep records and reflections on their practices. This role is supported by the findings from the observations which revealed that every class teacher or registered class teacher kept records of learners' attendance by doing roll-call. Moreover, the teachers also kept records of the learners' Continuous Assessment marks in the record sheet. Again, teachers recorded books issued to the learners in the inventory forms, as well as all the furniture facilities in the classroom (OB). Findings from the observations further revealed that teachers also kept relevant files as per ministerial policy, these included lesson preparations, teaching and learning resources, subject and administration files for the ministerial policies, circulars and memos from the Directorate of Education. In addition to that, one of the experienced teachers pointed out that *"due to the large number of learners at school; every teacher is responsible for typing and duplicating the tasks and activities for his or her learners"* (ET2, Q), which also involves the beginner teachers.

4.4.1.5 Teachers lead as decision-makers

The data revealed that every teacher is a facilitator of the decision-making process in his/her classroom. As is reflected in section 4.4.1.2 of this chapter, every teacher has the right to set up class rules, hence, one of the experienced teachers argued that *"it is up to the teacher and the learners to decide and set the rules that suit their classroom situation"* (ET4, Q). Correspondingly, a beginner teacher said:

Since I am given the authority of being a registered class teacher of grade 6B, I can decide too which learners I can delegate the tasks and responsibilities such as; submission and collection of books to and from the office. I can also decide how to assess my learners. Moreover, the seating of my classroom lies with me as long as it promotes cooperative learning. (BT2, I)

The distribution of responsibilities among learners is another duty of the teacher. This was confirmed by a beginner teacher who claimed that *"as a teacher in my own classroom, I give*

responsibilities to learners, I delegate learners to clean the classroom, clean the chalkboard, do some routines such as collecting books” (BT3, I). The distribution of tasks is one aspect of distributed leadership, which is a form of collective agency incorporating many individuals in activities of the school (Harris & Muijs, 2005).

In conclusion, teacher leadership roles in the classroom situation in the context of my study, were viewed and described as authorised (Gunter, 2005). This is because they were formal responsibilities of the teachers that came with their designated positions. Besides, Grant’s (2008) study outlines that, in zone one, teachers acted as experts adopting a holistic approach in leading and managing their classrooms. The data also revealed that beginner teachers’ voices were louder in this zone. Teachers performed many leadership roles of academic and managerial import, in the classroom situation. In the next category, I discuss the nature of teacher leadership in zone two under the emerged themes.

4.4.2 Teacher leadership in working with other teachers and learners outside the classroom in curricular and extra-mural activities (zone Two)

In this zone, the leadership roles are expanded outwards from the confinement of the classroom. Therefore, in this zone of Grant’s (2006, 2008, 2010) Teacher Leadership Model, “teachers often execute three leadership roles, they are engaged in providing curriculum development knowledge (Role two), leading in-service education, assisting other teachers (Role three) and participating in performance evaluation of teachers” (p. 93). However, in my study the following leadership roles were identified, namely: teachers lead as role models and motivators to the learners, teachers lead as team builders, teachers lead as supervisors, and teachers participate in sport activities at school. I now present and discuss the above roles as the sub-themes of this category.

4.4.2.1 Teachers lead as learners’ role models and motivators

The data from my observation and the participants’ responses revealed that teachers were role models to the learners. In relation to this claim, one of the experienced teachers expressed that “*teachers lead within the classroom by guiding and encouraging learners to study hard and to take their education seriously*” (ET1, Q). He further indicated that “*teachers present observable behaviours to the learners through interaction, communicating effectively with learners and being*

punctual at school and for lessons” (ET2, Q). By so doing, learners were able to model these behaviours and apply them in their daily life. In the same manner, another experienced teacher alluded that *“teachers inspire learners in making good decisions for their future, for instance guiding them towards their career choice”* (ET3, Q).

Moreover, the Head of Department emphasised that the *“teachers can lead by example by applying time on tasks, for instance by marking learners’ work on time and giving the feedback soon after the written task”*. She continued saying that, *“when teachers do their work on time, it encourages learners too to complete their tasks on time”* (HoD, Q). Similarly, the principal postulated that *“beginner teachers do not only have the responsibility of teaching, but also to make sure that their classroom is exemplary”* (P, I). These views were also supported by one of the beginner teachers who disclosed that *“I am a creative model in the whole classroom and I ensure that whatever the learners are observing from me is observable and they can at least catch something out of it and implement it in their future”* (BT2, I).

The above findings transpired from the observation data, showed that teachers at the case study school were leading by example, as they arrived on time at school and left only after the knocking-off time, their dress code was presentable, and I also observed good interpersonal relations among themselves and with the learners (OB). These findings also became apparent in Hamatwi’s (2015) studies as he indicated that teachers were leading in an exemplary way and were good role models to fellow teachers and that this extended to the learners as well. Moreover, the role of teachers leading by example, is also mentioned by Little (2002). Correspondingly, Katzenmeyer and Moller (2001) allude that teachers are guiders, designers, facilitators, coaches, mentors, trainers, role models and specialists for the learners.

4.4.2.3 Teachers lead as team builders

Teachers demonstrated team work, especially at the lower and upper primary phases. Findings from my observation revealed that some teachers planned their lessons and designed together activities for assessing their learners (OB). One of the beginner teachers confirmed that *“we help each other with our school work by sharing subject knowledge, content and teaching and learning materials. Again, when I am absent from school my colleagues attend to my learners by keeping*

them busy with the school work” (BT3, Q). By so doing they were sharing good practice and possibly securing better quality teaching and learning (Little, 1995).

The above data correlates with the views of Leithwood et al. (1999) who assert that teachers exercise informal leadership in their schools by sharing their expertise, volunteering for new projects and bringing new ideas to the school as well as helping colleagues to carry out duties. Here distributed leadership emerged through teachers’ interactions with one another and their environment (Spillane et al., 2001). They further highlight that the delineation between forms of team working, collegiality, collaboration and distributed leadership is that distributed leadership results from activity, that it is a product of a conjoint activity such as network learning communities, study groups and inquiry partnerships (*ibid.*).

4.4.2.4 Teachers lead as supervisors

Beginner teachers also took up the supervisory roles within this zone (zone two). One of the beginner teachers expressed that, *“I have the responsibility of supervising learners during study time, this involves maintaining silence in the classroom and noting names of the learners who dodge the session”* (BT3, I). However, this teacher claimed that this supervision role was informal thus deserved remuneration for extra work (Harris & Muijs, 2005), since it was not part of her job description as a Grade 3 teacher. In the same way, the data from the document analysis (study time supervision schedule) revealed that one of the beginner teachers (BT2) served as a supervisor of other teachers who supervised the Grade 7 learners at the Wednesday study time (D4). This teacher was responsible for ringing the bell at the commencement and adjournment of the session, as well as collecting the names of the learners who dodged the session, to hand them to the disciplinary committee (OB).

Additionally, the observation showed that teachers volunteered to supervise the learners during the morning assembly and helped to keep order among learners. They did this by making sure that learners formed proper queues, that no learners made a noise and that there was no movement during the singing of the national anthem (OB). One of the experienced teachers revealed that *“during Grade 10s end of the year examination, most of the teachers used to be allocated subjects to invigilate during the writings, except teachers at the Lower Primary phase who are the class teachers”* (ET2, Q). This is another means of involving beginner teachers in leadership. Again, the

principal added that since the school is a non-boarding school, during the Grade 10 end of year examinations, teachers in collaboration with parents organised that the learners camp at the school and they distributed responsibilities among themselves. In this situation all the teachers used to be involved in supervising and guarding learners who were camping at the school (I).

4.4.2.5 Teachers lead as mentors to the learners

According to Grant's (2006, 2008, 2010) Teacher Leadership Model, teachers lead as mentors (role three; indicator four). I had noted that teachers at the case study had a mentoring support system for the learners whereby every teacher was given two learners to support and assist them in their studies (OB). The principal mentioned that *"teachers are given the responsibility to support learners allocated to them and every teacher whose learners score better points in the examinations are usually rewarded for the role played in the achievements of the learners"* (P, I). Moreover, the data from the observation revealed that there was a club of female learners at the school aimed at fighting against teenage pregnancies in the school (OB). One of the beginner teachers expressed that *"I initiated the idea to establish a club at the school because I realised the increased rates of learners' pregnancies in the school"*. She further clarified that the club is aimed at creating awareness of the impact of teenage pregnancy in the learners' lives and to minimise the rate of pregnancies at the school (BT4, I). This role relates to international research findings in the United States, on the links between student achievement and the quality of the teachers, suggesting that mentoring is a serious work that takes a vital role in school reform and has a positive influence on the interaction between teachers and learners (Katzenmeyer & Moller, 2001). Moreover, through mentoring, learners build up their confidence and develop the potential to carry out their tasks effectively (Day & Harris, 2002). This idea is also supported by Kajee (2011) as she states that the teachers' role of mentoring learners is essential for the achievement of the learners.

4.4.2.6 Teachers lead as sports coaches

In relation to Grant (2006, 2008, 2010), this role is reflected by indicator six on the Teacher Leadership Model. According to my observations, there were various sports codes in the school such as: soccer, volley, netball, athletics and basketball, thus every teacher was obliged to take part in every sports code. The principal indicated that the ninth period on Wednesdays was reserved for

sports activities at the school. All teachers and learners were expected to be at the sports field engaging in various sports activities (I).

Furthermore, one of the beginner teachers articulated that *“I take part in extra-mural activities at the school like in sport and cultural activities; we take learners to the tournaments”* (BT3, I). Similarly, another beginner teacher added that *“I am a netball coach; I motivate girls to take part and become netball players”* (BT4, I). She further stressed that *“wherever learners are holding any tournament, I always make time to go and give encouragement to the learners”* (I). To add to that, one of the experienced teachers confirmed that she participated in sport as a netball trainer. Another experienced teacher noted that the majority of the teachers who were active participants in sport, were beginner teachers and they were the ones dominating on sports committees (ET4, Q). In support of this claim, teacher leadership in sports activities is widely recognised in many South African schools (Xulu, 2010; Gumede, 2011 as cited in Hamatwi, 2015). Moreover, beginner teachers’ leadership roles in this zone correlate with what is stipulated in the ministerial policy on Job Description for Teachers (D1). I noted that beginner teachers were more active as participants in this role than the experienced teachers. This might be because they were still young and energetic compared to the experienced teachers.

My attention turns now to present and discuss the beginner teachers’ leadership roles as identified in zone three.

4.4.3 Teacher leadership outside the class room in the whole school development (zone Three)

This zone is about teachers leading in whole school development, therefore, it includes role five and six on Grant’s (2006, 2008, 2010) Teacher Leadership Model. This is the zone where teachers are involved in organising and leading peer reviews of school practice (role five) and participating in decision-making (role six). However, only few roles exercised by the beginner teachers were observed in this zone, such as leading in committees, organising events at school, attending meetings and minimal participation in whole school decision-making. I now present and discuss these roles as sub-themes that emerged from the data.

4.4.3.1 Teachers lead in committees

According to the Manual of the Committees established at the school (D6) there were about 16 committees established in the school, such as the school board, management, disciplinary, counselling, financial, sport, public relations and maintenance committees among others. Committees are formal structures of a school which have the potential to contribute to the emergence of distributed leadership (Hamatwi, 2015). Additionally, Harris and Muijs (2005) assert that school principals allow teachers to participate in the decision-making through making decisions in their committees. The observation data revealed that every teacher at the school served in a certain committee. This was confirmed by the principal who highlighted that “*teachers act as leaders by spearheading the committees or as committee members at school*” (P, I).

In contrast to the above findings, one of the beginner teachers clarified that the “majority if not all the committees, are headed by the members of the School Management Team and the experienced teachers, while beginner teachers are just members without portfolios in the committees” (BT2, I). This argument was also supported by other beginner teachers (BT1, 3 & 4). To confirm this claim, another beginner teacher stated that: “When it come to the distribution of tasks in the school, experienced teachers take up large portions when it comes to leading, for example, they are the chairs of committees in the school” (BT3, I). Moreover, experienced teachers were placed in valuable committees such as financial, disciplinary, management and schoolboard committees while beginner teachers were in the less important committee which some-times dormant in the school.

Similarly, the data from analysing the school manual on the establishment of committees at the school (D6) provided evidence to these claims. I noted that none of the beginner teachers was responsible for spearheading the committee or having any role such as secretary, treasurer or advisor in all the committees that existed at the school, except the role of being a member. Therefore, the beginner teachers argued that, being passive participants in committees could not enhance their leadership skills and would not promote them to another level to become leaders, but rather remain followers (Spillane, 2006). Another beginner teacher exposed that some of the committees in which she was supposed to serve are not operational. (BT3, I). As a matter of fact,

this reduced their chances of participating in whole school decision-making. Relating to the findings, beginner teachers felt that merely being members of committees was just not enough for them, thus claiming equal distribution tasks (Spillane, 2006) within the committees. Despite the above findings, teachers were given the opportunity to partake in leadership through the structures set up by means of committees (Harris & Muijs, 2005). The distribution of leadership where teachers served as chairpersons and committee members in the school was also found in the study of Hamatwi (2015).

4.4.3.2 Teachers lead by organising events at school

It was evident from the data that beginner teachers participated in organising events in the school. During my study, I witnessed three events at the school namely: African Child Day (16th June 2017), the circuit Award Ceremony (14th June 2017) and the Entrepreneurship Day (23rd June 2017). The observation data revealed that, during the preparation of the commemoration of the African Child Day at school, every teacher was delegated to prepare the learners in their classes with songs, poems, readings, dramas and dances related to the theme of the day (OB). One of the beginner teachers affirmed that *“I was given an opportunity to be master of ceremony, I realised that standing in front of a crowd and having to speak to a lot of people boosted my role of being a teacher leader”* (BT1, I).

During the preparation of this event, teachers worked collaboratively with each other and with learners to make it a remarkable and memorable occasion. This finding relates to the views of Gunter (2005) and Spillane (2006) who contend that through a distributed leadership perspective, leadership is a product of interacting individuals working together to carry out various activities. Moreover, teachers as leaders interact with learners as followers in various instructional activities (Spillane, 2006) during the preparation of these events.

4.4.3.3 Teachers lead by attending staff briefings and meetings

The observation data indicated that briefings were conducted on Wednesdays. However, none of the staff, departments, subject or committee meetings was conducted in my presence. The findings depicted that all the teachers had attended the briefings and parents' meetings. Deducing from my observations, most of the briefings held were more about information sharing – either giving

feedback on the principals' meetings or about new circulars, policies or memos from the Regional Educational office; thus, in most cases the principal and the Heads of Departments took the lead (OB).

However, one of the beginner teachers claimed that during the meetings and briefings “*new teachers are delegated with lighter tasks that do not require experience or critical thinking*” (BT2, I). This argument also transpired in the response of another beginner teacher who stressed that “*during the meetings most of the tasks given to the beginner teachers are either to say the prayer, making announcements or the closure of the meeting while the experienced teachers could be delegated to chair the meeting, take minutes or present a certain topic especially in the parents' meeting*” (BT3, I). In relation to the above findings, a view of teachers working collaboratively to improve the instructional activities in different spheres is also reflected in literature as leadership teamwork (Harris & Muijs, 2005).

The findings revealed minimal involvement of beginner teachers in whole school decision-making processes (role six) (Grant, 2008). This is because not every teacher had access to the wider school decision-making, except the authorised people who were serving on the School Board and school management committees. As a matter of fact, this policy reduced the chances of the beginner teachers participating in whole school decision-making since they did not serve in those committees.

In this zone, the beginner teachers' leadership roles were drastically reduced. This was affirmed by the claims made by beginner teachers.

4.4.4 Teacher leadership beyond the school into the community (Zone Four)

In this zone teachers exercise “role two and role three” as per Grant's (2006, 2008, 2010) Teacher Leadership Model. This zone focuses on the link between school and the neighbouring schools in the community and the involvement of teachers at the circuit and regional level. The roles involve the provision of the curriculum development knowledge (role two) and leading in in-service training education and assisting other teachers (role three).

The data revealed little involvement of beginner teachers in this zone. In relation to the findings, the study on teacher leadership conducted in Namibia by Hashikutuva (2011), Uiseb (2012) and Hamatwi (2015) also found little involvement of teachers in the fourth zone of the teacher leadership model. Lack of involvement of beginner teachers in this zone was also confirmed by most participants. The principal expressed that beginner teachers could only be appointed in leadership positions at the circuit and regional level after gaining experience. He further highlighted that when the teacher is new in the profession, they are not yet known or their abilities, thus it required time before they could get involved in leadership at those levels.

However, only few experienced teachers were involved in leadership within this zone. This was confirmed by an experienced teacher who indicated that *“I was nominated by the region to go for accounting training on the revised curriculum and train other teachers in the cluster after the completion of the training”* (ET1, Q). In support of the data above, another experienced teacher also pointed out that he was a member of a sports committee in the circuit and participated in setting examinations at the circuit and regional level (ET3, Q). Moreover, the observation data portrayed that the experienced teachers were also involved in setting and moderating the circuit and cluster examinations. To add to this, one of the experienced teachers articulated that *“I serve as the cluster head of the Grade 10 Examination Centre at the school, whereby I make sure that the examination papers are stored in a safe place out of reach and make sure that there are no hiccups prevailing during the time of writing”* (ET4, I).

On the other hand, the evidence from the observations (OB) showed that beginner teachers were members of a representative union known as Namibia National Teachers Union (NANTU) in the region. This information manifested when the representatives of NANTU from the region came to conduct a meeting at the school at the cluster level and registered members of the union were requested to stand. It is for the above reason that the data portrayed teachers' interaction with each other through attending their union representative meetings and sharing feedbacks within and outside the region.

In summary, the findings revealed that the beginner teachers' leadership roles were prominent in zone one and zone two. This is also in line with the findings of Grant (2006) who mentions that teachers' voices are louder in the classroom situation. She further outlines that teachers are "designated leaders who set goals, implement procedures, instruct, guide, facilitate, mobilise learners, motivate and inspire learners and model behaviours" (p. 122). The minimal involvement of beginner teachers in leadership was noted in zone three and zone four.

Due to the minimal involvement of beginner teachers in zone three and four, I further explored the underlying constraining factors of teacher leadership in the school. Therefore, I now present and discuss the constraining factors to beginner teachers' leadership development in the school as emerged from the data collected.

4.5 Constraining factors of the beginner teachers' leadership development in the school

In this section, I discuss and present the factors that constrained the emergence of teacher leadership at Scott Combined School (pseudonym). The data revealed the following factors: namely, teachers' reluctance to lead, lack of support from the senior/experienced teachers, traditional leadership structure existing at the school, fear of accountability, inadequate leadership experience, cultural background and time limitations. I now give a brief discussion of each factor below.

4.5.1 Teachers' reluctance to lead

Bush (2011) argues that leadership cannot be imposed on people. In line with the above view, the principal claimed that "*some beginner teachers are unwilling to take up leadership tasks at school, therefore, we give the tasks to those we understand are willing to cooperate*" (P, I). Additionally, one of the beginner teachers emphasised that they were reluctant to participate in leadership because of the negative criticism from the experienced teachers. She further explained that some experienced teachers tended to be jealous whenever a beginner teacher was delegated with some leading task (BT2, I). Moreover, another beginner teacher argued that "*when the experienced teachers find out that you have initiative and are suggesting for some changes to improve the*

school's standards, instead of appreciating and embracing your thoughts, they criticise you, until you withdraw". The participant further asserted that "*such attitudes are very discouraging and silenced during the meetings*" (BT3, I).

In relation to the above claims, Harris and Muijs (2005) point out that some teachers are ostracised by their colleagues who work together to create disharmony and discourage other colleagues who want to take up leadership roles and in the meantime, they tend to become resistant and dormant in leadership. Moreover, Fullan and Hargreaves (1991) also describe "attitudes of balkanised culture made up of separate and sometimes competing groups, jockeying for position and supremacy" (p. 71). They further stress that, balkanization culture may lead to poor communication, indifference or groups going their separate ways in schools or isolated professional culture (*ibid.*). Deducing from the above findings, beginner teachers required support especially from their senior teachers to take up leadership roles.

4.3.2 Cultural background conflicts with contemporary leadership thinking

This factor creates conflict in the development of beginner teachers' leadership in the school. According to Peterson and Deal (1998) as cited in Katzenmeyer and Moller (2001) culture is an underground stream of norms, values, beliefs traditions and rituals that has built up over time as people work together. In line with the above views, every school has its own culture. One of the beginner teachers reported that "*in our culture we believe that a young person cannot dominate the group of elders*" (BT1, I). The above view was also supported by one of the experienced teachers who indicated that "*cultural background, social heritage, local norms and old resistance to change in communities remains a stumbling block to effective teachers' leadership in schools*" (ET2, Q). He further explained that since beginner teachers are young and new in the profession, in most cases they remained voiceless, folded their arms and watched or listened to the elder. Also, he indicated that, culturally there is a norm which says, "*an elder cannot go wrong and you cannot question their authority*". Therefore, some beginner teachers brought this belief from the home and community into the school, and therefore are now unable to stand and ask how things are done and why things are done in such why since their culture bounded them (ET2, Q).

4.5.3 Traditional leadership structure impedes beginner teachers' leadership development

The evidence from the literature indicates that the top-down leadership structure is still dominating in many schools (Katzenmeyer & Moller, 2001). Deducing from the participants responses, many beginner teachers believed that the principal and the school management team are formal leaders with the mandatory authority. Hence, one of the experienced teachers contended that *“having many Heads of Departments within the school creates less teachers' leadership opportunities, because only teachers who are authorised to serve on the School Board and management team have access to participate in school leadership”* (ET4, Q). This finding is aligned with the views of Harris and Muijs (2005) who argue that *“teachers perceived lack of status within the school and the absence of formal authority hinder the ability to lead”* (p. 43). Moreover, one of the experienced teachers illustrated that the existence of a traditional leadership structure at the school still portrayed that decisions should be made at the top level, where the principal and the management members served and disseminated to the bottom level, where the teachers and learners are. Due to this leadership structure, teachers and learners are minimally involved in decision-making because the process is centralised (ET2, Q).

4.5.4 Inadequate leadership experiences

The participants' responses indicated that beginner teachers lack experience to assume leadership roles at an early stage. In line with the above claim, one of the beginner teachers asserted that *“I am unable to participate in leadership tasks because I need to extend my leadership skills and adjust to get along and mingle with different people with different leadership skills”* (BT3, I). Additionally, the principal indicated that for the beginner teacher to be entrusted with leadership tasks at the circuit or regional level, she or he should serve in a profession for three to four years and gain experience (P, I). The above findings were also proven by another beginner teacher who spelled out that *“us new teachers in the profession, we do not really get opportunities to have leadership roles outside our classroom environment”*. She continued saying that *“it actually seems to be seen as a lack of experience and knowledge, so it is very rare to find an inexperienced teacher having a role in the region or in a circuit”* (BT2, I). Moreover, one of the experienced teachers highlighted that *“if a person has limited experience it creates room for fear and lack of*

confidence to engage on a certain task” (ET1, Q). To validate the above finding, an experienced teacher alluded that *“I have been in the teaching profession for quite some time and that made me more experienced in many of the school related activities. This leads to differences in our leadership roles, beginner teachers are inexperienced, thus less leadership roles are assigned to them”* (ET4, Q). Due to the above findings, Muijs and Harris (2003) stress that leadership skills development for teachers is needed to help them to fully develop their leadership potentials. Also, Hamatwi (2015) emphasises that without sufficient knowledge and skills, teachers might obviously find it difficult to embark on leadership roles outside their classroom environment.

4.5.5 Fear of accountability/lack of trust

The data revealed that the principal fail to delegate leadership tasks to the beginner teachers due to the fear of being held accountable. The principal reported that *“it is difficult to delegate new teachers with big tasks because sometimes they complete them in a poor manner”*. He further claimed that sometimes the teachers deliberately fail to do the task or do it the other way around, with the intention of failing the principal and the management (P, I). To clarify the above claims, he (P, I) gave an example of an incident which happened at the school while he was attending the principals’ meeting at the circuit.

I delegated one of the beginner teachers to be responsible for my office in my absence. Since it was pay day for the teachers, many teachers took advantage of the beginner teacher and left the school without his consent before the knocking off time. Due to the absence of teachers at school, learners were left unattended and some sneaked out from the school to the nearby coca shops (code switching). The incidence was reported to the inspector and it was me who was called to the inspector’s office regarding the matter, not even the Heads of Departments who were available at school that day. I was warned verbally because I was held accountable for the mess that arose at school that day. From that day I learnt a lesson that accountability of everything happening in the school lies with me, therefore from that day I developed a fear of delegating leadership tasks to teachers who are incompetent.

To add to that the Head of Department (HOD) was of the same opinion that you could give authority to a teacher to carry out a certain activity, but that they could either fail to do it properly or that other teachers might intervene and make it unsuccessful (Q).

4.5.6 Lack of support and lack of co-operation from the experienced/senior teachers

Lack of support and co-operation among teachers was identified as a factor that hindered the practice and manifestation of teacher leadership at the case study school. The principal (P) pointed out that *“there are new teachers who sometimes do not want to co-operate; for instance, when they are allocated to committees or attached to a certain teacher to work with, they refuse and demand to work only with their age mates”* (P, I). Moreover, one of the beginner teachers emphasised that not everyone was approachable and helpful, and that some people were too difficult to work with, especially when they were older than you (BT2, I). However, the principal alluded that it was not only the beginner teachers who refused to co-operate, but experienced teachers too. He further, indicated that *“some of the experienced teachers felt uncomfortable with sharing their leadership skills with beginner teachers because of the level of standard of their English”*. Again, he explained that old teachers feel intimidated when placed to work with the beginner teachers. They feel that beginner teachers are better at English and ICT, therefore they claim to want to work with other teachers with whom they share the same level of expertise (P, I). This is what Duke (1994) as quoted in York-Bar and Duke (2004) refer to *“as a culture where teachers drag each other down, instead of supporting and inspiring one another”* (p. 270).

Additionally, another beginner teacher revealed that *“we are willing to participate in leadership at the school, but we are not given a chance to do so”* (BT2, I). The above claim is also supported by another beginner teacher who clarified that:

We are not given an opportunity, sometimes you want to take part or you feel like I also want to do this or I also want to join them, but you cannot just give yourself that opportunity or you cannot go there to say I also want to join you, since you are not given the opportunity to take part. (BT3, I).

From the above findings, one can deduce that beginner teachers lack confidence; thus, they cannot stand up and show their abilities and interests.

4.5.7 Limited time vs teachers’ workloads hinder teacher leadership development

Time is identified as a major constraining factor to teacher leadership in many literatures (Grant, 2008; Muijs & Harris, 2003). The above claim was confirmed by many of the participants, as

pointed out that, for a person to engage in a certain task or activity there should be sufficient time. One of the experienced teachers indicated that there was no extra provision of time for teachers to exercise their leadership roles especially the one outside the classroom, within and beyond the school (ET1, Q). In relation to the above views, one of the beginner teachers emphasised that *“teachers spend much of their time on academic roles of teaching, marking, assessing learners’ progress, setting up activities, tasks and projects for the learners and planning their lessons for the next day”* (BT3, Q). It is for this reason that teachers lacked even more time to interact with other teachers, except during break-time. Furthermore, another beginner teacher emphasised that time is really a constraining factor to teachers. She indicated that she is furthering her studies, but she never has enough time for her studies, due to the school work which sometimes she brought home. She concluded that, there is just not enough time to fit in all the work (BT3, I).

Moreover, another participant elaborated that *“sometimes we are willing to take up leadership roles, but time will not allow it”* (ET4, Q). In relation to the above findings, the observations also revealed that teachers had too much work to do within the classroom environment. Deducing from the observation findings, time is very scarce. This was proven during the data gathering process, when I administered questionnaires to the experienced teachers and two Heads of Departments, but it took me two weeks to get the questionnaires back as the participants kept on postponing the due date as they could not find the time to complete the questionnaires. One of the Heads of Department failed to make time to complete the questionnaires, due to her tight schedule both at home and school (OB).

In addition to this, the observation findings signposted that teachers did not have enough time to embark on leadership roles outside their classrooms. Some teachers did not even have off periods in their time-table from Monday to Friday. Teachers were loaded with school work, and in the mornings, they were engaged with teaching and learning tasks. Then afterwards, they took up the roles of supervising learners during study time, marking the learners’ books, setting assessment tasks and planning the lessons for the next day (OB). These findings concur with that of Hashikutuva (2011) who protested that teacher leaders at schools were over-occupied by school work and classroom work and that hindered leadership roles in other zones. Therefore, in line with

these findings, Muijs and Harris (2003) suggest that time needs to be set aside for teachers to be able to engage and explore other leadership roles outside the classroom, within and beyond the school.

Having presented and discussed the constraining factors of beginner teachers' leadership development, I now move on to deliberate on the factors that could enable the development of leadership opportunities for the beginner teachers.

4.6 Enabling factors to beginner teachers' development leadership in the school

There were numerous conditions necessary to uphold the development of beginner teachers' leadership. These were factors like, a collaborative culture, training on leadership, induction and mentoring, and delegation. I now briefly discuss each factor:

4.6.1 A collaborative culture

A collaborative culture was identified as one of the factors that could promote teacher leadership in beginner teachers. One of the beginner teachers believed that a collaborative culture "*includes teamwork, cooperation and collective efforts among teachers*" (BT4, I). She further explained that the spirit of collaboration among teachers could be fostered through a positive interaction inside and outside the school environment.

The above views were also supported by another beginner teacher who emphasised that through collaboration the staff members often chat, observe, critique and work together, and through that habit of collective responsibilities share their experiences and expertise (Fullan & Hargreaves, 1991). She further suggested that "*teachers need to hold functions, such as a welcoming party at the beginning of the year so that the new and old teachers could interact and get to know each other*". She continued saying that socialising could create a room for teachers to know each other and create friendship among people (BT2, I).

In relation to the above findings, the Head of Department added that a collaborative culture could be built through participating in sport activities. The Head of Department continued saying that *“collaboration can be created at school through peer teaching, taking part in decision-making, problem solving, peer evaluation, coaching and mentoring each other”* (HoD, Q). It is for the above reasons, Leithwood (1992) adds that a collaborative culture encourages the exchange of ideas and endorses mutual problem solving thereby providing opportunities for exercising leadership. Similarly, Sandholtz (2002) highlights that like learners, teachers also appreciate opportunities to explore, reflect, collaborate with peers, work on the authentic tasks and engage in hand on activities. In addition to that Harris and Muijs contend that *“working collaboratively does not only reduce the sense of isolation, but also enhances the quality of the work produced”* (p. 58). It is also worth mentioning that collaboration is at the heart of distributed leadership through collective interactions of the school leaders, followers and aspects of their situation (Spillane, 2006).

4.6.2 Training on leadership

Most of the participants affirmed that lack of training hinders the development of leadership opportunities for the beginner teachers in the school. One of the beginner teachers suggested that *“we should be provided with training on how to lead people and how to take up leadership roles”* (BT2, I). Additionally, one of the experienced teachers alluded that *“teachers need to be equipped with sufficient leadership skills and knowledge through training”* (ET2, Q). The above views were also supported by another experienced teacher who emphasised that *“training on leadership aspects should be given to the beginner teachers by the leadership experts”*. She further proposed that *“knowledgeable people from the regional office should intervene to provide training on leadership aspects”* (ET3, Q). This was admitted by another participant who elaborated that teachers lack leadership skills because leadership training was not part of the curriculum programme at the training institutions. Due to the above findings the principal proposed that *“the Directorate of Education should run campaigns to provide training on leadership skills to enhance leadership in the beginner teachers”* (P, I). The above findings are in line with Muijs and Harris (2003) who outline that leadership skills development is a necessity for teachers to develop their leadership potentials. These views also correspond with Katzenmeyer and Moller (2001) as they

advocate that professional development for teachers needs to focus not just on the development of teachers' teaching skills and knowledge, but also on aspects of leadership. They further indicate that leadership skills should include leading groups and workshops, collaborative work, mentoring, teaching skills, action research and collaborating with others need to be incorporated into professional development to help teachers to adopt to the leadership roles (*ibid.*).

4.6.3 Induction and mentoring

All participants advocated the idea of induction and mentoring of the beginner teachers to enhance leadership. One of the experienced teachers highlighted: “*experienced teachers should give support to the beginner teachers in executing leadership tasks through coaching each other and sharing of their expertise and experience*” (ET3, Q). Another experienced teacher suggested: “*the school should develop induction and mentoring programmes to nurture and give support to the beginner teachers*” (ET3, Q). The above idea was also supported by another participant who emphasised that, “*proper induction for the beginner teachers should be given early as soon as they join the school to be acquainted with the school norms and vision*” (ET4, Q). Moreover, another participant emphasised: “*induction and mentoring of beginner teachers should not just be a one-day thing, but teachers should continuously work collaboratively to identify the beginner teachers' needs, and adjust the mentoring process throughout the year*” (ET1, Q). All participants supported that teacher leadership could be enabled through support, motivation, coaching, induction and mentoring.

The above findings correspond with Troen and Boles (1994) who assert that successful teacher leadership requires the principal's support and strong communication. In addition, Pellicer and Anderson (1995) affirm that “helping teachers to plan instruction, make curriculum decisions, improve their teaching and peer coaching is a key skill of teacher leaders” (p. 65). In relation to the above views many literatures on teacher leadership conclude that the head teacher and leadership teams' support is central to the success of shared or distributed leadership (Harris & Muijs, 2005). The issue of induction and mentoring novice educators to become leaders, also transpired in Kajee's (2011) studies.

4.6.4 Enhancing teacher leadership through delegation

Another way of enhancing beginner teachers' leadership is through delegation. One of the beginner teachers as discussed earlier expressed that *"I am willing to take up leadership roles, but I was never given an opportunity to do so"*. This is because the principal used to delegate leadership tasks to the management team and the Heads of Departments (BT3, I). It is for the above reason that one of the experienced teachers argued that *"having too many Heads of Departments at school limits the chances of teachers to be involved in leadership"* (BT4, Q). In relation to the above findings, Harris and Muijs (2005) suggest that *"encouraging teachers to be leaders requires professional development and provision of opportunities to lead"* (p. 63). In relation to the above view, one of the beginner teachers alleged: *"the principal must expose teachers to leadership opportunities by letting them act on his behalf"* (BT2, I). A distributed leadership perspective advocates the involvement of multiple individuals in leadership (Southworth, 2005).

One of the beginner teachers claimed that *"we should also be given opportunities to attend principals' meetings and give feedback to other teachers, why only HODs and experienced teachers"*? She further argued that even when there is an event such as an Award Ceremony at other schools in the circuit, only experienced teachers or SMTs are delegated to go and represent the school (BT3, I).

Moreover, one of the experienced teachers stressed that *"the principal must equally delegate leadership tasks among all the teachers, irrespective of experience"* (ET1, I). Another experienced teacher supported the above view and emphasised that *"when beginner teachers are involved equally in leadership roles at the early stage they are likely to develop leadership experience early too"* (BT3, I). The above findings also appear in the study of Hamatwi (2015). He argues that from a distributed perspective, teachers assumed leadership through the routines put in place by the principal as tools to nurture teacher leadership.

4.6.5 Incentive allowance

Some participants suggested that there is a need to pay teachers who are engaged in leadership roles. One of the beginner teachers claimed that leadership roles require extra time, effort and

energy (Harris & Muijs, 2006) thus *“we need to be remunerated for doing extra work”* (BT3, I). The view was supported by another beginner teacher who affirmed: *“if teachers are to be paid for taking up leadership roles, I assure you nobody would refuse to participate since some teachers are resource oriented”* (BT2, I). To add on, one of the experienced teachers highlighted: *“teachers are some of the government employees who are excluded from over-time payments, but the fact is, they are the employees who carry the school work home, therefore adding leadership roles to their primary roles creates imbalances between their work and the reward”* (ET1, Q). Another experienced teacher supported that teachers need to be paid extra for their leadership roles they do, such as engaging learners in sport activities and supervising study periods, just to mention a few (ET2, Q). Moreover, another beginner teacher emphasised that *“our government expects teachers to do more while it is paying them less salary, there is a need of balancing teachers workloads with their rewards”*. She stressed that if teachers are not satisfied by their rewards they are likely to withdraw from their work (ET4, Q).

The above findings are in line with the views of Harris and Muijs (2003) who claim that lack of reward for teachers who take up leadership roles discourages them. Therefore, they suggest that there should be incentives, support mechanisms and rewards for teachers who choose to lead (*ibid.*). Similarly, Little (1995) asserts that it would be naïve to advocate that teacher leadership will be achieved without any form of remuneration and reward system. On the contrary, he argues that teacher leadership is a reward on its own as it promotes effectiveness, collaboration and improves teaching practice. Thus, it will remain an imaginary activity within the school, unless forms of remuneration are put in place to encourage teachers to engage in leadership tasks. I believe that if teachers are to be paid for exercising leadership roles, all teachers would be encouraged to participate in leadership practice despite the obstacles encountered.

As the findings revealed minimal involvement of teachers in leadership, there must be some hindrances constraining this practice. Therefore, in the next section I discuss some constraining factors to the emergence of teacher leadership in the school.

4.7. Emerged contradictions within and between the elements of beginner teachers' activity system in the school

As indicated in section 6.6 of Chapter Two, Change Laboratory is a CHAT based method for formative intervention in the activity system and it provides opportunity for expansive learning as a transformative agency (Sannino et al., 2016). As indicated earlier in Chapter Three of my thesis, I conducted three Change Laboratory workshops. To remind the reader, the first workshop was conducted on 23rd June 2017, the second workshop on the 28th June 2017 and the third workshop on the 30th June 2017. The workshops were attended by eight participants. In the first workshop, I introduced my study to the participants, this included the rationale of my study, the potential value of the study and CHAT as an analytical tool which was used to surface the tensions and the contradictions. During the first CLW, we set up the rules of the workshop sessions and schedules of the next sessions. I also mirrored the contradictions which were surfaced from the data. In the second CLW we resolved the contradictions, whereby the participants grouped themselves in pairs and collaborated to find solutions of each contradiction presented to them. During the discussion, participants noted their answers on pieces of paper and each pair reported back to the whole group. Thereafter, the group compared their responses and reached common understandings. In the third CLW the participants chose one doable solution that they could implement. More about this is discussed in the next section.

In this section, I present the contradictions which were surfaced from the findings and the recommended solutions from the participants during the CLWs. As discussed earlier in Chapter Two contradictions “are not the same as problems or conflicts, but are historically accumulating structural tensions within and between the activity system” (Engeström, 2001, p. 137). I acknowledge that there are four levels of contradictions, but, since my study has a single activity system, the contradictions emerged were based on the first two levels, namely: primary and secondary contradictions.

To remind the readers, the primary contradictions occur within one element of a single activity system, while secondary contradictions take place when two elements of a single activity system

conflict with one another (Engeström, 2001). In analysing the contradictions, I used the second generation of CHAT.

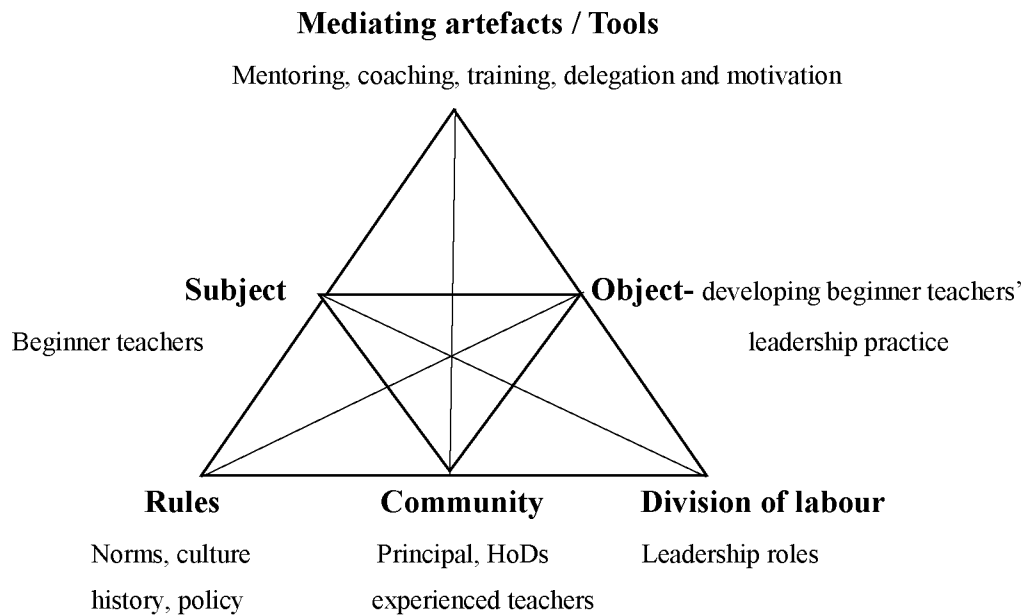


Figure 4.1: Beginner teachers' activity system

The following contradictions were presented and resolved during the CLW sessions. The purpose of Change Laboratory was to expand the understanding of the practitioners of the activity through collaborative efforts, to construct and establish new practices that bring transformation within the activity system (Virkkunen & Newnham, 2013).

Here follow the contradictions that emerged within and between the elements of beginner teachers' activity:

- Traditional leadership structure;
- Policy and regulatory limitations;
- Lack of training on leadership for the beginner teachers;
- Cultural background conflicts with contemporary leadership thinking.

I now briefly discuss each contradiction and the recommended solutions.

4.7.1 Traditional leadership structure

This is a secondary contradiction because it occurred between the object and the rules/norms in the activity system. As reported earlier, the school wanted to promote leadership among teachers. However, the fact that senior staff members hold traditional views of leadership contradicted with this aim. As explained in Chapter Two, rules are formal regulations or laws that govern the activities within the activity system (Engetrom,2001). The traditional leadership ‘top-down’ structure that existed in the school was a barrier to the development of teacher leadership. Some participants believed that the traditional leadership structure symbolises that the power and authority lie with people who are serving at the top of the structure. Therefore, it has become their mindset to believe they cannot lead. In line with the above claim, York-Barr and Duke (2004) affirm that the traditional leadership structure does not encourage teacher leadership because it does not focus on shared or collaborative leadership. Moreover, teachers associated leadership with positions held. Therefore, they felt that since they did not hold formal leadership positions there was no need to participate in leadership roles beyond their classrooms. They also believed that leadership was for principals and the management team.

In relation to the above findings, one of the experienced teachers pointed out: “*having many heads of departments within the school creates less teacher leadership opportunities*”. She further clarified that if there were teachers who hold formal leading positions, it was hard to involve the ordinary teachers, especially in the decision-making process (ET4, Q). Another experienced teacher emphasised that “*decisions are made at the top level and disseminated to the people at the bottom level*” (ET2). The findings find support in Grant’s (2006) assertion that some teachers are willing and ready to execute leadership roles, but they feel restricted by the top-down leadership structure.

Through my own experience I learned that this challenge of the top-down hierarchical leadership structure originated from the origin of school leadership. According to Bush (2008), leadership was drawn from an industrial setting and in the school context, it only involved headmasters and

the senior staff. As discussed in Chapter Two, traditional theories stressed the importance of the individual and his or her personal qualities (Northouse, 2010). Where this kind of leadership is prevalent, attempts at distributing leadership are unlikely to work.

Since this contradiction is beyond the power of teachers, it cannot be transformed overnight. The participants suggested that there was a need to review and transform the traditional leadership structure from top-down, into a horizontal leadership structure to fit the contemporary theory of distributed leadership where teacher leadership is manifested. This suggestion was approved by all the participants. One of the participants emphasised that this ideal should begin at the school level, since it would take many years to transform the top-down leadership structure (ET1). One of the beginner teachers suggested that each school as an independent organisation should come up with its own inclusive internal leadership structure (BT1). This idea was applauded by other participants.

4.7.2 Policy and regulatory limitations

This is a secondary contradiction that emerged between the object and the rules in the activity system. There appeared to be no document from the Ministry of Education about teacher leadership. The absence of leadership policy for the teachers was identified as a hindrance to developing teacher leadership in the school. The principal indicated the will to develop teacher leadership, but since there were no documented policies on teacher leadership to give proper guidelines, this obstructed his objective. The principal said: *“since there is no specific document on teacher leadership, taking up leadership roles becomes a choice for many teachers”*. He further outlined that *“if for instance I delegate a task to a certain teacher, then they refuse or fail to carry it out, it is hard to give that teacher a warning because there is no policy or regulation to base my justification on”*. The Head of Department also supported the principal’s claims by pointing out that some teachers used to ask questions when they were asked to carry out a certain task, such as: *“where is it written that I should do that”? or “that is not part of my job description”*. She finally stressed that teachers liked things to be documented.

The principal emphasised that those attitudes experienced from the teachers became a barrier to the emergence of teacher leadership at the school. It led to him involving only the teachers who were willing to cooperate and participate. Those are the teachers he regularly got used to working with. He further elaborated that working with a specific group of teachers at the school meant that he was failing to involve the new teachers whom he was not yet acquainted with. This is a contradiction because it impedes the activity to reach the object of developing teacher leadership for the beginner teachers.

Based on the above contradiction, participants argued that there was a need for the Ministry of Education to establish and publish policy or an Act on teacher leadership to provide guidance that stipulates specifically the leadership roles teachers. They also outlined that clear documentation would help the principal to deal with teachers' resistance to lead, since the documents would serve as the grounds for justification in times of dispute. Teachers also supported the idea with the claim that *"the policy on teacher leadership is needed at school because principals exploit teachers through delegation and make them carry out tasks on their behalf while they are relaxing in their offices"* (BT2). Another beginner teacher stressed that *"If there is a clear document on teacher's leadership I will know what my roles are in the leadership of the school"*. In line with these findings, Kwindu (2012) also spelled out that the running of an institution relies on requirements which are constituted by structural operating procedures, scopes of authority and lines of command.

4.7.3 Lack of training in leadership

As indicated in the previous section 4.3.4, inadequate leadership experience is a result of lack of leadership training. This was also identified as a secondary contradiction that arose between the subject and the artefact/tool in the activity system. As defined in Chapter Two, based on CHAT, artefacts/tools refer to both psychological and physical tools that enable or limit the intervention of the activity system and the tools are administered by the subject to act on an object (Engeström, 1999). The issue of leadership training for the teachers I believe is a national challenge. The fact that leadership training does not include beginner teachers is a contradiction because beginner teachers want to exercise leadership roles, but due to lack of experience on leadership aspects

which should have been acquired through training, they are obstructed to do so. One of the beginner teachers emphasised that *“no training, no experience”* (BT3).

All participants agreed that for the beginner teachers to embark on leadership tasks they need experience. The principal said that teachers lacked leadership experience because when they were trained to become teachers at the institutions, their curriculum did not include any aspect of leadership, except that of management of classrooms. He further stressed *“even myself I cannot remember studying any module or subject about leadership or teacher leadership in school or at the tertiary institutions”* (P). This claim was also supported by other participants and confirmed that only academic subjects were offered. However, the principal revealed that he was trained on leadership after being appointed as a principal. He further indicated that the training which is known as *“instructional leadership”* is only offered to the principal and Heads of Departments. When he was asked by the teachers as to why that training is not offered to all the teachers, he responded that *“training is costly, that is why they are offered only to the principals and the Heads of Departments who are regarded as the formal leaders at school”* (P).

Regarding this contradiction, participants suggested that the curriculum needed to be reviewed and expanded to accommodate subjects on leadership. One of the participants emphasised that *“there is a necessity for leadership skills in all aspects of life, therefore there is a need to develop it into an independent discipline and offer it in schools at an early stage, even from the secondary level”* (ET1). Another participant stressed that when learners were trained at an early stage, they were likely to become better future leaders (BT2). Moreover, one of the beginner teachers suggested that leadership training should also include teachers. She stated that *“I understand the issue of the cost involved, but principals within the circuit or cluster can organise it themselves and train their teachers”* (BT4). Another participant stressed that *“teachers’ training is crucial because today we are heading the informal positions, but tomorrow we are leaders with formal positions”* (BT4). The principal concurred with the above suggestions and he also suggested that he would invite experts from the region to conduct and offer training on leadership to all teachers. All participants were happy with the suggestion.

4.7.4 Cultural background conflicts with leadership development

Culture was flagged as both a primary and secondary contradiction because it occurred between both the object and community as well as the object and rules. According to Peterson and Deal (1998) as cited in Katzenmeyer and Moller (2001), culture is an underground stream of norms, values, beliefs, traditions and rituals that have built up over time as people work together. This contradiction originated from the cultural beliefs and norms. This is a contradiction because the fact that the community (staff) constituted senior teachers who are regarded as elders by the beginner teachers, beginner teachers therefore believed that they could not lead the elders; thus, this belief hampered the development of leadership for the beginner teachers. Moreover, the cultural norms possessed by the beginner teachers prevented them from attaining the objects. One of the beginner teachers explained that taking ownership of culture hindered teacher leadership for the beginner teacher. She elaborated that *“in my culture a young person cannot lead the adult; culturally, young people are voiceless”* (BT2). The Head of Department also supported the above claim and added that *“if a teacher took his/her culture as a possession, then it is a problem because he/she will end up saying this or that is against my culture and it is difficult to turn the person against his/her culture. As a wise man says, Culture speaks the volume of who we are”* (HoD, Q).

Regarding the issue of culture, the participants suggested that the school needed to develop a supportive and collaborative culture whereby every teacher would be accommodated and free to express him/herself regardless of their age, gender, cultural background and leadership position. Similarly, Harris and Muijs (2005) argue that a collaborative culture is supported by the following qualities: respect, trust among colleagues, proper communication channels, school autonomy and teachers' empowerment. However, not much was discussed by the participants on how to resolve the issue of cultural background in conflict with leadership development.

In the next section I present two solutions which were selected for implementation to bring about transformation within the beginner teachers' activity system in the school.

4.8 The role played by Change Laboratory workshops on beginner teachers' leadership development

As indicated earlier, some of the contradictions were beyond the control of the school such as the traditional leadership structure. Participants only made recommendations towards improvement. However, during the third CLW participants opted for a solution that they could implement to overcome the challenge that impeded leadership development for the beginner teachers and this was, providing training on leaderships aspects and establishment of a mentoring committee. These ideas are in line with the views of Harris and Muijs (2005) who assert that “professional development is a continuous learning that is formal or informally pursued and experienced by the teachers often under conditions of challenge” (p. 58). Moreover, McDowell (2000) as cited in Harris and Muijs (2005) emphasises that encouraging teachers to become leaders requires professional development, support and the opportunity to lead. I believe that training contributes to the professional development of the teachers.

The principal reported that they received some copies when they were trained on instructional leadership, therefore during this workshop copies were made for each participant. The principal and the Head of Department took up the responsibility of training all the teachers. During this third CLW, the principal took the participants through the outline of the document. However, the training did not commence on that same day, and we only set up the time-table of the training which was scheduled to take place once a week on Friday after school, for a duration of two months. This was an interesting session for all participants. The beginner teachers felt that the goal of becoming leaders was nearly achieved.

In this same workshop, the participants agreed to establish a mentoring committee at the school. However, the members were not nominated during the workshop, since the principal stated that this committee would include other teachers at the school as well. However, participants were concerned about who would be the mentors and mentees? One of the experienced teachers elaborated that anyone can be a mentor if he or she has the necessary skills required (ET1). This view was admitted by the principal, who made it clear that a mentor can be anyone who is friendly, approachable and willing to help others to develop. This transpired in the views of Portner (2003)

as he expressed that a mentor can be viewed as someone at the same level or higher level, to whom the individual could approach to discuss work related issues. He further stressed that “successful mentors are born, not made” (p. 4). Moreover, Carter (2003) outlines that a successful mentor, “should be available, approachable, friendly, open and actively involved in the development of the beginner teachers” (p. 6). Based on the above traits of a mentor, the group concluded that the mentoring committee should constitute both the experienced and beginner teachers, plus the principal and the management team. In the next section I present to the reader the contribution made by the Change Laboratory workshops.

4.9 Expansive learning process

As indicated in section 5.1 of Chapter Two, Change Laboratory provided the opportunity for expansive learning and transformation of agency to take place. The participants with the researcher came together and worked collaboratively to find doable solutions and made recommendations for some of the contradictions that emerged between and within the elements of the activity system. Through expansive learning, participants developed and implemented new practices and artefacts that led to the transformation of the beginner teachers’ activity system (Virkkunen & Newnham, 2013). Due to the short duration of my study, I only managed to employ the first three stages of expansive learning cycle as discussed below:

Stage 1: Questioning of current working model and disturbances: The research explored, investigated and interrogated how the notion of teacher leadership was understood by the participants. I inquired about the existing teacher leadership roles at the school for the beginner teachers, interrogated the constraining and enabling factors to the development of teacher leadership, where the aim was to find and define the problems and the contradictions behind them. The findings were analysed in the next stage.

Stage 2: Analysis of history and current state: The participants were involved in analysing the prevailing situation at the school to find out the underlying factors of the current situation. This occurred in two sub-stages:

- 1. Historical analysis:** CHAT was used as a lens to find out about the past.

2. Current analysis: The contradictions were resolved during this stage.

Stage 3: Trying to find new solutions: During this stage, the participants were issued with the instructional leadership documents, they developed the time-table for the leadership training and planned for the establishment of the mentoring committee.

Unfortunately, the time would not allow me to monitor and evaluate the training process and the operation of the induction and mentoring committee. However, I made a follow-up with the principal who affirmed that they had commenced with the training and the committee has been established.

During the CLWs the participants demonstrated a sense of shared purpose through collaboration. When participants worked collectively in their respective pairs and as a group, I observed a spirit of good communication which was demonstrated through the sharing of ideas, positive and constructive criticisms, and professional confidence which was revealed through confident and assertive interaction between the participants and most importantly, the transformation of the mindset and understanding on the notion of teacher leadership. The next section is the presentation of the participants' reflection on the CLWs.

4.10 Participants' reflections on the CLW study

I requested the participants to reflect on my study, unfortunately, only one participant responded positively to the request and that was the principal. He wrote a brief reflection as follow:

The study introduced us to the concept of distributed leadership from where teacher leadership was derived. It is through the study I got exposed to the new concept which I was not aware of, such as Cultural Historical Activity Theory, Change Laboratory, Expansive Learning and Activity System just to mention a few. It also taught me how to engage beginner teachers in leadership through induction and mentoring, and delegation. It revealed that every teacher is a leader within the classroom, outside the classroom and beyond the school. It encouraged us on taking actionable solutions when the problems arise. Finally, the study inspired us (principal, HoDs and teachers) to pursue our studies in the field of educational leadership.

Finally, I will now summarise the whole chapter.

4.11 Conclusion

In this chapter, I presented and discussed the data generated using various tools as discussed earlier in Chapter Three of my thesis. The data were analysed by developing categories and themes. I discussed and presented the findings according to the alignment of the research questions. I further discussed second generation of CHAT which served as an analytical lens to surface the contradictions and tensions that emerged within and between the elements of the activity system. I also discussed Change Laboratory as a CHAT based formative intervention method (Engeström, 2001) which provided the opportunity for expansive learning, resolving the contradictions and implementing newly developed practices and artefacts to achieve the object.

In the next chapter, I conclude my study by highlighting the main findings, assess and evaluate the whole research journey. I also point out some of the limitations I faced during the process and make some recommendations for further research in the field of interest.

CHAPTER FIVE

SUMMARY OF FINDINGS AND CONCLUSION

5.1 Introduction

This chapter highlights the summary of the key main findings which emerged from the data generated, presented and discussed in the previous chapter of my thesis. The chapter further outlines the potential value of the study as well as the limitations encountered during the study. It then presents the recommendations for good practice that emerged from the Change Laboratory workshops and recommendations for further research. Moreover, it pinpoints the strengths of the theory which framed the study. I now move on to present the summary of the key findings of my study per each research question.

5.2 Summary of the key findings

The data were analysed in two phases, and during the data analysis, categories and themes were developed. I constructed five main categories as they appeared in Chapter Four of my thesis. The data in the first phase provided the answers to the four main research questions, of which question one dealt with how the notion of teacher leadership was understood by the participants; question two sought to explore leadership roles existing in school for the beginner teachers; question three investigated the enabling factors of teacher leadership; and the fourth question dealt with the constraining factors for the practice of teacher leadership in the school. These categories made up the first phase of the data analysis.

In the second phase of data analysis, the data were analysed using the second generation of CHAT as a lens to surface the contradictions which emerged within and between the elements of the beginner teachers' activity system (see Section 2.6).

The findings were organised in the sequence of the emerged categories and themes as follows. The findings revealed that participants in the study (four beginner teachers, four experienced teachers,

one Head of Department and the principal) understood the notion of teacher leadership as participation from the distributed leadership perspective (Spillane, 2006). According to the findings, teacher leadership was about involving multiple individuals in leadership roles across the school (Southworth, 2005). It also came out that the concept of teacher leadership was viewed through a lens of influence and motivation. Through the practice of teacher leadership, teachers, particularly the one's in formal leadership positions, should encourage other teachers to become leaders (Spillane, 2006). It was stated that a follower could become a leader through positive influence and both intrinsic and extrinsic motivation. Moreover, it was evident from the findings that leadership was defined as empowerment and mentorship. The findings indicated that teacher leadership is about making others powerful by shifting the power to those who are deprived of leadership roles. This finding is in line with Moos et al., (2003) who describes distributed leadership as making others powerful through sharing of leadership roles across the school. They emphasise that teacher leadership is a move from a belief of power in one, to the belief of power in everyone (*ibid.*).

In response to my second research question, the themes were organised under the four zones of Grant's (2006, 2008 & 2010) Teacher Leadership Model of zones, roles and indicators. The findings indicated that beginner teachers led prominently in zone one and zone two and minimally in zone three and zone four. In accordance with the ideas of Katzenmeyer and Moller (2001) teachers lead within and beyond their classroom. These ideas align with my findings and with the findings of the studies conducted in Namibia by Hashikutuva (2011), Nauyoma-Hamupembe (2012), Uiseb (2012) and Hamatwi (2015) on teacher leadership.

Zone one: The findings indicated that teachers led within their classrooms. Thus, this correlates with Grant's (2008) study findings as she alleges that "the take up of teacher leadership is highest in zone one" (p. 56), as teachers spend most of their time on their primary tasks of leading the teaching practice through interactions with their learners within the classroom environment. From a distributed perspective this act is a network of leaders (teachers), followers (learners) and situation (classroom) (Spillane & Diamond, 2007). In relation to my findings, in this zone, teachers led as subject experts, instructors, educators and assessors, reflected on their teaching practices,

enforced discipline, took up administration work and took decisions in matters raised within their classroom. The findings revealed that the roles in this zone were formal roles of the teachers because they were carried out as responsibilities of designated positions (Gunter, 2005). These roles were more academic and managerial, since the teachers had to continue teaching while organising, managing, guiding and controlling their classrooms.

Zone two: Teacher's leadership roles penetrated beyond their classroom borders, and involved taking the lead into both curricular and extra-curricular activities. This was discovered by Grant (2008) in her study. According to Troen and Boles' (1994) point of view, teachers assume leadership roles beyond their traditional position to ensure and facilitate effective functioning of the school. It transpired from my findings that beginner teachers led as learners' role models and motivators, team-builders among learners and colleagues, as supervisors and as learners' mentors and sports coaches. This finding also emerged from the studies of other Namibian researchers, whose studies' findings exposed that teacher leadership that was practiced at their case study schools moved beyond the confinement of the classrooms, to curricular and extra-curricular activities. Similarly, Katzenmeyer and Moller's (2001) views resonate with my findings that contend that teachers leading, does not only end within the classroom, but extends beyond.

Zone three: Teachers lead in the whole school development. As other researchers' studies revealed, a minimal amount of teacher leadership practice goes on in this zone, and this corresponded with my findings. The findings indicated that beginner teachers' leadership in whole school development was reported to be minimal at my case study school. However, the findings showed that beginner teachers led in committee structures as ordinary members. I found out that there were about 16 committees in the school, but none of the committees was chaired by a beginner teacher. Nevertheless, committee structures gave beginner teachers an opportunity to lead in this zone for whole school development. Moreover, beginner teachers also attended staff briefings and meetings, and organised events at school such as award ceremonies and school sport competitions and tournaments. These findings associate with the findings of Hamatwi (2015), who outlines that teachers in his case study school were involved in whole school decision-making processes through attending meetings and briefings.

Zone four: Teachers lead beyond the school into the community. The findings reported little involvement of beginner teachers in leadership practices in this zone. Teacher leadership practices for the beginner teachers revealed that the practices were based on organisation of sports competitions in the cluster, serving as members of the Teachers' Representative Union and attending workshops pertaining to the revised curriculum. These findings link to what Uiseb (2012), Nauyoma-Hamupembe (2012) and Hamatwi (2015) found regarding the practice of teacher leadership in this zone.

The above findings of teacher leadership roles within the four zones of Grants' (2008, 2006 & 2010) Teacher Leadership Model, provided the answer to my second research question.

In response to my third research question about the constraining factors to teacher leadership development in the case study school, the findings revealed that teachers' reluctance to lead constrained leadership practice in the school. The findings indicated that there were teachers who were unwilling to participate in leadership, due to personal reasons. Other teachers refused to take up leadership roles due to negative criticism from their colleagues. In relation to Harris and Muijs (2005), they indicate that some teachers are ostracised by their colleagues who create disharmony and discourage others to take up leadership roles. Moreover, teachers refused to change their mind set of being confined to classroom leadership, therefore refusing to take up leadership roles within the school.

Another barrier to teacher leadership practice was cultural background beliefs that conflict with contemporary leadership thinking. It came out from the findings that some beginner teachers still believed that they could not lead because they were young, since culturally a young person could not be a leader.

The absence of policy and regulations to facilitate and direct the practice of teacher leadership was also a constraining factor. Another factor was lack of training. The findings indicated that teachers were excluded from leadership training offered to the principals and School Management Team on

leadership, thus they lacked the knowledge and skills to assume leadership roles. Another barrier that emerged from the findings was the top-down hierarchical structure which still dominates schools. This finding relates to the views of York-Barr and Duke (2004) who point out that the top-down leadership structure does not encourage teacher leadership because it does not focus on shared or collaborative leadership. Therefore, it makes the principal hold on to power and tend not to distribute leadership among the teachers. This finding is in line with Troen and Boles (1994), who point out that principals normally feel endangered when tasked to shift over and create opportunity for teachers to lead. This feeling is created by fear of being accountable for any task delegated to the teachers. Thus, in most cases, the principals prefer to carry out the leadership tasks themselves, if not with the Management Teams.

Findings also established that time and workloads for the teachers were barriers to teacher leadership development in the school. The findings revealed that teachers had a lot of formal roles to complete, thus they were unable to take up leadership roles beyond the confinement of their classrooms. These findings validated that teachers were unable to accomplish their usual classwork loads and assume leadership roles. The above findings provided responses to my third research question.

In response to the fourth research question on the enabling factors to teacher leadership development in the school, a collaborative culture was suggested to be one of the factors that could develop teacher leadership in the case study school. This finding relates to Muijs and Harris (2003) who highlight that it is crucial that teacher leaders work collaboratively for positive contributions to the learning of the learners and development of the school.

Another emerging factor from the findings was the provision of training on leadership. The findings indicated that teachers needed training for them to be able to assume leadership roles. This finding concurs with Katzenmeyer and Moller (2001) who confirms that the development of the teachers needs to focus not only on teaching skills and knowledge, but also on the leadership aspects. Therefore, the findings suggested that leadership education should be incorporated in teachers' training curriculum programmes.

Another factor that emerged from the findings was induction and mentoring. The findings revealed that the school should establish ongoing induction and mentoring programmes to nurture and give leadership assistance to the beginner teachers.

The findings also revealed that teacher leadership could be enhanced through delegation. This finding also appears in Hamatwi's (2015) study findings. It was reported that the principals should engage teachers equally in leadership through delegation, irrespective of their experience. Regarding this finding, Harris and Muijs (2005) affirm that "encouraging teachers to be leaders requires professional development and provision of opportunities to lead" (p. 63).

In addition, the findings discovered that teachers needed remuneration for their leadership efforts and extra work. This finding correlates with the view of Muijs and Harris (2003) who claim that lack of reward for teachers who take up leadership roles discourages them, thus suggesting that there should be "incentive, support mechanisms and rewards for teachers who choose to lead" (p. 85). The above findings answered my fourth research question.

In response to my fifth research question which was, what role the Change Laboratory workshops played in contributing to the development of teacher leadership in the school, the findings revealed that during the third CLW, recommendations were made for further implementation of solutions to some of the contradictions that emerged, such as: the absence of policy and regulations on teacher leadership. It was suggested that it was high time that the policymakers start drafting policy on teacher leadership to regulate teacher leadership practices in schools. Another contradiction was the existence of top-down hierarchical structures in the school as an impediment to the manifestation of teacher leadership in the school. It was suggested that the traditional leadership structures need to be reviewed and reformed to develop a structure that encouraged distributed leadership among all the stakeholders in the school, despite position. Moreover, through the CLWs the instructional leadership training which was usually only meant for the principals and the SMTs was offered to the teachers at the case study school. In addition, through the CLWs, the induction

and mentoring committee was introduced at the school which aims to aid the teachers, specifically beginner teachers, and enhance the development of teacher leadership in the school.

My attention now turns to deliberate on the potential value of my study.

5.3 Potential value of the study

Cohen et al. (2011) highlight that it is essential for a researcher to “choose a significant topic that will actually make an important contribution to people and to the practice” (p.107). As I encountered literature on various theses of Namibian scholars, I did not encounter any study with a similar topic to mine. Many of the studies conducted on teacher leadership in Namibia were based on the activity system of the teachers, irrespective of their experience, while my study focused on the beginner teachers’ activity system. Due to the above finding, it made my study unique. Hence, it adds to the existing body of knowledge on teacher leadership in the field of educational leadership nationally and internationally. Moreover, this study is an eye-opener and a wake-up call to the principals and teacher leaders in formal leadership positions to begin incorporating beginner teachers equally in leadership practice. Hence the findings of this study may help to improve the existing practice of teacher leadership development in schools. It also informs the policymakers to start drafting leadership policies that take into consideration the active involvement of the beginner teachers in school leadership. I further argue that my study contributes to the national and international literature and bears as a reference to the upcoming scholars in the field of educational leadership.

It is also worth mentioning that despite many studies conducted on teacher leadership in Namibia, all of them were interpretive studies. Thus, my study was of value since it went beyond interpretivism into a formative intervention which brought some transformation in the agency of beginner teachers’ leadership. Transformation occurred during the third Change Laboratory workshop when new tools were developed collectively and implemented to enhance leadership for the beginner teachers in the school. Subsequently, the study also transformed the mindset of the participants and improved the understanding, as well as the practice, of teacher leadership in the case study school. My attention now turns the recommendations for good practice.

5.4 Recommendations for good practice

The following recommendations are put forward to necessitate the full manifestation of teacher leadership practice in all schools:

- School principals together with their management teams should accord teachers frequent opportunities to explore and practice leadership roles.
- There is a need for regulatory induction and mentoring programmes in schools for all teachers.
- Teachers, Heads of Departments and principals need to be mobilised to enrol in further studies towards post-graduate degrees in the field of educational leadership.
- As a further recommendation, training on leadership aspects should be incorporated in the teachers' training institutions' curriculum programmes. The institutionalisation of leadership courses would probably assist teachers to enter into the teaching profession well equipped with leadership skills and knowledge.

I now move on to present the recommendations for future research.

5.5 Recommendations for future research

As indicated by the national and international studies, teacher leadership is a newly emerging concept in the field of educational leadership, therefore, it is still under-researched in Namibia. Due to the above reason, much research is still needed to be conducted to broaden the body of knowledge on all aspects of educational leadership. I focused on the exploration of beginner teachers' leadership development opportunities in a rural combined school. This involved the investigation on how the notion of teacher leadership was understood, the leadership roles existing in the school for the beginner teachers and how teacher leadership could be developed and constrained in the school. However, I strongly believe that there are many other aspects on teacher leadership that my study could have looked at. Hence, I recommend that future researchers on teacher leadership conduct their studies on the following aspects:

- Due to the scope of my study, I focused on a single activity system of the beginner teachers framed by the second generation of CHAT. Thus, I recommend that future

researchers who conduct their studies on the same aspect, involve more than a single activity system. The activity system could possibly include the School Management Team and the School Board members, and expand into the third generation of CHAT. I believe encompassing other activity systems would validate my findings.

- I would also recommend that future researchers conduct a comparative study on the enactment and manifestation of teacher leadership in rural schools and urban schools in Namibia. The findings on this study will help to identify the areas where the emergence of teacher leadership was fully manifested and where minimally, and encourage appropriate actions towards the challenges.
- A study should also look at the aspect of gender leadership in schools, to find out the dominating gender in the enactment of leadership in schools and investigate the possible reasons for injustice.
- Moreover, I would also recommend a future study on the effectiveness of induction and mentoring programme on teacher leadership in the school.
- My study could not look at the benefits of teacher leadership practice in schools, therefore, I would recommend that up-coming researchers turn their attention on this aspect of leadership. In the next section, I deliberate on the limitations of the study.

5.6 Limitations of the study

The study focused on a single school and single activity system of the beginner teachers. Therefore, the findings cannot be generalised since a single site (school) cannot represent other schools in the region or country. I applied a kind of generalisability which Stake and Trumbull (1982) describe as “naturalistic generalisation” (p. 1). Although the findings cannot be generalised, they might be used to fit in a similar situation. Hence, my findings are transferable. According to Firestone (1993), transferability is the degree to which the results of the study can be applied or transferred beyond the bounds of the project into their own context. To ensure the transferability of my research findings, I tried to provide adequate and thick descriptive data of the phenomenon under study, to allow the readers to have a better understanding of it and enable them to compare

the elements of the research with their own experience or with a similar situation (Stake & Trumbull, 1982). Another limitation of the study is that it was restricted to a few participants. I am aware that a sample of ten participants cannot fully represent the whole population of teachers in the school due to individual differences in understanding, experiences and perceptions. However, I used various qualitative data generating techniques to triangulate the findings.

In the next section, I discuss CHAT as the methodological and analytical tool used in my study.

5.7 CHAT as the analytical lens of my study

As discussed earlier in Chapter Two of my thesis, CHAT “is defined as a cross disciplinary framework for studying how humans purposefully transform natural and social reality, including themselves, as an ongoing culturally and historically situated, materially and socially mediated process (Roth & Lee, 2007). The second generation of CHAT was an appropriate analytical lens to surface the contradictions and tensions that emerged within and between the elements of the beginner teachers’ activity system in the school. It also helped me mirror the contradictions in the Change Laboratory workshops which were resolved through the expansive learning process and brought about transformation in the mindsets of the participants and helped to develop new tools and practices.

Second generation CHAT provided the methodological tool of my study which I used to understand learning and development by analysing engagement between and among different elements in the system. CHAT is also used as an intervention during the Change Laboratory workshops to expand the understanding and practice of the teacher leadership phenomenon in the school and to generate model solutions with the potential to stimulate qualitative improvements or transformations within the activity system of the beginner teachers.

5.8 Conclusion

It emerged from the findings that the notion of teacher leadership was understood differently by different participants. This study also discovered that teacher leadership is practised in four zones

as per Grant's (2006, 2008, 2010) Teacher Leadership Model. However, minimal participation of beginner teachers was noted in zone three and zone four. Therefore, the study unpacked the constraining factors to the practice of teacher leadership and thereafter uncovered the possible factors that could enhance the practice of teacher leadership in all zones at the case study school. To awake the 'sleeping giant' of teacher leadership in Namibian schools, recommendations were made for good leadership practice and for future research in the field of educational leadership.

Additionally, embarking on this study was a learning process, it groomed me academically. I gained a broader understanding of distributed leadership theory which framed my study. I was also introduced to the new concept of teacher leadership which was the focus of my study. Moreover, through feedback after feedback during the writing of this thesis, I improved my writing style and grammar. Since writing required a lot of reading that involved conducting literature reviews, this turned reading into a hobby. Finally, I am inspired to study further towards my PHD in the same area.

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Paper presented at the annual meeting of American Educational Research Association.

APPENDICES

Appendix A: Letter to the Director of Education in Ohangwena Region

Education Department

Tel: +27 (0) 46 603 8383

Fax: +27 (0) 46 622 8028

P.O. Box 94, Grahamstown, 6140

June 2017

The Director of Education

Ondobe circuit

Ohangwena Region

Private Bag

Ondobe

Dear sir

Re: Application for permission to conduct research in a Combined school

I am Klaudia Ndakolonkoshi, a registered Master's student in the field of Education Leadership and Management at Rhodes University, Grahamstown South Africa. My student number is: 17N4913. I have reached the point where I have to conduct research and my topic is: 'An exploration of teacher leadership development opportunities' at a selected school in Ohangwena Region. Therefore, this letter serves to seek permission to conduct research at Scott Combined School (Pseudonym). The study is scheduled to commence as from the first week of June 2017 up to the last week of July 2017.

During my research period at school, I will need access to documents that shed light on my topic. I will also conduct interviews, administer questionnaires, do some observations as well as run x change laboratory workshops in the school.

Therefore, I will need the assistance of the teachers and the entire school community in doing my research to develop a quality thesis. Moreover, this study will contribute to the body of knowledge in the field of Education leadership and Management as well as to the theory of teacher leadership in Namibia which is still an under- researched area of study, particularly in the Ohangwena Region.

My supervisor is Professor Hennie van Der Mescht who can be contacted on 27834457833 or at the email: h.vandermescht@ru.ac.za at the Faculty of Education, Room 32 Rhodes University, South Africa. My contact number is 081356728. You may contact my supervisor or myself should you have any queries or questions you would like answered.



Thank you for granting me your permission in this regard.

Yours Sincerely

Klaudia Ndakolonkoshi

Appendix B: Letter seeking permission from the principal of the case study school

Enq: Klaudia Ndakolonkoshi
Cell: 0813567228

Hills View. St
Grahamstown

Email; kndakolonkoshi@gmail.com

South Africa
30 May 2017

To: The Principal
Scott Combined School (pseudonym)
Ohangwena Region
Ondobe Circuit

Dear Mr. Kaudinge

Re: Application for permission to conduct research at Scott Combined school (pseudonym)

I am Klaudia Ndakolonkoshi, a registered Master student at Rhodes University, Grahamstown South Africa, in the field of Education Leadership and Management. My student number is: 17N4913. I have reached the point where I must conduct my research and my topic is: Exploration of teacher leadership development opportunities at a selected school in Ohangwena Region. Therefore, this letter serves to seek for a permission to conduct research at that school. The study is scheduled to commence as from the first week of June 2017 up to the last week of July 2017. During my research period at school, I will need document that shed light on my topic, I will also conduct an interview with some teachers. There will be some questionnaires to be administered during the research and unstructured observation will be done.

Therefore, I will need the assistance from the teachers and the entire school community at large in this project to develop a quality thesis. Moreover, this study will contribute to the body of knowledge in the field of Education leadership and Management as well as to the theory of teacher

leadership in Namibia which is still understudy, particularly in Ohangwena Region. I undertake to uphold the ethical requirements as expected of the research study as required by the University.

It is against the above background that I am requesting a written permission from your office for me to conduct the research at the above-mentioned school.

My supervisor is Professor Hennie van Der Mescht who can be contacted on 27834457833 or at the email: h.vandermescht@ru.ac.za at the Faculty of Education, Room 32 Rhodes University, South Africa. You may contact my supervisor or myself should you have any queries or questions you would like answered.



Yours Sincerely

Klaudia Ndakolonkoshi

Appendix C: Consent letter to the participants

PO Box 9009
Oshivelo
05 June 2017

Dear participant

I, Klaudia Ndakolonkoshi, am currently a Master's student in Education Leadership and Management at Rhodes University in South Africa. I am conducting research on 'Teacher leadership development opportunities' in a selected rural school in Ohangwena region, Namibia. The study is scheduled to commence as from the first week of June 2017 to the last week of July 2017.

I have chosen your school as my research site and I would appreciate it if you would participate in my study. I believe that you will be able to provide me with valuable inputs in extending the boundaries of my knowledge on this topic. As a participant, you have a right to withdraw from the study at any time. Moreover, your identity will be protected, you will remain anonymous in the write-up of the study and any information you provide will be treated as confidential. The device that will be used for recording purposes will be kept at a safe place and out of reach.

Please note that this research is not an evaluation of performance or competence as an educator. Therefore, I assure you that the information that I am collecting will only be used for my study and it will appear in the thesis that will be published at the end of the study. In the interests of the participants, feedback will be given during and at the end of the study.

My supervisor is Professor Hennie van Der Mescht who can be contacted on 27834457833 or at the email: h.vandermescht@ru.ac.za at the Faculty of Education, Room 32 Rhodes University, South Africa. My contact number is 081356728 or kndakolonkoshi@gmail.com. You may contact my supervisor or myself should you have any queries or questions you would like answered.

Yours faithfully

Klaudia Ndakolonkoshi



Appendix D: Declaration

Understanding the content of the letter above, I freely and voluntarily agree to take part in the research process and acknowledge that I have not been forced to do so. Therefore, I shall not receive any payment for my participation in this research; however, I am contributing to the body of knowledge which will be made available upon the completion of the research. I also understand that I am at liberty to withdraw from the study any time, should I desire to do so.

I (full name of the participants) hereby confirm that I understand the content of this letter and the nature of the research. I consent to participating in the research.

.....

.....

Signature of participant

Date

Appendix E: Exploration of teacher leadership development opportunities

HoD and Experienced Teachers' Questionnaires

Instructions for responding to the Questionnaires

- Use blue or black pen only.
- Respond to the closed ended questions by putting a cross (X) next to the answer which reflects your opinions and experiences.
- For the sake of confidentiality, you are not required to provide your name on the Questionnaires.

The information you are providing will only be used for the academic purposes, therefore it will be treated with utmost confidentiality.

A. BIOGRAPHICAL INFORMATION

1. Gender

Male	
Female	

2. Age

21-30 years		31- 40 years		41-50 years		51- 60 years	
-------------	--	--------------	--	-------------	--	--------------	--

3. Highest qualification

Grade 12	
BETD	
BED	
Honours' Degree	
Master's Degree	

PHD	
-----	--

4. Nature of employment

Relieving		Temporary		Permanent	
-----------	--	-----------	--	-----------	--

5. Years of teaching experience

0-5		6-10		11-15		16-20		20+	
-----	--	------	--	-------	--	-------	--	-----	--

6. Post held

Principal	
Head of Departments	
Teacher	

B. OPEN- ENDED QUESTIONS

Write your answers on the spaces provided.

1. What is your understanding of the concept of “Teacher leadership”? Please explain.

.....

.....

.....

2. What are the different leadership roles you play at school?

.....

3. Give the distinction between formal and informal leadership roles at school?

.....

.....

4. How do you contribute to the involvement of beginner teachers in school leadership?

.....

5. Is there any constraint towards developing leadership for the beginner teachers in the school? Elaborate.

.....

In which way do you think the roles of beginner teachers can be enhanced in school?

.....

.....

Thank you for your time and efforts!!

Appendix F: Exploration of teacher leadership development opportunities

Interview questions for the school principal

The information you are providing will only be used for academic purposes, therefore it will be treated with utmost confidentiality.

A. BIOGRAPHICAL INFORMATION

1. What is the highest qualification do you hold?
2. How long have you been in the teaching profession?
3. For how long have you served as a principal?

B. Open-ended questions

1. How do you understand the concept of teacher leadership?
2. In your experience, are there any policies on teacher leadership that exist at your school?
3. What are the teacher leadership development opportunities that are currently existing at school for the beginner teachers?
4. Is there any structure existing at school that facilitates beginner teachers' engagement/participation in teacher leadership? How does it help the beginner teachers in taking up the leadership roles at school?
5. As a school principal, what roles do you play to develop teacher leadership among the beginner teachers?
6. What do you consider to be the constraining factors the practice of teacher leadership in school? Please elaborate

Thank you for your time and efforts!

Appendix G: Interview questions for the beginner teachers

A. BIOGRAPHICAL INFORMATION

The information you are providing will only be used for the academic purpose, therefore it will be treated with utmost confidentiality.

1. What is the highest qualification do you hold?
2. How long have you been in the teaching profession?
3. What is the nature of your employment?

B. Open-ended questions

4. What understanding do you have on the concept of teacher leadership?
5. What leadership roles do you play in your classroom, within and beyond the school?
6. To what extent are you involved in school leadership?
7. What roles does the principal play in engaging teachers in school leadership?
8. Are there any challenges that you experience in exercising leadership roles? Please explain.
9. In your opinion, in which ways do you think those teacher leadership can be enhanced in the school? Give your suggestions

Thank you for your time and efforts!

Appendix H: Observation sheet

The observation schedules for the two beginner teachers on their leadership roles at school within the four zones as directed by the Teacher Leadership Model initiated by Grant (2006, 2008, 2010).

Date: Week no. Day:

Zones	Leadership roles
<p>Zone one: Leadership roles in the classroom</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Zone two: Leadership roles outside the classroom in the curricular and extra-curricular activities</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Zone three: Leadership in the whole school development</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Zone four: Leadership beyond the school into the community.</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Appendix I: Document analysis sheet

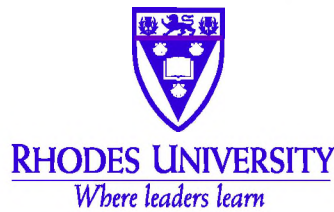
I am going to analysis the involvement of beginner teachers in school leadership using the documents started below.

Documents	Comments/findings
Minutes of the staff briefing meetings	
Minutes of the parents' meetings	
Morning devotion schedule	
Study supervision time table	
School Year Plan	
Manual of the teachers' job descriptions	
Manual of the established committees	

Summary of the findings

.....
.....

Appendix J: Letter for seeking authorisation from my supervisor



EDUCATION DEPARTMENT
Tel: +27 (0) 46 603 8383
Fax: +27 (0) 46 622 8028
PO Box 94, Grahamstown, 6140

23 May 2017

TO WHOM IT MAY CONCERN

This is to certify that Klaudia Ndakolonkoshi (student number 17N4913) is a registered Master's student at Rhodes University, currently pursuing research in fulfilment of the requirements for the degree *Master of Education, Educational Leadership and Management*. Ms Ndakolonkoshi has made excellent progress in the course so far, and has successfully submitted a research proposal to the Higher Degrees Committee. She has now reached the stage where data collection is necessary, which implies spending a period of about two months at the school of her choice. The purpose of this letter is to obtain your permission to allow the student to conduct research in your region, circuit or school, and to assist the student as much as possible to gain entry to institutions and access to people and documents.

Ms Ndakolonkoshi's research involves teacher leadership at a school, and to conduct the study the student needs to conduct interviews, do observation, administer questionnaires, and study relevant documents. The university has a strict ethical code which applies to research in education. The code includes guarantees of confidentiality, anonymity, and respect for the context of the study. As such, the student may not in any way interfere with the smooth running of the school, and needs to take into account the culture and norms of the institution. The student will obtain permission from all participants in writing, and where learners are involved, permission will be sought from their parents.

Research is a difficult and challenging enterprise, and we would therefore really appreciate anything you can do to make the student's data gathering as smooth and effective as possible. Your cooperation is highly appreciated. The student's research is likely to constitute a valuable contribution to the small body of literature on this important phenomenon in education, and thus serve a broader purpose of uplifting educational standards in Namibia.

Should you have any further queries please do not hesitate to of the supervisors listed below.

Regards

A handwritten signature in black ink, appearing to read 'Hennie van der Mescht', with a long horizontal flourish underneath.

(Prof) Hennie van der Mescht (h.vandermescht@ru.ac.za)

(Supervisor)

Prof Callie Grant (c.grant@ru.ac.za)

(Supervisor)

Ms Farhana Kajee (f.kajee@ru.ac.za)

(Supervisor)