

The preparation of teachers to serve as teacher leaders in primary schools in Gauteng

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DECLARATION OF AUTHENTICITY

DECLARATION

I, the undersigned, hereby declare that the work contained in this dissertation is my own original work. I have not previously submitted this dissertation at any university for a degree, either in its entirety or in part.

A handwritten signature in black ink, appearing to be 'GMR' with a stylized flourish.

Signature

Date: 25 November 2022

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Abstract

Teachers are expected to execute leadership duties and responsibilities in schools. These leadership duties and responsibilities are not properly explained in the manuals that govern the way teachers should teach and exercise leadership. For example, there are seven functions of a teacher in the Norms and Standards for Teachers, but only one of these functions indicates that a teacher has some leadership roles to accomplish. The functions of an teacher as a leader are not clearly explained. Hence, teachers must construe meaning of how to execute leadership duties on their own and carry on in accordance with their own, individual, interpretation thereof. This has led to multiple discrepancies in how teacher leadership is interpreted and executed in the South African context. These differences vary from school to school, and from teacher to teacher. An in-depth literature review was conducted to establish how teachers are instructed to enact leadership duties in the schools. This review reveals that there is not much being done by the Department of Education to prepare teachers to implement leadership roles in schools, both in- and outside of the classroom, in the inter-schools' community and in the community at large. This study is guided by a principal question: How prepared are schoolteachers to serve as teacher-leaders in Gauteng primary schools?

The interpretivist paradigm was used to probe teachers in their social environment. This research made use of a qualitative approach and a phenomenological research design was adopted. The population was made up of primary school teachers in the Johannesburg North District of the Gauteng province. A sample size of twelve teachers was identified from this population. Convenience and purposive sampling were adopted to identify the sites of the study, thus four primary schools that are close to each other were selected. Schools were purposively selected to make sure that schools from different quintiles were included. Purposive sampling was adopted to identify the participants. Trustworthiness was guaranteed in the gathering and interpretation of the collected data. The gathered data was transcribed and analysed using content analysis. It was then organized into themes and sub themes.

The major findings of the study comprise the following:

Research findings relating to the nature of teacher-leadership in the South African context.

The findings show that teacher leadership is not an easy concept to understand and implement in the South African context. It is understood differently and enacted differently depending on the factors affecting each school and different individual teachers. Teacher leadership is understood differently by teachers in the same school and also conceived differently from school to school. There is no common understanding of what constitutes teacher leadership. Terms such as informal- and formal leadership roles are not familiar to

some of the teachers in the selected schools. The participating teachers identified the following principles as essential to the concept of teacher leadership: positive influencing of people at schools, which include inspiring learners and influencing other teachers and other school staff; and influencing the community at large with a view to bring about positive change.

Research findings relating to how teachers perceive the concept of teacher leadership

Literature review reveals that some, if not most, teachers have scant understanding of the notion of teacher leadership and what it entails. The research shows that most teachers perceive teacher leadership as confined to the classroom only or that teacher leadership has to do with the learners whom they teach only. Some participants also indicated that the concept of teacher leadership refers to teachers as classroom leaders only.

Research findings relating to views of teachers regarding their preparation to serve as teacher leaders.

All the participants expressed the view that they did not receive any training to serve as leaders. The schools' departmental heads who were interviewed in this study stated specifically that they were not trained to serve as leaders outside the classroom during their teacher training courses. They explained that they reached out for mentorship and were mentored to serve as leaders by persons they regarded as suitably experienced to do so.

Research findings relating to how teachers can be prepared to serve as teacher leaders

Participants suggested that teacher training institutions should include modules on teacher leadership training. This includes more practical sessions on teacher leadership that will prepare teachers to be leaders in their classrooms, schools in general and in their communities at large. Teachers have to be introduced to teacher leadership training courses during pre-service and be exposed to ongoing in-service leadership training courses and workshops.

Recommendation flowing from the study

This study has distilled recommendations to different stakeholders whose contribution is significant in the enactment of teacher leadership in schools. These various stakeholders include, teachers, schools, and the Department of Education.

Key words

Teacher leadership, preparation, training, distributed leadership, formal and informal leadership.

Opsomming

Daar word van onderwysers verwag om leierskapspligte en -verantwoordelikhede in skole uit te voer. Die leierskapspligte en -verantwoordelikhede word nie uitvoerig verduidelik in die handleidings wat die wyse reguleer waarvolgens onderwysers moet onderrig en leierskap moet uitoefen nie. Daar is byvoorbeeld sewe funksies van 'n onderwyser in die Norme en Standaarde vir Opvoeders, maar slegs een spesifiseer dat 'n onderwyser sekere leierskaprolle het om te vervul. Die funksies van 'n opvoeder as 'n leier word nie voldoende verduidelik nie. Gevolglik moet onderwysers die betekenis van leierskapspligte volgens hul individuele begrip, interpreteer. Dit lei tot vele verskille in die wyse waarop onderwyserleierskap in die Suid-Afrikaanse konteks geïnterpreteer en uitgevoer word. Dit verskil van skool tot skool en van onderwyser tot onderwyser. 'n In-diepte literatuuroorsig is uitgevoer om vas te stel hoe onderwysers bereid is om leierskapspligte in die skole op te voer. Die literatuur toon dat daar nie veel deur die Departement van Onderwys gedoen word om onderwysers voor te berei vir leierskapsrolle in die klaskamer en in die skool buite die klaskamer nie. Dieselfde geld vir leierskapsrolle in die interskole-gemeenskap en in die breër gemeenskap. Hierdie studie is gelei deur die volgende hoofvraag: "Hoe voorbereid is onderwysers om as onderwyser-leiers in Gauteng laerskole te dien?"

'n Interpretivistiese paradigma is gebruik om onderwysers in hul sosiale omgewing te na te vors. In hierdie navorsing is 'n kwalitatiewe benadering gevolg en 'n fenomenologiese navorsingsontwerp is gebruik. Die populasie het bestaan uit laerskoolonderwysers in die Johannesburg-Noord distrik van die Gauteng provinsie. 'n Steekproefgrootte van twaalf onderwysers is uit hierdie populasie geneem. Gerieflikheid- en doelgerigte steekproefneming is gebruik om die skole te identifiseer en hiervolgens is vier laerskole, wat naby aan mekaar geleë is, gekies. Skole is doelbewus gekies om seker te maak dat skole van verskillende kwintale ingesluit is. Doelgerigte steekproefneming is gebruik om die studie-deelnemers te identifiseer. Betroubaarheid is gewaarborg in die insameling en interpretasie van die data. Die ingesamelde data is getranskriebeer en geanaliseer met behulp van inhoudsanalise. Dit is toe in temas en sub-temas georganiseer.

Die belangrikste bevindinge van die studie bestaan uit die volgende:

Navorsingsbevindings met betrekking tot die aard van onderwyserleierskap in die Suid-Afrikaanse konteks.

Die bevindinge toon dat onderwyserleierskap nie maklik is om te verstaan en te implementeer in die Suid-Afrikaanse konteks nie. Dit word verskillend verstaan en verskillend uitgevoer na gelang van die faktore wat die skool en verskillende individuele onderwysers beïnvloed. Onderwyserleierskap word verskillend deur opvoeders in dieselfde

skool verstaan en ook verskillend van skool tot skool bedink. Daar is geen wedersydse begrip van wat onderwyserleierskap is nie. Terme soos informele- en formele leierskapsrolle is nie bekend aan sommige van die onderwysers nie. Die deelnemende onderwysers het die volgende beginsels as essensieel geïdentifiseer tot die konsep van onderwyserleierskap: die positiewe beïnvloeding van mense op skool persele, wat die beïnvloeding van leerders sowel as onderwysers en skool personeellede insluit, sowel as die beïnvloeding van die groter gemeenskap ten einde positiewe verandering te weeg te bring.

Navorsingsbevindinge wat verband hou met hoe onderwysers die konsep van onderwyserleierskap verstaan

Die literatuuroorsig toon dat sommige, indien nie die meeste nie, onderwysers 'n oppervlakkige begrip het van die onderwyserleierskap konsep. Die navorsing toon dat die meeste opvoeders onderwyserleierskap as beperkend tot die klaskamer ervaar of dat onderwyserleierskap slegs te doen het met die leerders wat hulle onderrig. Sommige deelnemers het ook aangedui dat die konsep van onderwyserleierskap na onderwysers as klaskamerleiers verwys.

Navorsingsbevindinge met betrekking tot sienings van onderwysers oor hul voorbereiding om as onderwyserleiers te dien.

Die deelnemers het almal hul mening uitgespreek dat hulle geen opleiding ontvang het om as leiers te dien nie. Die departementshoofde met wie onderhoude gevoer is in hierdie studie, het beweer dat hulle nie opgelei is om as leiers buite die klaskamer te dien tydens hul onderwysersopleidingskursusse nie. Hulle het verduidelik dat hulle uitgereik het vir mentorskap en gementor is om as leiers te dien, deur persone wat hulle as ervare beskou het.

Navorsingsbevindinge met betrekking tot hoe onderwysers voorberei kan word om as onderwyserleiers te dien

Deelnemers het voorgestel dat onderwysopleidingsinstellings modules oor onderwyserleierskap opleiding moet insluit. Studente-onderwysers behoort meer praktiese sessies oor onderwyserleierskap te hê. Dit sal opvoeders voorberei om leiers in hul klaskamers, skole in die algemeen en in hul gemeenskappe in die algemeen te wees. Onderwysers moet tydens voordiens aan onderwyserleierskap opleidingskursusse bekendgestel word en blootgestel word aan deurlopende indiens leierskapopleidingskursusse en werksinkels.

Aanbeveling vir die studie

Hierdie studie maak aanbevelings aan verskillende belanghebbendes wie se bydrae betekenisvol is in die inwerkingstelling van onderwyserleierskap in skole. Hierdie verskeie belanghebbendes sluit in onderwysers, skole en die Departement van Onderwys.

Sleutelwoorde

Leierskap, onderwyserleierskap, voorbereiding, opleiding, verspreide leierskap, formele en informele leierskap.

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1.1 Introduction

A profession, and in particular education, must have leaders. Hence an intention of professional education is to develop a capacity for leadership. Despite some studies having been carried out on teacher leadership and its practice, the notion has remained novel in many African societies, including South Africa (Grant, 2006:511; Rajagopaul, 2007:10). It can be argued that every schoolteacher has some leadership role to play. Bush (2007:1) is of the opinion that if schools are to offer significant quality of education, they need outstanding leaders and managers. Despite all this, Helterbran (2010:363) is of the opinion that, regardless of all efforts with regards to the leadership of teachers, teachers themselves have, generally speaking, not abided the call to leadership. The reasons for teachers' apparent reluctance to take up leadership roles poses fruitful ground for future research.

Crowther *et al.*, (2002: xvii) argue that the notion of teachers leading in South African schools, is faced with many challenges and this study seeks to bring into light some of these challenges, through an inquiry into the preparation of teachers to serve as teacher leaders in selected Gauteng primary schools. The study adopts an interpretivist paradigm and make use of a qualitative method using a descriptive phenomenological strategy of inquiry. According to Nieuwenhuis (2016:77), phenomenology focuses on the lived experiences of participants. Thus, this study explores teachers' experiences in selected primary schools in Gauteng. The intension is to build upon what other researchers have established on this topic of teacher leadership.

1.2 Background to the problem

Wenner and Campbell, (2016:134) argue that the notion of teacher leadership drew much attention as a fundamental facet of the leadership in schools. Helterbran (2010:363) asserts that despite the effort having been put into this issue, teachers have not paid sufficient attention thereto. This probably suggests that teachers may not be prepared to serve as leaders in their practice. This can, at least in part, be attributed to a lack of clear understanding of what teacher leadership entails (Neumerski, 2012:320).

Neumerski (2012:320) further argues that teacher leadership is a blanket term referring to a complex concept of work. In addition, the teacher leadership concept is muddled by a plethora of different titles used by teachers at their respective schools. Titles include head teacher, departmental chair, coach, and head coach to mention a few. This differentiation in title, in all probability, makes teacher leadership unclear to many (Neumerski, 2012:320). Because the training of teachers concentrates on the role of the teacher as per the title conferred on them rather than their inherent leadership roles, teachers are likely to be inadequately trained to

function as teacher leaders (Wenner & Campbell, 2016:14). In pursuit of this argument, this research seeks to interrogate the degree to which teachers in Gauteng primary schools are equipped to serve as teacher leaders. The research intends to gain insights on the preparedness and preparation of teachers to serve as teacher leaders in primary schools in Gauteng.

1.3 Problem statement

The handbook with rules and policies for teachers compiled by the Education Labour Relations Council (2003:C-66) and the Personnel Administrative Measures (PAM) document (2016: Annexure A.2) give guidance in so far as the job description of a teacher (post level 1) is concerned. In addition, the roles and duties of teachers are personal and vary according to the demands of different schools. (PAM, 2016:27). The PAM document does not give much detail with regards to the way a school principal should lead and, furthermore, does not give detail concerning the role of leadership for some of the posts outlined in it. For example, there is no specific teacher leadership role outlined for a deputy principal. PAM, (2016:42) states that, a school principal is in charge of all that happens in the school. However, there is not enough detail to explain how the school principal should lead and run the school.

The Senior Teacher and the Master Teacher posts (PAM, 2016:30-35) states that the holders of these posts should execute their leadership roles in their area of specialisation if there is a need to do so. There is no provision that shows that it is mandatory for the Senior and Master teachers to take up leadership roles, apart from the instruction that these teachers should act as mentors and instructors to junior teachers. Whilst this is an explicit directive, Master Teacher and Senior Teacher posts are not found in most of the schools in South Africa, if any. Post level 1 teachers have to interpret their leadership roles according to their own context and in relation to the culture of their schools. These interpretations by different teachers are likely to bring much uncertainty on how a teacher should serve as a teacher leader. There are seven functions of a teacher in the Norms and Standards for Teachers (2000:13-14), but only one stipulates that a teacher has some leadership roles to execute. Once again, in this document the functions of an teacher as a leader are not clearly defined. As a result, teachers are left to their devices to come up with interpretations of what the leadership of teachers entail. This is another challenge experienced by teachers who practises leadership. Hart (1994:495) argues that, despite the careful planning or how contemplatively combined with a good instructional system, the new plan of work for teacher leadership is designed in the interior of each learning institution and with regards to distinct functions upheld in that particular school. This advocates that the function of teacher leadership is almost entirely dependent on each school's distinctive environment.

In some instances, teachers willing to take initiative lacks the necessary knowledge to effectively execute teacher leadership and schools increasingly expect teachers to take personal initiative in leadership roles. This expectation creates significant risks to these proactive teachers, as wrong decisions could lead to adverse outcomes for the teacher concerned in both schools and the community at large (Glaser *et al.*, 2016:1357). As a result, teachers find themselves not executing their teacher leader roles and this creates an obviously undesirable outcome.

PAM: 2016, Annexure A 2:3.1.4, is the only clause that refers to teacher leadership when contemplating the role of teachers. This clause merely states the following: “To take on a leadership role in respect of the subject, learning area or phase, if required.” This clause is patently lacking particularity. Sinha and Subramanian (2012:75) argue that teachers are not aware of the leadership expectations pertaining to their particular positions and are thus unsure of their specific duties in this regard. The general job description of teachers does not place an emphasis on their teacher leadership role. The aspect of leadership stands to be deduced from the general job description of teachers. The result is that teachers in leadership roles often have to deal with problematic situations without clear guidance (Cook *et al.*, 2017:13-28). This conundrum often results in teachers ignoring their roles as leaders in order to prevent probable adverse consequences. To this extent, this study looks at how teachers are prepared to serve as teacher leaders in their respective schools.

An all-encompassing, participative, and advice-giving, leadership style is suitable for a self-governing South Africa (Bush, 2007:1). In other words, all teachers should be capable of becoming leaders and therefore have to cooperate with regards to teacher leadership perception. Muijs and Harris (2007:129) are of the notion that, for fruitful teacher leadership, it is necessary to have a vital cultural modification in the concept and standards of schools. This requires all staff to be able to comprehend the notion of teacher leadership and to be involved in leadership activities. “Teacher leadership needs to be deeply embedded in the culture of the school as its success is directly related to school culture” (Grant, 2006:528). In pursuit of this view, school cultures need to be supportive of the performance of teacher leadership roles, despite the differences therein.

The concept of “distributed teacher leadership” within the South African milieu is both appropriate and opportune (Gronn, 2003:27). To clarify, Harris and Muijs (2005:5) states that “the kinds of leadership that can be distributed across many roles and functions in the school” are neglected areas in literature. Considering this, it is important to delve into the encounters and insights of teachers with regards to the concept of distributive leadership. Katzenmeyer and Moller (2001; 2009) opine that teachers are able to lead wherever they are, be it in classroom or outside. They are able identify with the community and contribute to it extensively, influencing other teachers to

advance their instruction praxis, and accepting accountability for grasping the aspirations of their guidance. Hence a lack of teacher leadership knowledge and practice is potentially disastrous to teachers. The problem pertaining to the lack of clearly defined knowledge about the leadership duties of teachers continues to haunt many teachers in the teaching fraternity to the extent that it is apparent that some South African teachers find themselves in a predicament whereby they are forced to neglect teacher leadership duties. Thus, this research also explores possible ways in which teachers can be equipped to function as teacher leaders in South Africa.

The researcher is a teacher and as such, she has experienced some challenges in understanding the concept of teacher leadership. She finds it very difficult to serve as a leader. She has been teaching for almost thirty years and despite her vast experience in teaching, she struggles with regards to leadership duties. She has turned down opportunities of being in formal leadership roles. Hence the researcher wanted to find out if there other teachers out there who face the same challenges. She also wanted to know how the teachers who are in formal leadership roles have managed to overcome these challenges and how they are able to keep their heads above the water. Hence this research looks at the possible ways which can help teachers to overcome to overcome challenges in enacting teacher leadership responsibilities.

1.4 Research questions

The study is guided by the main research question:

How prepared are South African school teachers to serve as teacher leaders in Gauteng primary schools?

The main research question is supplemented by the following sub-questions:

What is the nature of teacher leadership in the South African context?

How do teachers understand teacher leadership as a concept?

What are the views of teachers on their preparation to serve as teacher leaders?

How can teachers be prepared to function as teacher leaders?

1.5 Aim and objectives

As indicated by the research questions, the aim of this dissertation is to determine how prepared teachers are to serve as teacher leaders in selected Gauteng primary schools. This broad aim is then supported by the following objectives:

- To establish the nature of teacher leadership in the South African perspective;
- To determine how teachers conceptualise teacher leadership;
- To explore the views of teachers on their preparedness to serve as teacher leaders; and
- To establish how teacher leaders could be prepared better for teacher leadership roles.

1.6 Concept clarifications

Although the conceptual framework is unpacked in more detail in chapter 2, some important concepts for the study are clarified in what follows under this subheading.

1.6.1 Leadership

Northouse (2010:3) is of the opinion that leadership is the practise of inspiring adherents in the direction of the attainment of the goals of the organisation. Yulk (2010:21) claims that leadership is a course whereby a leader deliberately exerts his inspiration over his followers to direct, organise and enable accomplishments and relationships in an organisation. This implies that leadership can be perceived as an influential position in an organisation that is held by an individual who influences the progression of the organisation.

1.6.2 Teacher leadership

Lieberman and Friedrich, (2010:95) argue that teacher leadership is branded by fundamental ideologies which includes, supporting what is precise for learners, introducing education to learners and going at length with teaching, working together with other teachers and taking the lead collaboratively, and, lastly, taking a stance and acquiring knowledge and mirroring on the procedure as a teacher and leader. Grant (2019:40) theorises leadership of teachers as encompassing inter-connected spheres of obligation and information, inclusive of assurances of ethical purpose and constant education and knowledge of training, educational contexts, and the transformation process. Leadership of teachers is meant for all teachers not only for a few (Fullan, 2010: 246). In pursuit of the above notion, Spillane *et al.*, (2001:23) agree with the assertion that the leadership of teachers is perceived as a distributed exercise which is embedded in the school culture. Further, Crowther *et al.*, (2002: xvii) designates an elaborated understanding of teacher

leadership and its aids as action that changes the process of school learning and binds the school and its surroundings together and this improve the standards of the community (Grant, 2019:40).

1.6.3 Preparation

Preparation refers to the process of building something or someone to become prepared for use or service (Merriam-Webster Inc. 2020). With regards to teacher preparation, Burns (2018:2) views it in the context of teacher leadership as a procedure of readying teachers to take charge of their influential roles and responsibilities. In another study by Burns (2020:69), she cites Wenner and Campbell (2016) as saying that the preparation of teachers means making them receptive to leadership roles. In this study, the concept is understood as descriptive of a process of enabling teachers to execute their leadership roles.

1.6.4 Preparedness

The term describes a state of readiness or willingness to engage with someone or something (Kapur, 2016:3). This study looks at the extent of an teacher's readiness to serve in a capacity of leadership. This idea is supported by Bruwer, Hartell, and Steyn (2014:19) who argue that preparedness implies thoroughness in getting ready to engage with something or someone.

1.6.5 Service

DeFazio (2014:1) cites Stewart's (2012) definition of service as a process of helping others to utilise their potential. Riekert (2010:123) views service as any contact with the person, organisation or public during which the service provider offers insights into affairs going forward. This implies offering the necessary help by way of leading. Therefore, in this study the term denotes teachers assuming the role of leading learners and other fellow teachers in rendering the requisite assistance.

1.7 Theoretical framework

The theoretical framework adopted in this study for viewing teacher leadership is the so-called "distributed leadership theory". The etymology of the notion of distributed leadership is traced back to 1250BC (Oduro, 2004:4). This makes the concept of distributed leadership one of the earliest leadership ideas acclaimed for attaining organisational aims making use of people (Oduro, 2004:4).

Gronn (2000:324) quotes Gibb (1954) as the initial writer to define the notion of distributed leadership. However, as Gronn (2000:324) asserts, the idea of distributed leadership was undeveloped until its resurgence by Brown and Hosking (1986). It has become significant only in

the last few decades, as demonstrated by *inter alia* the research of Gronn (2000), Gronn and Hamilton (2004), and Williams (2011:191). Harris (2009:11) argues that organisational theory was where distributed leadership was founded in the mid-1960s, and it thereafter rose through the ranks in numerous appearances such as institutional theory, shared leadership, site-based management, dispersed leadership, collaborative leadership, and distributive leadership (Bottery, 2004:19). Only recently has an individualistic view of distributed leadership, subjugated studies of leadership (Bottery, 2004:19).

Distributed teacher leadership pivots on the principle that all teachers are capable of leading in their school organisation (Barth, 2001:85). In pursuit of this view, Hopkins, and Jackson (2003:100) add that every teacher has the ability and the prerogative to actively support leadership. It is of paramount importance that teacher leadership capabilities be released and involved in the concern of their learning institution (Harris, 2003:78). It is in view of the above that distributed leadership is ideal for this study since its elements correlate with this study's central focus. It essentially proposes that all teachers are capable of becoming leaders in their line of duty. Fullan (2001) and Hopkins (2001) are of the opinion that distributed leadership is the style of management, which is diligently linked with enhanced learning outcomes, which is the focus of every teacher. In addition, there is a requirement for a structure that provides leadership location and place in a school, ethics, views to associate with, and single-mindedness on the part of the teacher as a leader (Williams, 2011:193). Woods (2005: 88) is of the opinion that organizational trails are needed as well as indicators and artefacts of accumulative organizational past actions. Therefore, there is ample evidence of the important part played by organisational culture in the success of the enactment of distributive leadership. Woods (2005:92) argues that distributive leadership lays a firm foundation which backs democratic leadership. Distributed leadership is accordingly the most appropriate theoretical framework for this study as so much of it relates to teacher leadership. This theoretical framework is unpacked in more detail in chapter two.

1.9 Research design and methodology

1.9.1 Research paradigm

A research paradigm can be viewed as an ideal model for encompassing established and authentic expectations and a design for gathering and interpreting data (De Vos *et al.*, 2011:40). Kivunja, (2017:26) argues that a paradigm is a worldview of the researcher, because it comprises of the intellectual views and ideologies that put in shape the ways a researcher perceives the world, and how he construes and behave within that world. It provides the scholar with lens to scrutinise the procedural parts of their investigation to decide on a research method to use and ways to collect data (Kivunja, 2017:26). Guba and Lincoln (1994) in Kivunja, (2017:26) delineate

a paradigm as an elementary philosophy or worldview that monitors how research is carried out. Therefore, a paradigm provides a set of beliefs in a specific discipline which influences the researcher on what to study and how it should be studied. This study makes use of the interpretivist paradigm, which is the organising principles by which the researcher assembled and construed data about the training of teachers to function as teacher leaders (Nieuwenhuis, 2016:52). The interpretivist model assumes that truth is not objectively derived at but socially constructed (Nieuwenhuis, 2016:61). Therefore, the reality of how teachers are trained to serve as teacher leaders is found in the social interactions that the researcher had with the study's teacher participants.

The interpretivist paradigm strives to get to the core of the subject under study and to understand and construe what the subject has in mind about the context (Kivunja, 2017:33). It requires an intensive effort to comprehend the perspective of the subject under study, instead of what the observer perceives (Kivunja, 2017:33). The underlying assumption in the interpretivist paradigm is that when a researcher observes subjects in their social environment, there is a better chance of comprehending the insights they have of their own encounters (Nieuwenhuis, 2016:61). In this research, weight was placed on understanding teachers and how they perceive their preparation to serve as teacher leaders. Interviewing teachers in their own teaching environments allowed the researcher to understand their perceptions of their preparation to serve as teacher leaders in their respective schools.

1.9.2 Research approach

A qualitative approach was used for the purpose of the study. Lichtman (2013:7) defines qualitative research as a way a researcher collects, consolidates and gives meaning to the information acquired by way of seeing and hearing from humans. Therefore, the researcher obtained information from the participating teachers through semi-structured interviews, that is, through seeing and hearing from the teachers as described above. The qualitative research approach was ideal for this study since it focuses on generating data that has multiple and subjective ontological realities (Nieuwenhuis, 2016:72). In this study the researcher acknowledges, as cited by Creswell, (2014:214) that whilst it is difficult to establish a general pattern, it does allow for a deep comprehension of the phenomenon being studied, which is the preparation of teachers to serve as teacher leaders. Similarly, Silverman, (2005:102) echoes that any case will have attributes of the universal (Strydom & Delport, 2017:327). In other words, the researcher can subjectively generalise according to experiences of the teachers and the information gathered from them through empirical investigation.

This study adopted a phenomenological research design which according to Van Manen, (2007) (in Nieuwenhuis (2016:77) is an inquiry into the constructions of how humans live and their day-to-day experiences. The phenomenological design used for this study, emphasizes the meaning that participants hold for particular encounters, so as to establish what an encounter means for the individual who has experienced it and is able to give a complete description of it (Nieuwenhuis, 2016:77). Further to this, the phenomenological research design is also used to explore the lived realities of a teacher's preparation to function as a teacher leader at his school. The phenomenological research design enables the researcher to collect data from the participants whilst they are in their natural settings where they shared their views, opinions, assumptions, and experiences on the preparation of teachers to serve as teacher leaders. Semi-structured interviews were conducted with the teachers in which they shared their views, opinions, assumptions and lived experiences of the preparation of teachers to serve as leaders whilst they were at their schools. In light of this, the phenomenological research design was a suitable design for this study.

1.9.3 Population and sampling

Benerjee and Chaudhury (2010:60) refer to a population as a whole cluster about which some knowledge is vital to be established; the population is well demarcated with clear inclusion and exclusion benchmarks. In drawing up a population for this research, the principal research question (discussed in 1.4) proposed a suitable description of the population being studied (Benerjee & Chaudhury, 2010:60). Because of this, the target population for this study was pre-identified primary school teachers from Gauteng schools.

Sampling is a way of picking out participants for a study because it is not possible to gather evidence from the whole group which is targeted by the study (Babbie & Mouton, 2010:469). The convenience type of sampling was adopted in the selection of schools in this study. This method identified opportunistically accessible participants (Maree & Pietersen, 2016:197). To this end, four primary schools were chosen that were close to each other, all of which were from Education District 10 in Gauteng. This is the district where I teach and it was convenient for me to carry out the research. These primary schools constituted the research sites for the study. The inclusion criterion was two schools from quintiles one - three and other two schools from quintiles four and five. The criterion adopted in choosing schools was presumed that it was going to help in revealing how teacher leadership is comprehended and enacted in schools of different socio-economic status in District 10 in the Gauteng province.

Purposive sampling was used to carefully choose the research participants. Maree and Pietersen (2016:192) contend that purposive sampling is useful in instances where the choice of participants

is informed by an explicit rationale in mind. The rationale governing the use of purposeful sampling for this study was the need to interact with primary school teachers to establish their level of preparedness to serve as teacher leaders. Maree and Pietersen (2016:192) further argue that a sampling theory must be established to recommend means of depicting precise samples and the sampling theoretical techniques include random and non-random sampling. For this study the latter was adopted as alluded to the above. It is on this basis that the non-random or purposive sampling was made use of to identify participants for this research (Leedy and Ormrod, 2010:137). On account of the aforesaid, twelve primary school teachers were purposefully sampled from the four selected schools in the province of Gauteng. The researcher considered three teachers per school and the inclusion criteria was, one teacher with at least five years teaching experience, one teacher serving in a formal teacher leadership role such as Departmental head (DH) or deputy principal and one teacher serving in an informal teacher leadership role such as a mentor or sports organiser. The researcher considered teachers who have different teaching experiences in terms duration in the teaching field. This ensured her to gather enough data with regards to the preparation of teachers to serve as teacher leaders. She also considered teachers in informal teacher leadership so as to get information on how prepared are they to take leadership roles. The longest serving members were assumed to give more information on their experiences as teacher leaders in the formal positions and informal positions. Teachers with teaching experience of five year or less were assumed to be of much help for providing data concerning the preparation of teachers to serve as leaders. In the event of two teachers who met the same criteria in the same school volunteer the researcher would consider them both since this would ensure saturation of data.

1.9.4 Data generation methods

Data was collected through individual telephonic interviews. Nieuwenhuis (2016:92) defines an interview as a mutual dialogue where the interviewer probes the interviewee to collect data and knowledge concerning the opinions, understandings, attitudes, and behaviours of the participants. The interviewer does this to perceive the interview subjects as the interviewee does. The researcher made use of telephonic interviews because it was not possible to have face-to-face interviews due to Covid-19 restrictions. The telephonic interviews were audio recorded for analysis and backup purposes as suggested by Nieuwenhuis (2016: 94). This technique of gathering information characteristically entails of a discourse between the interviewer and interviewee, channelled by an accommodating interview procedure and complemented by follow-up questions, analyses and explanations (Jamshed, 2014: 87). Semi-structured interviews have provisions for the interviewer to gather open-ended data, to discover the interviewees' perceptions, emotional state, and beliefs towards a specific topic and to inquire intensively into

individual and sometimes delicate issues (Jamshed, 2014: 87-88). Therefore, in this study the researcher asked the participating teachers about their preparation to function as teacher leaders in order to perceive the phenomenon under study as she learns about their views, ideas, and opinions about their preparation to function as teacher leaders. This technique of gathering data was the most suitable for this research because it is based on an investigation advanced by the researcher well before the interview. There were specific open-ended questions that she asked and these were followed on by additional and exploratory clarification (Nieuwenhuis, 2016:92). This method of collecting data also makes provision for the interviewer to plan beforehand and act proficiently in the course of the interview (Jamshed, 2014:87). Semi-structured interviews gave room for freedom of expression to the participants as they were able to state their feelings in a manner they were comfortable with. This assisted the interviewer to be alert to the reactions of the interviewees and thus being able to recognize new developing lines of inquiry that were associated to the phenomenon under study (Nieuwenhuis, 2016:32).

In most cases, data gathered through semi-structured interviews provides not just answers, but the basis for these answers as well (Jamshed, 2014: 87). In pursuit of the above, this method of gathering data appeared to be the perfect process of collecting data from the participants. Although semi-structured interviews have been found to be the most ideal in this study, they do pose some shortcomings. For example, absolute interrogating abilities are a prerequisite and groundwork must be laid carefully in preparing prescriptive questions (Jamshed, 2014:88). The interviewer worked out a set of questions beforehand thus coming up with an interview guide in which she wrote down what she wanted to ask during the interview. Most importantly, a paragraph about herself was included and the reasons why she was doing the interview (Jamshed, 2014:88). The interview guide included several common questions that the researcher wished to deliberate on. These common questions were followed by in depth sub-questions together with identified vital questions that interviewer required answers to (Jamshed, 2014:87-88). This helped the researcher to be adequately prepared and overcame the shortcomings ascribed to leading questions and/or a multitude of questions.

The interviewer was able to come up with new questions which were generated during the interview, enabling both the interviewer and the participant to make an inquiries for details (Jamshed, 2014: 88). Jamshed, (2014:87) argues that, although the interviewer has a guide to follow, the interviewer has the freedom to track relevant trails in the dialogue if he feels that this is appropriate. Semi-structured interviews can be time consuming (Jamshed, 2014:88). To overcome this challenge, the interviewer contacted the participant more than once to verify if the participant was still aware of the scheduled interview date, time and location and the study's

purpose, the planned length of time and the areas to be discussed (Jamshed, 2014:88). This helped to prepare the participant and to be conscientious of the time slot of the interview.

1.9.5 Data analysis

Nieuwenhuis (2007:99) contends that qualitative data exploration is usually located from an interpretative viewpoint and it attempts to find out how participants draw insights from a specific concept by investigating their viewpoints, comprehensions, and encounters. Considering this, the data accumulated using semi-structured telephonic interviews was scrutinized in order to establish how teachers perceive their preparation to function as teacher leaders.

This study adopted the content analysis method of analysing qualitative data. Content analysis as defined by Stemler (2001) in Nieuwenhuis (2016:111) as a logical, replicable process for summarizing a lot of words into less content groups founded on clearly explained ways of coding. Further to this, Erlingsson and Brysiewicz (2017:93) argue that the aim in qualitative content analysis is to change large volumes of text into extremely systematised and condensed core results. Raw data was analysed from transcribed interviews to create groupings or themes as the analysis of data continued (Erlingsson & Brysiewicz, 2017:93).

The first phase was to read the data collected from the interviews numerous times to increase a general perception of what the interviewee said about teacher leadership as suggested by (Erlingsson & Brysiewicz, 2017:93). During this stage the researcher started gathering the major viewpoints articulated by the participants. The researcher then began to allot the text into minor parts (Erlingsson & Brysiewicz, 2017: 93). Hereafter, she worked on theme analysis of data which meant categorizing the contents into themes which could be either a word or a phrase or even a sentence (Erlingsson & Brysiewicz, 2017: 93). When coming up with the unit of analysis, the researcher made sure a theme should present an idea (Erlingsson & Brysiewicz, 2017:93). In other words, data correlated to the theme had to be added under that theme. In addition, themes were founded on the objectives formulated for the study (Datti & Priya, 2016:1). Themes convey fundamental meanings, that is the hidden message in sentences, and they provide answers to enquiries such as how did things happened, why they happen, etc. Themes most likely also comprises of adverbs and verbs that are expressive in nature (Datti & Priya, 2016:1).

In the next stage, the researcher created codes that in a few words described the compressed meaning units that were implemented to assist the researcher to explore data. This enabled the researcher to define relations between proposing units (Datti & Priya, 2016:1). The researcher ensured that she used the data as presented by a particular data subject without a personal interpretation thereof. Whilst adhering to this research principle, the researcher manipulated the

date by re-adjusting, re-doing, re-thinking, and re-coding categories and codes until she was comfortable with her choices (Datti & Priya, 2016:1). After developing codes, the researcher then sorted these codes into categories. The codes were used to prepare categories of data that shared a common refrain that was found in the content without interpreting it. These categories answered to questions pertaining to context as to who, what, when and where. (Datti & Priya, 2016:1). The researcher did this by comparing the codes and assessing them to establish which codes belong to the same group, thereby creating a category (Erlingsson & Brysiewicz, 2017:93).

In the following stage the researcher created sub-categories and coding schemes for the purpose of analysing raw data (Datti & Priya, 2016:1). Qualitative content analysis is inductive in nature and these categories and codes needed to be founded upon the approach adopted (Erlingsson & Brysiewicz, 2017:93). In this inductive method, it is imperative to connect the analysis with the current theories to come up with suggestions (Datti & Priya, 2016:1). The rationale for inductive content analysis is to draw conclusions from particular cases (Datti & Priya, 2016:1). Therefore, it is of paramount importance to assess secondary sources so as to motivate the initial ideas and to establish consistency in the codes and the categories (Erlingsson & Brysiewicz, 2017:93). The data analysis procedure kept to the inductive approach, whereby codes emerging from the data collection tool were assembled into family units that described areas under discussion which, in turn, enlightened the foundation of the argument of findings (Nieuwenhuis, 2016:119)

1.9.6 Trustworthiness

Nieuwenhuis (2016:123), asserts that evaluating trustworthiness is a critical check of the examination of data and the research conclusions. Trustworthiness can be described as the way in which a qualitative researcher promises with certainty that credibility, dependability, transferability, and conformability are ensured in his research (Nieuwenhuis, 2016:123). The researcher ensured that the four elements of trustworthiness mentioned above manifest in her research to guarantee the research's trustworthiness.

Credibility measures the researcher's confidence of the genuineness of the research findings (Nieuwenhuis, 2016:123). The credibility and authenticity of the research was guaranteed by adopting the process of Participant Validation. According to Bloor, (1978) and Lincoln and Guba, (1985) in Torrance, (2012:111) participant validation in research encompasses participants' reaction during the initial stages of data gathering, for instance verbatim transcriptions of interviews, or explanations of happenings to establish truthfulness, the participants to respond, again, to what they have said and to the accurateness of the elucidations made on it. The researcher has sent all interview responses to the participants for purposes of ratification (Carter *et al.*, 2014:546). In addition to this, the participants were free to make some additions to the

transcripts of the interviews, if it was deemed necessary (Torrance, 2012:111). The researcher asked them to give their views on the emergent account with an emphasis on whether they viewed it as a fair and reasonable manifestation of the state of affairs as they comprehend it (Torrance, 2012:112). The final findings were presented to the participants in another meeting so that they could validate the credibility of the study (Nieuwenhuis, 2016:123).

The process of member checking was used to authenticate the outcomes of the study. Member checking is defined as the practice in which the investigator establishes from participants, on one or more occasions, the exactitude of the account given by them (Creswell, 2005:252). This entails the researcher to take back the findings to the participants and requesting them (in writing or in an interview) to verify the account as presented to them. The researcher is at liberty to inquire from participants about several components of the study, for example, the researcher asked the participants if they found the description of the account complete and realistic, whether the themes were precise, and if the clarifications were just and representative (Creswell, 2005:252). In pursuit of this, the researcher asked some of the participating teachers to test the truthfulness of the study findings by reading through the descriptions given in the initial interviews. These teachers were tasked to ensure that the interviews were captured correctly, completely, and were fairly interpreted.

The process of transferability was also used to confirm the research's trustworthiness. Transferability is the procedure in which a researcher shows the ways in which the findings of the research are applicable in other settings (Carter *et al.*, 2014:546). Accordingly, thorough descriptions providing full explanations of the situation, participants and the research design were given (Lincoln & Guba, 2011:316). Carter *et al.*, (2014:546) argue that thorough descriptions, exceeding research hypotheses, comprise of thorough accounts of the field notes, data collected from interviews, the participants' experiences of the phenomena and also of the contexts in which these encounters took place (Nieuwenhuis, 2016:123). In light of this, the participants were asked for detailed views on their preparation to serve as teacher leaders in their relative school cultures to show how the conclusions of the study are relevant in other different settings. This implies that through the empirical field notes made, these aspects were laid bare.

Purposeful sampling was used in addition to the above to improve the transferability of the findings of this study. This means that the soundness and competence of purposeful sampling was used, which is found in choosing cases that contain a plethora of information for in-depth studying (Benoot, Hannes & Bilse, 2016:2). Information-rich cases are akin to what Geertz (1993:38) calls thorough descriptions. In the present research, these descriptions comprise of the views of the participants on the preparation for teacher leadership. From these views, matters of vital significance to the tenacity of the inquiry can be readily ascertained. Using cases contain bountiful

information produces transferable discernments and deep insight as opposed to overviews implicit in the quantitative tradition (Benoot *et al.*, 2016:2).

Confirmability refers to the quantity of neutrality in the research findings. This means to say that the outcomes are founded on the participants' responses and that the investigator does not influence the outcomes with her personal motivations or bias (Nowell *et al.*, 2017:1). This meant that the researcher had to ensure that her biases did not have an impact on the explanation of the data collected from the participants (Nowell *et al.*, 2017:1). Nieuwenhuis (2016:123) argues that to ascertain confirmability, the qualitative researchers can make available an audit trail. An audit trail is a qualitative strategy that is a methodology for demonstrating that the outcomes of the research are constructed from the participants' descriptions and it involves relating how the researcher gathered and scrutinized the data in a clear method (Nieuwenhuis, 2016:123). The researcher describes how she gathered and analysed the data. She does so to how she came to the findings set out in this dissertation and to demonstrate that her analysis followed a logical path reliant on the data supplied by the participants (Nowell *et al.*, 2017:1). The researcher has also kept a field diary in which she recorded field empirical activities.

1.9.7 Ethical considerations

Research principles denote compliance with the consistent application of a specified research procedure (Babbie & Mouton, 2010:469). Strydom (2017:113) asserts that ethics is a set of ethical doctrines proposed by a group of people or an individual, is generally acknowledged and provides guidelines of the behavioural expectations concerning the most acceptable behaviour about experimental subjects such as the participants, workers, promoters, other scholars, helpers, and learners. In pursuit of this view, the researcher implemented the procedures mentioned above, which includes ensuring reciprocated trust, confidentiality, collaboration, and well-acknowledged agreements and anticipations amongst all parties which were involved in a research project at all stages of the study (Strydom, 2017:113). Ethical clearance was obtained from the Faculty of Educations Ethics committee at the Northwest University. She also obtained the authorisation to conduct the research necessary for this dissertation from the Gauteng Education Department, school principals and School Governing Board (SGB) chairpersons of the respective schools.

De Vos *et al.* (2017:111) advocates that an informed agreement entails that all the participants for the research must be well-versed of the processes and dangers entangled in the study and have to volunteer to participate. To this end, the researcher gave a thorough explanation of the research to be conducted to all participants before engaging with them. The researcher appointed a neutral individual at every research facility (school), who was not in a relationship of authority with the participants, to do the recruitment of participants in accordance with the inclusion criterion

and to give the participants informed consent forms to sign (De Vos *et al.*, 2017:112). The researcher explained all aspects of confidentiality and anonymity to the participants to ensure them that their privacy was protected, before they commenced with participating in the research project. Confidentiality is an attempt to erase elements associated with the participants' identity used in a study while anonymity is the detachment of names of participants (De Vos *et al.*, 2017:112). The participants volunteered their participation and the researcher promised them confidentiality and anonymity. The participants were also free to withdraw from the research project at any time and without any recourse (De Vos *et al.*, 2017:112).

1.9.8 Significance of the study

There is hope that this study's findings will provide some practical, theoretical, and policy contributions to the training of schoolteachers. On a practical level, the study can assist teachers in their day-to-day leadership activities. It should also contribute to the knowledgebase of those entrusted with the training of schoolteachers and to society at large. This echoes Chew and Andrews' (2010:72) assertion that solid logic of purpose and gratification must exist for any academic study.

Many teacher leaders believe that being leaders, permit them to expand their knowledgebase by learning more about pedagogy and professional growth (Harris & Townsend, 2007:171). To this extent, this study adds to the existing body of knowledge on the preparation of teacher leaders. This study is a cross-cultural study that falls within the EDULEAD research niche entity and, as such, enhances comprehension of the teacher leadership concept within a Southern African context. It also implies that future researchers and scholars can draw from the insights offered by this study's findings.

The study's findings encourages that South African policy makers, on the subject of teacher leaders, make it mandatory for every teacher to undertake courses in teacher leadership. Courses in teacher leadership should ideally form part of the curriculum used to train future South African teachers. This assertion is in harmony with the research done by Katzenmeyer and Moller (2001:88), who avow that teacher leadership should be availed to by all. This is, *inter alia*, to avoid a situation where some teachers become leaders, while others remain mere teachers. Katzenmeyer and Moller (2001:2) argue that there is dormant teacher leadership in every school that is not being made use of. The findings in this study suggest that teacher leadership courses should also be made available to existing teachers. Tapping into the teacher leaders' energy as agents of school change, can only result in advancing the momentum of transformation in public education on the topic in hand.

1.9.9 Division of chapters

Chapter 1: This chapter consists of an overview of the research project. It includes an introduction of the study, background information thereto, a problem statement, research questions, as well as the aim and intentions of the study. In addition, the significance of the study, a brief literature review, and the proposed design and methodology of the study are discussed generically.

Chapter 2: This chapter consists of a review of existing literature as well as a theoretical framework that can enhance an understanding of training teachers with a view to prepare them for their role as teacher leaders at their various schools.

Chapter 3: This methodology chapter focuses on research design, target population, selection, data collection, data analysis and ethical considerations for the study.

Chapter 4: This findings chapter presents, analyses, and discusses the outcome of the research conducted. The chapter also scrutinises and elucidates the empirical information obtained through interviews.

Chapter 5: This conclusion chapter focuses on the summation of the major findings and conclusions reached in the research undertaken. It also focuses on commendations for future research.

1.10 Chapter summary

This chapter provides an introduction to the research undertaken through a general overview of what the research entails as well as the background thereto. A problem statement is developed and this serves as the primary motivation for the research conducted: a literature overview shows that South African teachers may not always be willing to undertake leadership roles, both within and outside of their classrooms. The literature under review suggests that a major reason for this unwillingness is a lack of training in leadership methods and aims.

This chapter further discusses the aims and objectives of the research undertaken. This entails a comprehension of the nature of teacher leadership in South Africa, as perceived by the participating teachers. Furthermore, this chapter summarises the views of the participating teachers on existing training and directives involving teacher leadership. Views differ from teachers perceiving themselves not to be leaders, to being leaders within a classroom context only, to being leaders within a larger school community in addition to being leaders within a school context.

The chapter additionally discusses the significance of the research undertaken. It is postulated that the research can enhance the curriculum of teachers aimed at preparing them to be teacher leaders. The research can also assist teachers to understand their role as teacher leaders both within and outside of a classroom context.

The chapter also states the research design and methodology followed as well as the research paradigm. In addition, population and the sampling of research participants are discussed as well as data generation procedures, the analysis of data, and ethical considerations.

CHAPTER 2: CONCEPTUALISING THE NOTION OF TEACHER LEADERSHIP

2:1 Introduction

In this chapter, a detailed literature review is conducted, which focuses on unpacking the following aspects formulated from the research objectives: a theoretical framework for teacher leadership (distributed leadership), concept clarification, informal and formal teacher leadership, roles of teacher leadership, enactment of teacher leadership, and preparation of teacher leaders. The chapter is concluded with a summary thereof.

2:2 Theoretical framework for studying teacher leadership

A theoretical structure assists in that it is the foundation on which all information for research is built (Grant & Osanloo, 2014:12). It provides the arrangement and backing for the rationale and all the other components of the study (Grant & Osanloo, 2014:12). Similarly, Daft (2019:635) opines that a theoretical framework is a comprehensible explanation or clarification of one or additional occurrences. It offers a description of multifaceted circumstances to provide an appreciative of reality (Daft, 2019:635). Whilst a theoretical framework does not provide final answers to research questions, it is a conceivable subjective clarification of the matrix within which the research is being conducted. Lysat (2011:572) argues that a theoretical framework is essential in research for it offers a foundation for literature evaluation and, notably, the approaches, tools to be employed, and the scrutiny of the data gathered for the research. This study adopts a distributed leadership theoretical framework to view teacher leadership.

Williams (2011:192) argue that an analysis of numerous descriptions of dispersed leadership disclose many characteristics that can be considered significant essentials of distributed leadership. These characteristics propose that distributed leadership is a procedure that has to be highly well-thought-out to solve the leadership predicament experienced by teachers in schools in South Africa. Therefore, distributed leadership is discussed in detail in what follows.

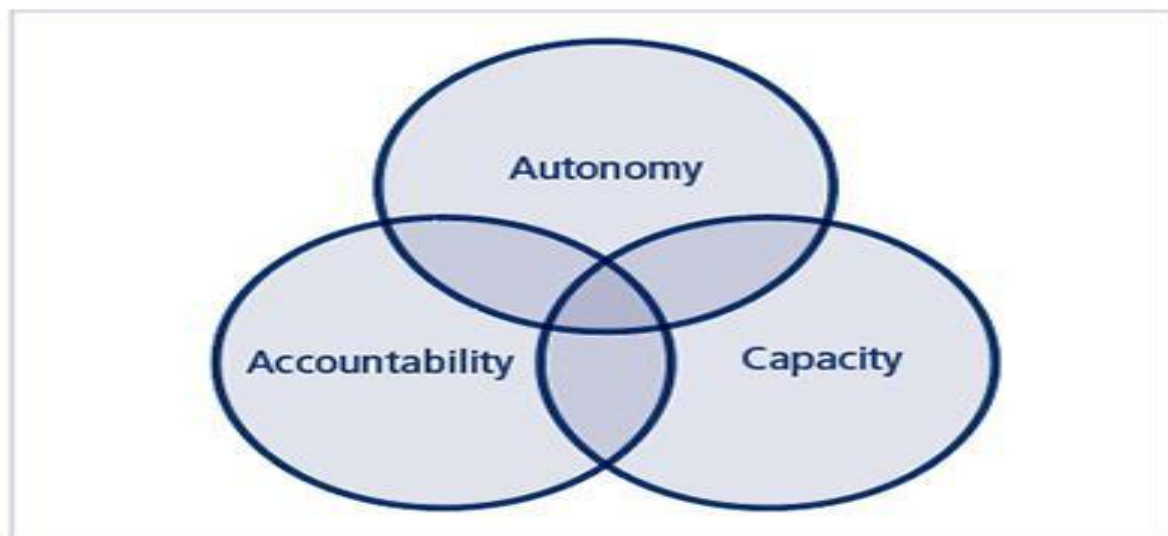
2.2.1 Distributed Leadership

Based on a pragmatic understanding, it can be asserted that the etymology of the notion of disseminated leadership can be traced as far back as 1250 BC, thus rendering it one of the supreme prehistoric leadership philosophies endorsed for satisfying administrative goals through societies (Oduro, 2004: 4). Williams (2011:191) cites Gibb (1954) as the chief author to denote implicitly to distributed leadership. Regardless of this initial attention in the notion, as Gronn

(2000:324) and Williams (2011:191) asserts, the knowledge of dispersed headship was dormant until its resurgence during the last few decades. Harris (2009:11) argues that disseminated leadership had its source in the arena of structural philosophy in the mid-1960s and that it has been endorsed in numerous appearances over time under different guises such as recognised theory, site-based administration, distributed leadership, collective leadership, distributive leadership, and co-operative leadership (Bottery, 2004:19). Of late, a previously unparalleled view of distributed leadership has controlled studies of leadership (Bottery, 2004:19).

Solly (2018:1) distinguishes three vital elements of distributed leadership: autonomy, capacity, and accountability. He further argues that each component is important, and all are interdependent. These characteristics of distributed leadership help to comprehend how teacher leadership can be endorsed in schools. Fig. 2.1 shows three of the characteristics of distributed leadership: autonomy, capacity, and accountability. These are embedded in distributed leadership and when applied to teacher leadership, they help to explore how teachers are trained to work as teacher leadership.

Figure 2.1 Characteristics of distributed leadership



Adapted from Solly (2018:1).

Solly (2018:1) argues that distributed leadership entails empowering teachers to become leaders by granting them autonomy to pattern their participation and manoeuvre forward the approaches that contribute to the whole school's development. Solly (2018:1) further argues that leaders in a school set up ought to be granted the autonomy to fashion fundamental decisions in their spheres

of influence. The essential elements of distributed leadership include the idea that it is founded upon the principle that all teachers have the ability to become leaders (Barth, 2001:85). In similar vein, Hopkins and Jackson (2003:100) argue that all teachers are capable of contributing meaningfully towards leadership. All teachers have the capacity to lead (Solly, 2018:1). A teacher assumes leadership roles the moment he starts performing his role as a teacher. Thus, when teachers are given autonomy to flourish in their line of duty, they can exercise their leadership potential without fear of recourse. In their research Fullan (2001) and Hopkins (2001) defines distributed leadership as the practice of leadership strictly related to enhance learning outcomes.

Woods (2005:87) noted that distributed leadership is branded by a robust framework of standards, determinations, and arrangements. Woods (2005:92) further argues that a stable framework offers structural sustenance for self-governing leadership. On the other hand, dispersed leadership is known for its suppleness, construing allowances for fluctuating situations and evolving possibilities (Woods, 2005:92). More so, Woods (2005:92) poses that accessible spaces afford teachers the prospect of shedding the impairments that stop them from becoming self-actualising specialists, afford grounds for teachers, who are often underappreciated, to influence administrative affairs. In this way, distributed leadership empowers teachers to take command of their professional growth as leaders (Solly, 2018:1). Distributed leadership, as pointed out by Spillane (2006), emphasizes communication instead of the activities of individuals in formal or informal management responsibilities. This approach is intended to influence organisational and instructional developments as opposed to individual development (Harris & Spillane, 2008). Circulated leadership offers a framework in which teachers can relate and work with each other for the achievement of their schools' goals. However, the distributed leadership approach allows teachers the autonomy to practise leadership, they are thus more likely to reach their full potential as leaders. They are also in charge of their own professional growth through taking responsibility for their activities in their areas of specialisation. In doing so, a framework for communal leadership intention is also created. This vital element of the distributed leadership model is a primary motivation for identifying this approach as the theoretical lens through which this research project is evaluated.

Distributed leadership is a practise of guidance theory that can serve as a way of solving the control predicament in various organisations including learning institutions (Williams, 2011:191). In this regard, Hopkins and Jackson (2003: 97) argue that leadership is the cerebral centre of the administration inherent in its members, though it is sometimes inactive and unexpressed. Therefore, all members of the organisation can and have to lead (Barth, 2001:85). Hopkins and Jackson (2003:100) agree with this notion as they argue that stakeholders of the organisation are capable to contribute profoundly towards leadership. Their control aptitude must be released for the betterment of the organisation (Harris, 2003:78). The classified frontrunners are responsible

for facilitating this process by providing the needed organisational environments through offering the needed sustenance to release the dynamic and impending liveliness of teacher leadership (Hopkins & Jackson, 2003:100). Hence, distributed leadership bestows an alternative way of comprehending and implementing leadership roles in a school system. All these characteristics of distributed leadership reveal how much it relates to teacher leadership.

Distributed leadership is dichotomous in nature, it is characterised by a solid structure of values, drives, and structures. It is also characterised by elasticity, providing room for shifting environments and emergent eventualities (Woods, 2005:87). It is a framework that offers an awareness of location and habitation in an organisation, standards, and principles to relay to, and a collective determination (Williams, 2011:192). Woods (2005:92) denotes to this as solid inclosing, which gives essential sustenance for self-governing leadership. Woods (2005:88) also refers to this as an unrestricted area that he describes as loosely structured innovative communal zones where a chain of command and expectations of knowledge, norms, and practice are reduced. He goes on to avert that inspired collaboration and purposeful interchange are encouraged in this unrestricted area. Within this opening, a reshuffle of power and a modification of authority within the organisation occur (Harris, 2003:75). He further argues that the power base and ability are dispersed in the organisation (Harris, 2003:77). Woods (2005:92) contends that the open breathing space allow members of the organisation to scale the barriers which inhibit them from becoming self-actualising professionals, and they give grounds for the often-downgraded members of the organisation to influence organisational affairs. In relation to this, Ray, Clegg & Gordon (2004:324) argue that the unrestricted places give all members of the organisation some prospect to contest the idea that those in high ranks are the only individuals capable of bringing change. Distributed leadership is not there to displace the vital role of the organisational leader. For distributed leadership to come to full realisation, the structural framework provided by hierarchical forms of leadership is a prerequisite (Fullan, 2003:22). As a result, distributed leadership allows every member of the school to excel in his domain as a leader and influence the achievement of common school goals. This is a further vital element of the distributed leadership model that motivated the decision to use it as the theoretical framework for this research.

This research adopts distributive leadership as the theoretical framework because it denotes that leadership is not a controlled domain of one single person, but is vested in numerous people (Williams, 2011:191). It can therefore be asserted that distributed leadership provides the social subtleties that come from the collective agency of people partaking in initiatives and reacting to the construction of these actively and imaginatively (Woods, 2005:23). Lakonski (2005:57) emphasises that distributive leadership diverts the weight of the leadership argument

from relying too much on a leader's control of shaping relevant alternatives. It creates a confluence of leaders as an alternative. In distributed leadership, multiple sources of leadership are viewed as behaviour that enables shared action toward a shared objective (Woods, 2005:xii). However, Gunter (2005) in Lawrence, (2010:17) poses a question with regard to what is really distributed – is it simply leadership or is authority, accountability, and acceptability also disseminated. Nonetheless, Lawrence (2010:20) argues that it is central for recognised leaders in learning institutions to engage in a kind of management where all parties in the school can labour together within a distributive teacher leadership model. It is conducive to offering theoretical simplicity regarding teacher leadership (Harris, 2003:318). In what follows, the discussion turns to how distributed leadership theory relates to teacher leadership.

2.2.2 The relationship between teacher leadership and distributed leadership theory

Distributed leadership is a surfacing set of ideas that merely describes a substitution of the classic top-down structure of doing things in a school setup. It is closely linked to teacher leadership in that it helps clarify how it can be enacted in primary schools in South African. Therefore, distributed leadership will enable this study to explore how teachers are equipped to function as teacher leaders. Day *et al.* (2007:17) argue that considerable leadership dissemination is significant to a school's success in refining learners' outcomes. In the same vein, Harris (2009:15) argues that learners' results are expected to surge when leadership bases are collective in an education institution commune and when teachers are empowered in the areas of their specialisation. Thus, this reflects a significant connection and close link between distributed management and teacher leadership. Research done by Fullan (2001) and Hopkins (2001) indicates that disseminated leadership is the model of leadership best related to better-quality learning outcomes, which is the focus of every teacher.

Distributed leadership is crucial to a school's achievement in cultivating learner outcomes because it is inherently connected to the settings within the school administration (Day *et al.*, 2007:17). Thus, distributed leadership has a solid association with teacher leadership. Distributed leadership is further related to general school development, positive school culture, and augments teacher job gratification (Crowther *et al.*, 2002). Muijs and Harris (2006) argue that it intensifies the distribution of paramount procedures, which is likely to steer enhanced exercise in the classroom. In addition, the research carried out by Fullan (2001) and Hopkins (2001) specify that distributive leadership is the procedure of leadership best related with better-quality learning results, which is the attention of every teacher. Hence there is a strong link between distributed leadership and teacher leadership.

Harris (2003:320) argue that teacher leadership offers operative descriptions of conjoint intervention in engagement and demonstrates how distributive procedures of management can be established and improved to subsidise the institution's progress and enhancement. It advances qualitatively dissimilar opinions of orientation for accepting professional practice unlike the old-style sets of expectations that have educated the work of teacher leaders (Harris 2003:320). This demonstrates the strong affiliation between teacher leadership and distributive leadership.

Distributed leadership's main concern is the allocation of leadership tasks in an organisation. Similarly, teacher leadership should be concerned with how leadership can be shared among stake holders in a school setup. Therefore, schoolteacher leadership can be regarded as a form of distributive leadership. Teacher leadership is also considered as an exercise in which responsibilities, purposes, and actions are mutually practiced by teachers (Sergiovanni, 2005:42). Therefore, a more participative, inclusive, and consultative approach like distributed leadership is suitable in this research where teacher leadership is explored in a democratic South Africa (Bush, 2007:1). This study uses a distributive perception as an investigative outline since it views leadership as an exercise and not as a role (Harris & Spillane, 2008:33).

For teacher leadership to be forged, more attention must be given to promoting collaborative aspirations among teachers thus, a procedure of distributed leadership is required where task-focused roles are promoted (Grant, 2006:512). Schools must make use of all teachers' potential which permit them to encounter a gist of control and inclusivity as central facets of the transformation procedure (Grant, 2006:512). Hence, the distributed leadership model provides a prospect for members of the institution to act as leaders in several ways (Harris & Muijs, 2005:28). Distributed leadership hinges on the principle that all teachers are capable of leading and must lead in their school organisation (Barth, 2001:85). All teachers possess the capability and prerogative to have a say with regards to leadership (Hopkins & Jackson, 2003:100). Teacher leadership capability must be released and betrothed for the benefit of the school as a learning organisation (Harris, 2003:78). It is because of the above that distributed leadership has chosen as the most suitable model for this study; its assumptions relate to the research aim which is the preparation of teachers to work as teacher leadership.

South Africa needs a framework that offers an understanding of leadership status quo in an organisation such as a school (Williams, 2011:193). This helps teachers to be able to comprehend teacher leadership and the way it functions. Schools are encouraged to make use of a framework with beliefs and values to relate to, and a mutual purpose on the part of the teacher as a leader to execute his leadership roles well (Williams, 2011:193). Harris and Lambert (2003:16) opines that the notion of distributed leadership outspreads the margins of

leadership insofar as it involves higher degrees of teacher participation and employs an extensive variety of knowledge, and skills. Hence distributed leadership is one of the most ideal frameworks to deal with teacher leadership. Silns and Mulford (2002) argue that learners achieve better outcomes in schools where leadership foundations are disseminated among teachers and teachers are endowed with authority in their subject areas (Melikhaya, 2015:15). In light of the above, distributed leadership is perfect as a model for this research as it relates to the central aim of the study - it deals *inter alia* with the sharing of leadership duties by teachers as they execute their duties.

Distributed leadership enhances the comprehension and implementation of teacher leadership. Gunter (2005) draws a link between teacher leadership and the model of distributive management and claims that teachers are, first and foremost, professional teachers with the aptitude to take charge in their own right. According to Lawrence (2010:20), teacher leadership is about assuming the concepts of informal and formal teacher leadership functions in institutions of learning to fashion a thought-provoking and fruitful production atmosphere. On the other hand, Harris, and Lambert (2003:16) argue that distributed leadership extends the frontiers of leadership insofar as it involves higher levels of teacher participation and employs a wide variety of capabilities, knowledge, and talents. In agreement with this, Grant (2006:513) argues that teacher leadership makes available skilled leadership to other teachers through coaching, coordinating, and mentoring, among other duties. In light of the above, a conclusion can be drawn that teacher leadership is a practise of distributed leadership since there are many links between the two.

Scholars like Grant (2010) acknowledge that distributed leadership is perceived as an influential tool to convey school change. To this end, Muijs and Harris, (2003) contend that it is an effective and necessary tool for school development because of its relation to teacher leadership. Grant (2017:473) goes further by indicating that distributed leadership could be used as a strong and suitable academic instrument for exploring teacher leadership exercises in a democratic South Africa. Therefore, distributed leadership relates to what characterises teacher leadership. This is the central focal point of this study and makes it useful in understanding teacher leadership. Thus, distributed leadership propounds a thoughtful way of carrying teacher leadership to schools.

On a high note, teacher leadership influences, directly and indirectly, the performance of learners and peers (Killion *et al.*, 2016:6). Distributed leadership influences the accomplishment of learners and peers in that it facilitates professional learning and group effort, designing and realizing and supporting the school and district change, contributing to research and policy (Killion *et al.*,

2016:6). Hence whether teacher leadership is practiced formally or informally, it has a positive influence on the learners, peer teachers, the school and the community at large. The school provides firm framing for distributed leadership to be practiced, for it offers recognised level-headedness and affirms the rights and agency of all role players to partake in decision-making, it provides a democratic setting that is committed to the objective truth which is rooted in its ideas (Woods, 2005:98).

Literature points out that distributed leadership has to be considered when dealing with the teacher leadership predicament in many South African schools (Williams, 2011). However, Spillane (2006:9) emphasises that distributed leadership should not be used as a yard stick for measuring teacher leadership, but rather as a way to produce perceptions in which teacher leadership can be experienced in a conducive environment. Consequently, Harris and Spillane (2008:33) argue that distributed leadership is not essentially a blameless or corrupt way of sharing power and authority. It depends on the perspective in which teacher leadership is dispersed and the primary purpose of the distribution. Grant (2006:4) believes that, without distributed leadership, the revolution of the education system in South Africa can be a mammoth task.

This section has highlighted that distributed leadership and teacher leadership are inseparable. The section has shown that distributed leadership merits this study by showing how teacher leadership improves learning outcomes, how it is the focus of every teacher, and how influential it is to convey school change among other factors. Since teacher leadership is central to this study and closely related to distributed leadership, the following paragraph looks at teacher leadership.

2.3Teacher leadership

The notion of teacher leadership is well-known and acceptable in the USA, Canada, and some other countries (Harris, 2003:313). Teacher leadership possesses a highly regarded educational ancestry with transnationally acknowledged academics such as Little (1995) and Lambert (1998) who advocates for optimistic affiliation in the forms of teacher leadership, teacher cooperation, and capability for school development (Harris, 2003:313). Teacher leadership happens inside the classroom and outside classrooms to motivate wide instructional exercise (Cooper *et al.*, 2016:87). In the same vein, Grant (2008:88) contends that teacher leadership is not easy and it is perceived and comprehended in different ways by different researchers across the globe. Similarly, the teachers themselves do not understand and comprehend teacher leadership in the same way (Grant, 2008:88). Grant (2019:41) argues that teacher leadership is a practice that encompasses teachers being made aware of the importance of performing informal and formal leadership functions in the teaching space and elsewhere. This involves collaboration with other teachers in the growth of a shared and active image of the school, reinforced by a philosophy of

impartiality, shared esteem, and inclusion. Teacher leadership appeals to all school frontrunners to grab hold of their dominant part in providing influence to matters of teacher leadership and to become stake holders and agents of change, emerging themselves in independent shared management principles in their schools to attain communally neutral and all-encompassing learning institutions (Bolden 2011:251). In light of the above, the next paragraph focuses on the clarification of the concept of teacher leadership.

2.3.1 Concept clarification

The notion and exercise of teacher leadership in South Africa are legitimately new even though some studies have been conducted which include studies by for example Rajagopaul (2007:29). There is no unanimity in the way in which teacher leadership is conceived in South Africa (Bush, 2007:1). Grant (2008:88) agrees with this, as she contends that, teacher leadership is not simple, and this is why it is perceived and comprehended in different ways by many various researchers across the globe. Neumerski (2012:320) describes teacher leadership as an umbrella expression denoting a countless number of tasks, this makes it challenging to establish consistent facets of teacher leadership. Wenner & Campbell (2016:158) further argue that researchers are not evident in enunciating how they outline teacher leadership and the precise functions of teacher leadership. There is no common comprehension of teacher leadership in the international arena. However, researchers profess that what is important and elite to teacher leadership (§4.3.1). (Muijs & Harris, 2003: 440). Lieberman and Friedrich (2010:95) argue that teacher leadership is entwined with numerous essential philosophies comprising of, supporting what's appropriate for learners, initial opening the classroom and teaching, functioning together with other teachers and leading, having to be firm and acquiring more knowledge and showing signs of teacher leadership. Grant (2019:40) is of the notion that teacher leadership as has inter-related areas of obligation including expertise, together with responsibilities of ethical tenacity, constant edification and perception of the instruction and learning procedure, instructive settings, collegiality, and the transformation procedure. Although there is no unanimity on how teacher leadership is conceived in South Africa, there is some common ground in the manner it is perceived. Most researchers agree upon the assumptions which lay the basis of teacher leadership (Lieberman and Friedrich, 2010:95). Scholars agree on what they think is crucial and elite to teacher leadership which is the notion that every member in an institution can lead and that leadership is a procedure of activity that can be distributed or shared (Muijs & Harris, 2003:440). In this study teacher leadership is about teachers sharing leadership tasks, influencing one another for the better accomplishment of the school goals and the overall betterment of the teaching approaches, performance of the learners, school and community improvement. This then leads to the discussion on how formal and informal teacher leadership is executed in the following paragraphs.

2.3.2. Teachers lead formally and informally

Teacher leadership has two dimensions, namely formal and informal leadership (Lovelace, 2019:29). Formal and informal teacher leaders affect and influence their school and district values. The prospects and roles of formal and informal teacher leaders have differences and similarities (Danielson, 2007:19). Both formal and informal functions of teacher leadership are significant components to the continuation of the South African education system. However, challenges are experienced in the implementation of these functions of teacher leadership (Lovelace 2019: 30). Patterson and Patterson (2004:75) argue that teacher leaders provides considerable inspiration for the development of school culture. Teachers who command authorised leadership titles and those who offer unofficial leadership, secure their position as culture leaders by making use of three sources of inspiration. These are creditability, proficiency, and relations (Patterson & Patterson, 2004:75). In what follows, the formal aspects of teacher leadership are discussed in the following paragraphs.

2.3.2.1 Formal dimensions of teacher leadership

Katzenmeyer and Moller, (2001: 53) argue that many works on teacher leadership responsibilities are from the United States of America context (York-Barr & Duke, 2004: 4; Shah, 2017: 246). Muijs *et al.*, (2013) argue that official teacher leadership roles in the US include managerial and pedagogical responsibilities, which correlates with the initial and the subsequent eruption of the concept of teacher leadership. In the international arena, official teacher leadership comprises of permanent teachers and casual administrators (Zepeda *et al.*, 2003:33). Their roles include departmental heads (DH), grade level leaders, instructional frontrunners and committee chairs, or a role involving specific positions such as senior teacher, team leader, head teacher, deputy head, department head or subject coordinator (Patterson & Patterson, 2004:75). These leaders usually enter into an extra-duty agreement and are remunerated for their leadership services, especially in Europe and beyond (Lovelace, 2019:39).

In the South African context, Gumede (2011:33) states that official teacher leadership functions are restricted by the magnitude and makeup of the school environment and are downgraded mainly to the positional influence of an office. In the South African context, the more official the leadership role, the more official authority the teacher adopts (Grant, 2006:4). Official teacher leadership positions in South Africa include a departmental head, staff representative in the SGB, representative in the teachers' union, a co-coordinator of the staff development team, grade head, subject head, and chairperson of committees such as catering, discipline, environment, head of safety and security (Gumede, 2011:33). The PAM (2016:32) document states that the duties of teacher leaders are outlined together with their other regular duties. Teacher leadership duties of

the senior teacher, master teacher, departmental head, deputy principal, and principal are part of their day-to-day duties and they get remuneration for the extra duties (PAM 2016:32).

The duties of formal teacher leadership vary from school to school in the South African context (Gumede, 2011:33). Grant (2019:47) argue that official teacher leadership work through others to accomplish long term intentions and objectives. They work with people and the curriculum. Teacher leaders in some cases lead workshops on integrating a novel teaching technique to supplement parts of the syllabus although this can be done by ordinary post-level one teachers as well (Gumede, 2011:34). Gumede (2011:65) states that teachers practice official leadership through their involvement in activities like being an advisor for a first-year teacher, acquiring a higher degree or being on teacher- or principal selection panels. Formal teacher leadership is initiated in the classrooms because teachers are leaders first in their classrooms (Chatturgoon, 2008). He further argues that the teaching space is an area where teachers lead and learn at the same time and improve their teaching. Mbatha (2013:10) believes that the centre of attention of formal teacher leadership is found within the teaching space where the teacher takes leadership control in the teaching and learning process whilst he is also refining his teaching approaches. Lawrence (2010:20) asserts that the classroom functions as a collection of leadership endeavours and this becomes a learning atmosphere for the learners and teachers.

The responsibilities of formal teacher leadership involve being a schoolroom supervisor, taking charge of the teaching space, executive accomplishments, coaching, motivating students to attain better outcomes, and taking charge of all that happens in the classroom (Chatturgoon, 2008). Thus, formal teacher leadership in the classroom includes exercises which includes classroom control, class management, and guiding, motivating, and educating learners (Ngcobo, 2019:33). Formal teacher leadership is not limited to the teaching space but goes yonder. Duval (2017:16) argues that some of the most common formal teacher leadership roles include head of department or grade level leader, coach, and mentor. Thus, formal teacher leadership is initiated in the classroom but does not end there and as the teacher executes his duties in and outside the classroom, he continues to perfect his ways of doing it. The following paragraph focuses on the informal dimensions of teacher leadership.

2.3.2.2 Informal dimensions of teacher leadership

In the international arena, informal teacher leadership positions highlight the administration of independencies and are mainly involved with powerful relationship webs, rather than control over procedures or products (Leithwood *et al.*, 2009:7). Leithwood *et al.* (2009:7) further argue that informal leadership could simply mean the absence of an official position. However, it is crucial to differentiate between action that can be seen as leadership by others and action that is intentional

and deliberately exercised by teachers (Leithwood *et al.*, 2009:7). Informal teacher leadership in South Africa refers to the teachers' practice of leadership irrespective of their position or title (Grant, 2019:42). Unlike formal teacher leaders, informal teacher leaders do not have any official designation, nor are they remunerated or given an extra responsibility contract for their work (Lovelace, 2019:39). Their teacher leadership roles encompass roles outside the classroom as well as classroom-related roles such as preparation, shared goals, controlling activities, mentoring pre-service teachers, improving the syllabus, distributing resources, and engaging in syllabus and chairing seminars (Pucella, 2014:17).

Informal teacher leaders may lead without official positions because official positions are not required to impact other teachers or learners. Teachers cooperating with their workmates are operative in persuading others just like people with official designations who convey the authority of title (Katzenmeyer & Moller, 2009:10). Teachers lead wherever they are as, for them, leadership is more about influence rather than control, authority, and remuneration (Killion *et al.*, 2016:6). In most cases teachers assume responsibility by being driven by a professional and personal ambition to add to the successes of learners, colleagues, school, and community (Killion *et al.*, 2016:6). Informal teacher leaders can act without a formal title as leaders, as they are driven by a sense of responsibility and a desire to help. Informal teacher leaders are teaching consultants who are responsible for teaching pupils in the schoolroom, and also to help other teachers out of the schoolroom, in and outside the school buildings to promote students' learning skills (Ngcobo, 2019:33). Informal teacher leaders help other teachers in extracurricular activities, they also help in improving the curriculum and they are involved in assessment of other teachers (Gumede, 2011:39). Informal teacher leaders support the novel teachers by giving them support in syllabus concerns such as lessons and year plans, class strategies, work agendas, programme handling and coverage (Lawrence, 2010:21).

There are many similarities in the execution of duties by informal and formal teachers. Differences are experienced because formal teachers have the leadership duties stipulated in their contracts and some cases get remunerated for it and that their duties are formally planned and tabulated. Yet, an informal teacher leader's responsibilities are not intended nor tabulated on the school timetable. In addition, informal teachers do not have leadership duties stipulated in their contracts and do not get extra remuneration for the informal duties they execute. The following paragraphs focus on the roles of teacher leaders.

2.3.3 Roles of teacher leaders

Pang and Miao (2017:96) contend that teacher leaders are the forerunners in school transformations and they provide sustenance to the transformations and welcome the changes

that arise. Teacher leaders possess hands-on opinions, approaches, and exercises. These persons have revealed that improvements are conceivable and that modifications can bring about encouraging welfares to learners (Pang & Miao 2017:96). Harrison & Killion, (2007) shows that teacher leaders take up different roles to support the school functioning, learner success and community development at large (Harrison & Killion, 2007:74). Although some responsibilities are allocated officially, others are shared unofficially, but they all shape the school's ability to progress (Harrison & Killion, 2007:74) In the South African context teacher leadership perform dissimilar management responsibilities in their schools (Gumede, 2011:33-34). Teacher leaders perform official and unofficial roles in and outside their classrooms (Gumede, 2011:33-34). Teacher leaders are the key players in teaching and learning institutions and they are expected to encourage transformation and development by supporting and promoting teacher learning. They are dependable associates of their principals in sponsoring transformation (Pang & Miao, 2017:97). Thus, teacher leaders have a crucial role in the building and expansion of school capacity.

The following roles of teacher leaders became evident from the literature:

2.3.3.1 Supporting inexperienced teachers for professional growth

Harrison and Killion (2007:75) contend that teacher leaders are classroom advocates who help teachers execute new ideas through lesson demonstration, co-teaching peer-teaching lesson observation, and feedback. In similar vein, Pang and Miao (2017:97) claim that teacher leaders are known as backbone teachers because of their vital role in backing up young teachers to grow and attain the information and skills of operative teaching. Teacher leaders play an essential part in supporting upcoming teachers in executing their roles. Teacher leaders host learning meetings and provide opportunities for acquiring professional knowledge in different subjects, thereby supporting inexperienced teachers for professional growth (Pang & Miao 2017:97). Teacher leaders perform a significant duty in assisting inexperienced teachers to grow professionally in their areas of responsibility. Teacher leaders fulfil a substantial function of identifying difficulties and urgencies in teaching, exploring challenges in scholar education, and provide consultancy and support to inexperienced teachers, helping them grow professionally. Teacher leaders in the South African context provide core curriculum improvement information, they take leadership in in-service teaching, supporting junior teachers and taking part in the performance appraisal of teachers in the school (Melikhaya, 2015:53). Thus, teacher leaders are instrumental in the assistance and influencing of inexperienced teachers. They arrange meetings of apprenticeship and consultation for the teachers who have just graduated from college or university (Grant 2019:42). The junior inexperienced teachers are led efficiently by knowledgeable teacher leaders such as subject specialists, who assist them to timeously acclimatise in their posts and to become

capable teachers in the schoolroom (Gumede, 2011:35). Thus, teacher leaders play a critical role in helping novice teachers to grow and mature in the profession.

2.3.3.2 Leading curriculum development

Teacher leaders play a very important part in developing content standards, checking how different parts of the core syllabus are connected, and how to make use of the syllabus with regards to teaching and evaluation. These are all vital components for guaranteeing reliable syllabus execution across the school (Harrison & Killion, 2007:74). Teacher leaders help teachers in their schools to develop a mutual comprehension of the standards of the curriculum and how to expedite the growth and examination of mutual evaluations (Harrison & Killion, 2007:74). They provide formal leadership as they work with other teachers in their respective subject committees (Melikhaya, 2015:53). They also work informally, offering syllabus improvement information, which Grant (2008) propounds as informal headship in Zone 2 of teacher leadership (Melikhaya, 2015:53). Pang and Miao (2017:98) argue that headmasters and inexperienced teachers rely on teacher leaders as syllabus designers. Pang and Miao (2017:98) further explain that teacher leadership also perform a key responsibility in implementing the school-based set of courses and guidelines and help adopt specific textbooks in the nationwide curriculum. In some cases, teacher leaders lead the designing and publication of the school syllabus into a material kit for teachers which includes the basic information of lesson approaches and learning procedures (Pang & Miao, 2017:98). Teacher leaders execute crucial roles as they take lead in the designing of the syllabus and help in the execution of the syllabus by the junior and inexperienced teachers.

2.3.3.3 Instructional specialist

Teacher leader's play a vital role being instructional specialists in that they help co-workers to put into practice effective teaching approaches (Harrison & Killion, 2007:74). The instructional specialist help include concepts for separating teaching or lesson preparation together with colleagues and they also look for appropriate teaching approaches for their relative schools, and communicate conclusions with workmates (Harrison & Killion, 2007:74). Grant (2019:43) agrees with this as she argues that teacher leaders keep abreast of new developments in designing learning activities and improvisation of teaching and learning resources. In their role as instructional specialists, teacher leaders maintain classroom discipline and meaningful rapport with learners which is also an indication of a pastoral care role (Grant, 2019:43). Teacher leaders play crucial roles by hosting learning meetings that offer openings for expert learning indifferent subjects and main school-based research accomplishments in each discipline (Pang & Miao, 2017:97).

Pang and Miao (2017:97) further contend that teacher leadership are delegated and sanctioned to ascertain problems and urgencies in teaching, exploring complications in scholar education, and affording consultancy and sustenance to junior and trainee teachers. Thus, teacher leadership have an essential role in being instructional specialists in their relative subject areas and education institutions. Harrison and Killion (2007:74) believe that teacher leaders support and lead class activities by assisting teachers to implement new ideas, and by giving regular class demonstrations, including co-teaching, or observing and advising. Blase and Blase (2006:22) found that discussion with colleagues enhances teachers' confidence in their aptitudes and capability to properly resolve teaching and learning difficulties, as they reflect on practice and grow together. It also encourages a propensity for development through teamwork on the part of teachers.

2.3.3.4 Mentorship

Serving as mentors for inexperienced and novice teachers is another role of teacher leaders (Harrison & Killion, 2007: 76; Pang & Miao, 2017: 9). Mentors serve as role models in acclimatising inexperienced and new teachers to a new school, guiding new teachers in teaching principles, syllabus, technique, procedures, and policies (Harrison & Killion, 2007:76). Teacher leaders enhance the value of teaching and nurturing teachers, thus leading to the establishment of better classroom practices (Zhang & Pang 2016). To be a school leader who can mentor other teachers, a significant amount of time and effort need to be invested to have a meaningful influence on the growth of other teachers (Harrison & Killion, 2007:76). Harrison and Killion (2007:76) claims that the function of a teacher leader as a mentor goes beyond helping his/her teammate settle in the district, school, and classroom, and goes further to acclimatising the associate into the larger school community. Mbatha (2013:46) avers that this is also experienced in South Africa where the teacher leader helps mentees to be effective in the classroom, helping them with curriculum issues, school development matters, and providing curriculum support to neighbouring schools. Thus, teacher leaders play a vital role in mentorship. As such, teachers need to be prepared to be teacher leaders so they could execute their duties with much confidence and zeal.

2.3.3.5 Teacher leaders serving in committees

Serving in committees is among the roles of teacher leaders. It includes school development teams, acting as grade heads or department heads, and buttressing school activities on behalf of the district, community, and school (Harrison & Killion, 2007:76). Harrison and Killion (2007:76) further explains that in some cases teacher leaders assist the principal to connect with learners in school development programs. Moreover, teacher leaders facilitate meetings in which learners' voices are accommodated and guarantee the peaceful running of the institution. In similar vein,

Gumede (2011:65) argue that teacher leaders do not lead within the zone of the schoolroom only, but their leadership goes beyond the teaching space in curricula and other activities. Teacher leaders take lead in group meetings and in soliciting help from subject consultants. Hence teacher leaders serve in school committees to guarantee the easy managing of the learning institution as part of their leadership duties.

2.3.3.6 Catalysts for Change

Teacher leaders are the catalysts of educational reforms (Pang & Miao, 2017:93). In line with this, Larner (2004:32) contends that teacher leaders play the role of catalysts for change as they are visionaries who are not always satisfied with the status quo, but instead always looks towards improvement. Teacher leaders are negotiators of transformation. This particular role should be cultivated and encouraged as teachers are the frontrunners in of new initiatives in search of better methods of teaching and learning (Grant *et al.*, 2010:405). Teacher leaders are influential in generating change in the school and the community. Harrison & Killion (2007:76) argue that teacher leaders who assume this catalyst responsibility feel safe in their effort and have a resilient obligation to intermittent development. In light of this, teacher leaders are instrumental in most of the changes that take place in their respective schools in one way or the other.

2.3.3.7 Sources of influence

Neumerski (2012) argues that, although academics do not agree on what teacher leadership entails, they fundamentally agree on the idea that teacher leaders have a major influence on others and that this, in turn, impacts on school development and the education system. In similar fashion, Makoele & Makhalemele (2020:296) posit that teacher leaders exert influence on other teachers and the other stakeholders in the school. Thus, teacher leaders influence others to work towards achieving organisational goals and to, in turn, become teacher leaders. Nicolaidou, (2010: 232) asserts that the succession from teacher to school leader transpires subtly and is part of a continuing development. As teacher leaders work with other teachers, imparting knowledge of pedagogics and classroom controlling, they unobtrusively influence them. Thus, a teacher leader is a source of significant influence to other teachers who in most cases aspire to become leaders like them. To this end, the subsequent paragraphs focus on the areas in which teacher leadership is decreed.

2.3.4 Areas in which teacher leadership is implemented in South Africa

Grant (2008:93) argues that there are four areas where teacher leadership can be enacted. These are the teaching space area, outdoor area, engaging with learners and other teachers in other issues concerning the syllabus and extra-mural undertakings, the whole school area in matters of

development, and within the neighbouring schools. On the same note, Harris, and Jones (2019:123) contend that teacher leadership is enacted inside the classroom and outdoors in the neighbouring area to make an impact on the school-wide instructional praxis. Thus, the enactment of teacher leadership is not limited to the teaching and learning space but is also implemented wherever there are learners, teachers, or other people who can be led. Accordingly, the following paragraphs will discuss how teacher leadership is implemented in different spheres of educational influence.

2.3.4.1 Enactment of teacher leadership within the classroom

According to Grant (2008) one of the areas in which teacher leadership is implemented is the teaching space. It is here that the teacher constantly improves and develop his teaching and learning skills (Grant, 2008:93). The classroom is viewed as an area where teachers are entitled to be leaders. Teachers prepare goals and objectives, carry out procedures, teach, monitor, expedite, gather together learners, encourage, motivate and demonstrate the behaviour that they desire learners to imitate (Mbatha, 2013:11). The classroom is the given ground for teachers to practise leadership and experience professional growth. In agreement with this, Meirink, *et al.* (2020:245) contends that teachers improve within the classroom walls their teaching practices and they learn to be responsible for their professional learning and improvement. On the same note, Warren (2021:8) affirms that teacher leaders have exceptional class abilities and are more accomplished in motivating learners toward academic achievement. This shows that there is expected knowledge and expert training going on in the classroom. Reflection on schoolroom preparation is a pre-condition for enhanced teaching and learning. As such, Grant *et al.* (2010:410) 76.7% of the teachers specified that they frequently and consistently mirrored their classroom practice to check on their strengths and weaknesses. This is another clear sign that teacher leadership is taking place in the classroom.

Furthermore, Warren (2021:9) believes that teacher leaders thrust their learners to improve academically regardless of what level the learner was at when they entered their classroom. Teacher leaders take learners through challenging learning activities and possibly lead them to success (Warren, 2021:11). Grant *et al.*, (2010:410) argues that teachers often or always take the initiative when it concerns classroom duties being assigned to them. Furthermore, Grant *et al.*, (2010:410) argue that teachers' views and comprehensions of teacher leadership are strong in the classroom. Along these lines, it is evidenced that a great deal of teacher leadership is enacted within the classroom. This then leads to the discussion on the endorsement of teacher leadership in curriculum- and extra-mural activities.

2.3.4 Teacher leadership implementation in curricular- and extra- curricular activities

Teacher leaders work with the curriculum as they take a lead in workshops on integrating a new teaching approach to supplement an attribute of the syllabus (Zepeda *et al.*, 2003:17). On the same note, Grant *et al.*, (2010:411) argue that in this area the teacher leaders execute their duties by being involved in the establishment of curriculum information, dealing with on-the-job training and supporting other teachers and partaking in the performance appraisal of other teachers. Teacher leaders also frequently deliver job-related exercises to their workmates (Grant *et al.*, 2010:411). In the same vein, Makoelle and Makhalemele (2020:299) contend that teacher leadership is enacted in curricular and extramural events. Teacher leaders lead outside the classroom by providing curriculum progress information to their colleagues (Grant *et al.*, 2010:411). Therefore, there is evidence that there is the enactment of teacher leadership in curricular and extra-curricular events.

However, Meirink *et al.*, (2020:245) argue that there is not much teacher leadership in extra-mural accomplishments in most schools because teachers are unwilling to take up leadership duties in these areas. Although teachers are part of the SGB, their part in matters of syllabus, school administration, and other facets is still planned around the chain of command of the SGB (Makoelle & Makhalemele, 2020:299). The areas in which teacher leaders are usually involved are the preparation of their schools' extra-curricular events and the assortment of course books and teaching resources for their level or subjects (Grant *et al.*, 2010:411). Extra-mural activities accordingly places an emphasis on administration processes and opposed to leadership opportunities (Harris & Muijs, 2005). Teacher leadership in this area is seen more as a secluded action and as an aftereffect, and its transformative power is not yet fully released. What follows is then an investigation of the enactment of teacher leadership in extra- mural activities outside of the school.

2.3.4.3 Enactment of teacher leadership outside the classroom in the whole school

Mbatha (2013:11) contends that there is teacher leadership implementation in the areas out of the teaching space within the school premises. He argues that teacher leadership is involved in consortiums such as SGBs and strategic organising boards in the school. In these boards, they can enact teacher leadership as they are part of decision-making panels (Grant *et al.*, 2010:412). The fact that teachers are involved in the schools' decision-making processes is an indication that there is practice of teacher leadership outside the school, but on the school premises. Muijs and Harris (2003) affirm that participation in decision-making activities is a strong pointer of the power of teacher leadership. Teacher leaders enjoy being involved in the school's decision-making concerning setting standards for learners' behaviours at the schools (Grant *et al.*, 2010: 412).

Grant *et al.*, (2010:412) established that only 27.2% of teachers frequently or constantly pre-arranged and led evaluations of the year plan of the school while a meagre 14.1% of teachers constantly prepared the work schedule for their co-workers.

The above seems to indicate that South African school teachers do not overly concern themselves in school decision making. They often get drawn in, but this appears to be limited and their involvement mostly takes on the form of individual or group discussions with the senior leadership (Harris and Muijs, 2005: 90). In addition, Makoelle and Makhalemele (2020:299) argue that the enactment of teacher leadership outside the classroom in South Africa is influenced mainly by the school principal his or her deputy and Department heads. Thus, it appears that teacher leadership outside of South African school classrooms is being neglected. Grant *et al.*, (2010:412) argue that teachers are not sufficiently energized as teacher leaders outside the classroom, as demonstrated by being left out in, for instance, developing workers development programs. Teacher leadership in South African learning institutions is limited to schoolrooms and there is not much evidence of teacher leadership in the broader school setting (Makoelle & Makhalemele, 2020:299).

Meirink *et al.*, (2020:45) argue that it is not always easy for trainee teachers, and in some cases experienced teachers, to enact teacher leadership responsibilities in the school outside the classroom. This has in some instances led to power struggle issues between leaders and subordinates (Meirink *et al.*, 2020:245). Thus, outside the classroom in the school premises, teacher leadership enactment is facing difficulties. One of the significant difficulties in performing teacher leadership, is that teachers lack the necessary confidence and the leadership skills for executive leadership duties (Harris & Muijs, 2005:126). To deal with such challenges, Katzenmeyer & Moller, (2001:53) argue that teachers have to be given proper skills development programs, in both official and unofficial situations.

2.3.4.4 Enactment of teacher leadership in the community

Teacher leadership roles include designing a school's syllabus, leading job-related training, and supporting other teachers at a school (Grant *et al.*, 2010: 413). Teacher leaders' specific duties include offering syllabus development, coordinating meetings of extramural activities outside their school, and coordinating cluster gatherings for their learning areas in their districts. Harris and Jones (2019:123) aver that teacher leaders are the co-constructors of educational transformation and essential funders to policy making. Where teacher leaders are legitimately at the front of educational development and co-constructing adjustment, the result can be progressive and encouraging (Harris & Jones, 2019:123). However, Grant *et al.*, (2010:413) concluded that teacher leadership was not a typical community practice. Research carried out by Rajagopaul

(2007) and a study by Khumalo (2008) affirms that teacher leadership is not apparent in the school community. Hence there is not much teacher leadership enactment taking place in school communities. This leads to the discussion of teacher leaders being prepared to take on their roles.

2.3.5 The preparedness of teacher leaders

Dozier (2007:2) argues that renowned teachers have not been trained to practice the new leadership roles they are invited to assume. Most educational officers assume that outstanding teachers are good teacher leaders. Yet being in leadership and working with contemporaries call for a different set of skills (Dozier, 2007:2). In most cases, teachers show that they are not prepared and ready to serve as teacher leaders. Marvel, Lyter, Strizek and Morton (2006) posit that teachers accept as true that they have no idea of leadership, especially in aspects such as decision-making, even within their schools. This shows that they are not ready to take up leadership roles and serve as leaders. Renowned teachers need training them to practise leadership roles (Dozier, 2007:2). According to (Dozier, 2007:2) teachers comprehend that they do not have essential knowledge and skills to be effective in leadership, and they want training to help them become effective in leadership. Hence teachers are not well prepared to function in leadership positions. Rogers and Scales (2013:19) argue that teacher leadership should be introduced in the teacher training program to prepare teachers for leadership positions. Gumede (2011:73) notes that teacher leadership is new to some South African teachers, although research on this topic is increasing. On the same note, Ntuzela, (2008:78) observed that in historically underprivileged schools, a non-involvement philosophy barred teachers from taking initiative as leaders in their schools, which amounted to teacher discouragement. As a result, most teachers do not take leadership positions and are not ready to execute leadership roles (Gumede, 2011:73).

2.3.6 Factors affecting the enactment of teacher leadership

Kelly (2011:21) states that the enactment of teacher leadership is affected mainly by two different groups of factors: the teacher himself and the conditions within the school community. Kelly (2011:24) further contends that factors influencing an teacher's choice to participate in leadership responsibilities, embrace outstanding proficient teaching expertise, a resilient and established personal philosophy, and being at a stage in life where one experiences the required vigour and the availability of time. According to Williams (2011:194), factors that encourage the enactment of teacher leadership include the principal school culture, cooperation amongst the School Management Team (SMT) and teachers to explain the roles and their aims, collegiality, interactive skills, enablement, and trust. It is of importance that these factors be discussed to establish the

reasons behind the successes and failures of the enactment of teacher leadership in schools. Hence, collaboration and collegiality among teachers are discussed in the next paragraph.

2.3.6.1 Collaboration and collegiality

Collaboration among teachers is an essential element of school development and transformation, and a contributing aspect to teacher leadership (Hlatywayo, 2010:25). The mutual values and goals at the centre of teacher leadership, are also critical factors in encouraging teacher leadership (Hlatywayo, 2010:25). The philosophy of collective leadership, which is strongly linked to distributed leadership, fosters collaboration, forming ideas together, and building meaning, jointly produces teacher leadership (Harris & Lambert, 2003:37). As teachers graft collaboratively, their educational procedures perk up and dialogue encourages collaborative rationale and replication which fosters teacher leadership (Harris & Muijs, 2005:126). Printy (2010:113) argues that teachers exhibit leadership as they set agendas, labour toward collective goals, inspire creativity, and construct solid relationships with their colleagues (Printy, 2010:113).

Some researchers believe that teacher leadership acknowledges the value of creating a school culture that encourages shared practice among teachers, teamwork, communal standards, beliefs and collective policymaking practices in the school (Muijs & Harris, 2007:20). Muijs and Harris (2003:440) confirm that improved collaboration has positive effects on teacher leadership and the school at large. Ntuzela (2008) in Grant *et al.*, (2010:412) asserts that teamwork and collective decision-making was the distinctive nature of one of the previously privileged schools studied, which led to the promotion of teacher leadership within and outspreading beyond the walls of the schoolroom. One of the assumptions of teacher leadership is that it nurtures cooperative values that encourage constant development in a school or organisation. Teacher leadership is instrumental in the emerging and nourishing of a culture of continuous upgrading (Killion, 2016:9). Under this assumption, teacher leadership must include significant professional engagement and collaboration, both and informally, for the achievement of school goals (Killion, 2016:8). Muijs and Harris (2007) argue that in most cases where there are positive teacher leaderships, there are proof of a culture that supports teamwork and companionship. They further argue that teacher leadership grows most in collaborative environments. Principals have to be tolerated as they learn how to share power and teachers have to be supported and take up their leadership roles (Grant, 2006:22). This can be linked to distributed leadership in that there are shared leadership duties. As a result, collaboration among teachers in the same schools, plays a critical role in the success of teacher leadership. Most research on teacher leadership advocates that teachers, working tenaciously, together, and collaboratively, have some influence on policy and practice in substantial behaviours (Harris & Jones, 2019:125). The amount of teamwork among team

members is a crucial performance pointer for teacher leadership in resource allocation and leadership roles (Pang & Miao, 2017:98).

2.3.6.2 Trust

Where learning institutions serve as education communities, teachers develop strong confiding relations that endorse stronger teacher-learner relations (Louis & Wahlstrom, 2011:53). Riveros, Newton, and da Costa (2013:9) argue that teacher leaders should nurture trust amongst their colleagues. Teacher leadership is essentially about founding interconnected relations with fellow teachers (Riveros, Newton & da Costa, 2013:9). Thus, as teachers apportion responsibility for the pipedreams of a school, relations are altered and subordinates become sincere participants in the process. Schools move away from a pyramid hierarchy, to a new perception of leadership (Owens & Valesky, 2007). Thus, when teachers trust each other and relate well in a school set up, it becomes easy for them to enact teacher leadership traits.

2.3.6.3 The school culture

Cansoy and Parlar (2017:312) describe school culture as an environment that creates a sense of belonging to family, the community and all the individual concerned. All the different stake holders share the beliefs, attitude and skills which influence the day to day running of the school. Cansoy and Parlar (2017:312) further argue that in school culture, members share mutual aims, and there is agreement on syllabus and teaching methods. School culture relates to teachers' feelings, experiences, job involvement, and managers' expectations and demands (Demirtas, 2010:3). For a culture to be formed in schools, there has to be coordination and peace between teachers, a passing of practices on shared aims, and arrangement on a mutual vision (Marzano, Waters, & McNulty, 2005).

School culture develops where there are close relations amongst people and by merging some structural mechanisms, and the features of a robust school culture comprise of a constructive working environment and mutual objectives (Marzano, Waters & McNulty, 2005). School culture also refers to the culture that increases public consciousness among the schools' stakeholders, and in which opinions and views on improving the value of education are designed and moulded (Marzano, Waters & McNulty, 2005). According to Grant (2008), the most imperative aspect in the augmentation of teacher leadership in schools is the prevailing school culture. Culture is an important element since it regulates whether or not teacher leadership transpires at the school in question (Melikhaya, 2015:23). Teacher leadership thrives in a school where there is a culture that endorses collective practice among teachers, collegiality, common values, norms and mutual school decision-making procedures (Grant, 2006:523). Grant (2006:523) argues that a collective

culture where participation, decision-making, and vision are shared, together with an array of principles that help to cultivate this shared culture and distributed leadership motivated by the principal and official management teams, serves as prerequisites for developing teacher leadership. This kind of teacher leadership is closely connected to distributed leadership, which is the theoretical framework adopted for this research. Schools must cultivate teacher leadership and distributed leadership standards where teachers' opinions are welcome and teachers are given chances to lead (Muijs, 2005). The school culture stimulates interest among teachers to take up leadership positions in their schools for they perceive it as being acknowledged (Melikhaya, 2015:23). The supportive culture produces teacher leaders who can identify prospects and responsibilities that lead to teacher leadership who possess a noble vision about their workplace. A positive culture can enable teachers to move their school to the next level of greatness (Melikhaya, 2015:23). This type of culture creates teachers who are experienced specialists as (Hoyle, 1980) in Melikhaya (2015) describes them. Hoyle (1980) in Melikhaya (2015) argues that extended professionals are those teachers who seize any leadership position opening and make use of it to the maximum for individual growth and the advantage of the school. Thus, school culture has to fully support teacher leadership in schools for it to be successfully enacted.

2.3.6.4 Dimensions of school culture

Cansoy and Parlar (2017:318) contend that school culture has sub-dimensions, which include task-oriented, support-oriented, and success-oriented cultures. These are substantial interpreters of partnership with workmates. The rank of these predictors built on their prognostic power that was task-oriented, support-oriented and success-oriented culture (Terzi, 2005).

2.3.6.4.1 Support-oriented culture

There is an emphasis on collaboration, personal relationships, and solving problems in support-oriented cultures (Cansoy & Parlar, 2017: 318). Cansoy and Parlar (2017: 318) argue that support-oriented culture in a school environment, leads to teamwork among teachers, relations based on genuineness and trust, and teachers executing more behaviours that are correlated to organisational development. In a school that ensures teacher leadership development, teachers are perceived as professionals who cooperate with the principal (Danielson, 2006). Teachers' sovereignty and their involvement in decision-making, enhance teacher leadership (Katzenmeyer & Moller, 2001:54). School administrators' support is imperative for teacher leadership behaviours (York-Barr & Duke, 2004). Cansoy and Parlar (2017:318) claim that teachers act more professionally in a school setting that comprises of teamwork. Thus, a support-oriented culture emphasises collaboration and personal relationships as prerequisites for the enactment of

teacher leadership. In other words, the success of teacher leadership relies heavily on the support teachers render to each other in a school situation. Failure to support one another results in failure of teacher leadership enactment in schools.

2.3.6.4.2 Task-oriented culture

Task-oriented culture envisages completing undertakings in the way they should be completed (Cansoy & Parlar, 2017:318). Task-oriented culture predicts the teachers' behaviours related to organisational growth. Indeed, task-oriented culture activates teachers to behave, think, and consider in a way that pleases emergent organisational requirements (Donaldson, 2006:7). In task-oriented culture, achieving organisational aims and undertakings are given first preference. Actions are ranked according to how much they help achieve the educational objective of the learning institution (Cansoy & Parlar, 2017:318). On the same note, Grant *et al.*, (2010:404) argue that the success of teacher leadership depends upon the school's culture. Thus task-oriented cultured schools are likely to experience significant success in teacher leadership development. In task-oriented culture, knowledge is a foundation of authority and is related to individual features revealing important relations between task-oriented culture and the power of personality (Cansoy & Parlar, 2017: 318). In light of the above it can be said that in task-oriented cultures, school principals encourage stakeholders to execute behaviour correlated to organisational goals and development (Cansoy & Parlar, 2017: 318). In a task-oriented school, teachers have to be groomed to achieve all the tasks set for them in a distributive and collaborative manner for the school's overall achievement. Task-oriented culture is vital in a school for the successful enactment of teacher leadership, in that teachers work together to achieve the set goals of the school, everyone has to play his part and do whatever he is supposed to do, to achieve the set objectives and goals of the school. This is done in a distributive manner as assumed by the theory of distributed leadership.

2.3.6.4.3 Success-oriented culture

The school culture sub-dimension of success-oriented culture is a significant predictor of professional development. In success-oriented culture, it is imperative to finish an undertaking successfully, and those who are successful, are rewarded (Terzi, 2005). In a school environment where success-oriented culture is prevailing, teachers may ascribe more value to professional improvement actions to uphold their professional success (Cansoy & Parlar, 2017:318). On the same note, Pillay (2008:122) observed that success-oriented cultures nurture and develop teachers to deal with the experiences of an ever-transforming educational system and keep moving with times. Success-oriented culture reveals that teachers are involved in a health competition among themselves in schools as they compete for success in their different subjects,

grade, and departments (Pillay, 2008:122). This brings about the notion of distributed leadership in schools and this may fashion a motivation for teachers' improvement (Cansoy & Parlar, 2017:318). This is so because for the continuity of a development culture, teacher autonomy and learning communities can be influential in teacher leadership development. As a result, success-oriented culture can be understood to be an essential aspect of teachers' professional growth (Cansoy & Parlar, 2017: 318). In a success-oriented culture, teachers have to be poised for success, to do their outmost best to succeed in everything they do (Grant *et al.*, 2010:405). As they work towards a common goal to succeed, they will be training each other to become leaders, thus practicing distributed leadership. A success-oriented culture is important is a school situation for the realisation of teacher leadership. Having explored factors influencing the performance of teacher leadership, the next paragraph looks at challenges in the enactment of teacher leadership.

2.3.6.5 School Management Teams (SMTs)

An SMT is a structure in a school that comprises of the Departmental head, the deputy principal, and the principal. It is accountable for the proper running of the school (Alberts, 2016:32). The SMT members are formal teacher leaders who are responsible for developing a constructive culture useful in enhancing quality education in the school (Alberts, 2016: 32). Clarke (2012:1) contends that a head appreciates his subordinates and inspires them to achieve anticipated results, thus, the SMTs plays a significant role in augmenting the procedure of service delivery to both learners and teachers in the school. Alberts (2016:32) further argue that the SMTs' major aim is to create a learning atmosphere that maintains a constant improvement and offers each teacher and pupil a chance to be partners in generating success (Alberts, 2016:32). Thus, the SMT has the mandate to ensure teacher leadership enactment in their respective schools.

In contrast to the aforesaid, the SMT can be seen as an impediment to teacher leadership in schools (Hlatywayo, 2010:28). Grant *et al.*, (2010) argue that in some cases it acts as a deterrent factor to the enactment of teacher leadership in schools, since teachers do not have confidence in teacher leadership aptitude and in some cases do not allocate leadership responsibilities to other teacher leaders. Instead, these SMT's dictatorially control the leadership process. Hlatywayo (2010:28) believes that, in many schools in South Africa, shared teacher leadership by all is not accommodated. Instead focus is given to leadership by a few individual teachers in official leadership roles who are also the SMT members. Alberts (2016:32) strongly contends that SMTs in South Africa have to disseminate power to fellow teachers and offer adequate time and means for incessant professional growth. Thus, the SMTs must generate, back-up, objectify and authenticate teacher leadership in all possible ways (Alberts, 2016: 33). Grant (2006:4) believes that schools have to cultivate a culture that identifies all teachers as leaders. Grant (2006:4) also

maintains that the supposition that only teachers in official leadership roles should lead, is one of the worst obstacles of teacher leadership. This implies that if the school culture is not accommodating and the SMT functions in seclusion, then teacher leadership enactment is inevitably hindered (Hlatywayo, 2010:28). Thus, the SMT can enable or deter the enactment of teacher leadership.

2.3.7. Challenges in the enactment of teacher leadership

Mbatha (2013:20) submits that wide-ranging barriers hinder the enactment of teacher leadership. These include the principal, lack of teachers' time, poor communication, organisational factors, personal attributes, heavy workloads, an obstructive work atmosphere, and an authority and autonomy gap.

2.3.7.1 The principal leadership style

Harris and Muijs (2005:28) believe that the principal's position is fundamental to the enactment of teacher leadership as it holds fragments of the organisation together in a fruitful relationship. The autocratic leadership style of a principal plays a central part in restricting the enactment of teacher leadership (Grant, 2019:46). Therefore, the success of the enactment of teacher leadership hinges on the principal's leadership style. Existing literature shows that a monocratic leadership style of the school principal is regarded as the main obstruction to the enactment of teacher leadership in some schools (Harris, 2004). Grant *et al.*, (2010) agree with this as they argue that a hierarchical school supervision arrangement is the main blockade to enacting teacher leadership in schools. Hlatywayo (2010:32) agrees with this as he further argues that principals are not certain as to the degree to which they ought to use the authority endowed in them as far as the designation is concerned. This confuses, as principals are plunged into a state of uncertainty and do not know whether or not to entangle teachers in school issues. However, Kuzwayo (2013) avers that the development of teacher leadership has to be acquainted with the teamwork of teachers in the school. This has to be directed by the principal's style of leadership which ensures the participation of all stake holders in resolution-making. Lack of teacher involvement in decision-making is a barrier to teacher leadership enactment. In some schools, principals are unwilling to share their authority with teachers and other participants. Harris (2003) argues that some principals feel that teacher leadership exposes them to their subordinates and that they lack authority over certain activities. Hence, enacting teacher leadership requires a positive mind-set from the principal and the peer teachers who have to learn to become teacher leaders.

2.3.7.3 Lack of time

Inadequate time for leadership effort poses challenges to teacher leadership performance (Melikhaya, 2015:39). Melikhaya, (2015:39) contends that teachers complain about inadequate time for the execution of leadership duties and teaching tasks in a day. Muijs and Harris (2007) assert that insufficient time was perceived as an important barrier that mired staff initiatives in all the research they carried out. Full-time teaching and other responsibilities in a school is understood to be a critical barrier to teacher leadership. (Hlatywayo, 2010:31). Harris (2003:320) observed that for teacher leadership enactment to be carried out, successful time has to be set aside for teachers to convene for the sake of planning how to go about the matters such as syllabus, emerging school-wide plans, organising visits to other learning institutions and partnering with the teachers in other districts. Thus, the time for teacher leadership enactment has to be factored in the whole school program for the success of teacher leadership enactment.

2.3.7.4 Teachers as barriers

Grant (2006) maintains that the main obstacle to teacher leadership was teachers who refused to accommodate new ideas on teacher leadership, mainly because of an absence of an awareness of the notion of teacher leadership. Muijs and Harris (2007) argue that teachers resisted taking up leadership roles. However, for teacher leadership to be enacted, principals have to delegate power and teachers have to take up leadership responsibilities (Muijs & Harris, 2007). Lawrence (2010:29) argues that an extreme impediment to teacher leadership duties is frequently the attitudes of their contemporaries. In some cases, encounters include excessively classified interactions with collaborators, where teacher leaders act in autocratic fashion (Lawrence, 2010:29). Teacher leaders face a lack of support shadowed by an articulated or inactive hatred of teacher leadership by other teachers and in this case, there is a degree of professional jealousy Lawrence (2010:30). In addition, the accomplishment of teacher leaders in a school is prejudiced by relational factors within the SMT and between other teachers. Hence it is important that teacher leaders nurture constructive relations with other teachers who may sometimes feel vulnerable. Resentment to teacher leadership can result from issues such as disinterest, over-cautiousness, and a lack of confidence (Barth, 2001:10). Lawrence, (2010:30) supports that teachers experience much discord amongst themselves, which hinders the enactment of teacher leadership. In light of this, teachers block the enactment of teacher leadership in their respective schools.

2.3.7.5 Lack of motivation

Teachers are demotivated when they feel that they are not given incentives for taking up leadership roles and this a contributing factor to the impediment of teacher leadership (Hlatywayo, 2010:30). Teachers are also not self-motivated to participate in leadership activities. Teachers must be encouraged and motivated to take up leadership responsibilities outside their classrooms (Hlatywayo, 2010:30). It is important that teachers have to be empowered, acknowledged, and appreciated for their effort, expertise, and experience as they take up leadership roles and go the additional mile in attaining excellence in schools (Lawrence, 2010:26). Hence, principals and fellow teachers are a significant resource for inspiration and encouragement of teacher leadership in their respective schools (Lawrence, 2010:26).

2.3.7.6 Professional barriers

Hlatywayo (2010:30) contends that professional hindrances impede teacher leadership enactment. Katzenmeyer and Moller (2001) state that co-workers sometimes detest teachers executing leadership roles. The feeling of being secluded from workmates is one of the main barriers of teacher leadership. Indeed, once a teacher leader feels isolated, this cripples his performance in carrying out his duties as a leader. Teachers in leadership positions sometimes feel disconnected from their workmates when engaging in teacher leadership tasks (Hlatywayo, 2010:30). Harris (2004) argues that it is difficult for teacher leaders to carry out their duties as leaders unless their colleagues support them. Therefore, professional barriers such as those where teacher leaders are isolated by their workmates, are as effective as any other barrier in deterring teacher leadership enactment.

Ngcobo (2019:26) argues that a lack of comprehension of what teacher leadership is by teacher leaders, is a large professional barrier on its own. There is little unanimity concerning what teacher leadership is (Neumerski, 2012:320). This harms the development of teacher leadership in schools. This, on its own, is a large professional barrier against the enactment of teacher leadership. Harris and Muijs (2005) are of the notion that in schools where principals decide on whom to give leadership responsibilities to, selecting specific teachers for executive leadership roles is likely to have a discouraging effect on other teachers who might have the desire lead. This results in teachers working in isolation and disregarding team work. This professional barrier has a negative impact on the development of teacher leadership. Donaldson (2006:102) has it that other challenges to teacher leadership include opposition, dismissal by co-workers, reluctance to mobilise themselves, teachers snubbing informal efforts to establish and nurture mutual action, rational divisions, and interactive conflicts that govern the staff culture. As can be seen, there are many factors hindering the enactment of teacher leadership.

2.4 Preparation of teachers to be teacher leaders

In the case of published literature, there is little policy activity on how teachers are prepared to serve as teacher leadership (Almy, Tooley & Hall, 2013:1) Wenner and Campbell (2016:159) agree with this as they assert that, in terms of research, there is lack of focus with regards to training for teacher leadership. This notion will be discussed hereafter under the following sub-headings: initial training, induction and professional development.

2.4.1 Initial training

Almy *et al.*, (2013:1) argue that too many teachers' and principals' preparation programs do not address the challenges teachers face once they graduate or the requirements of the districts that hire them. This lack of attention by policy makers and district officials is unfair to teachers, who are hired into schools without the knowledge and skills they require to execute their duties (Almy *et al.*, 2013:8). Hence in most cases, teachers are found not prepared to serve as teacher leaders for they had not been prepared for the duty of teacher leadership. Yet, the preparation and development of teachers as leaders in schools can be a cord that seamlessly intertwines together teacher edification as a clear band of lifelong learning (Burns, 2018:7). Burns (2018: 9) further argues that teacher leaders are not born. They are created through preparation and development. This preparation must be thoroughly planned and include developmentally suitable specialised learning opportunities.

Harris and Jones (2019:125) suggests that there has to be a focus on the preparation of teachers for them to be ready to execute their duties as teacher leaders. Teacher leadership training programmes can do a lot to help teachers to be well-equipped with leadership skills. More so, teacher leadership preparation is an exceptional way of leveraging and increasing specialised learning for experienced teachers (Campbell *et al.*, 2018:43). A Teacher Learning Leadership Programme (TLLP) was launched in 2007 which was a joint initiative between the Ontario Teachers' Federation and the Ontario Ministry of Education (Harris & Jones, 2019: 125). The TLLP was established to support experienced teachers to adopt self-directed professional learning, leadership skills, and knowledge exchange (Harris & Jones, 2019: 125). Thus, teacher leadership training is a prerequisite for the success of teacher leadership enactment. There is a need for the establishment of similar projects like the TLLP which support teachers to be ground-breaking, resourceful, and collaborative. In turn, this can lead to a long-lasting deference to learning and learners (Harris & Jones, 2019: 125). Harris & Jones (2019: 125) further argue that political will unavoidably changes and, consequently, policy considerations. However, what remains throughout is the dedicated will, ability, and perseverance of teachers. Further to this, they assert that funding may be withdrawn overnight, political sustenance may diminish, and

policy-maker's attention may be diverted. However, the accumulated strength of teacher leadership stays put, endures, and continues.

2.4.2 Induction

A teacher orientation program can help new teachers improve practice, learn professional roles, and eventually have a positive impact on student education. Apart from giving support to novice teachers, these programs enable senior teachers to reflect upon practice and can unify the learning community as each works to improve the value of education. Orientation programs also possibly uplift the teacher role and foster a collaborative education community for all teachers. These gains can lead to an increased retention rate, as new teachers find themselves in a setting that promotes constant development and accomplishment.

A well-planned and properly executed orientation program seeks to advance the way new teachers teach, ease them into the school system, get early job fulfilment, and accordingly effect their choice to stay in the career (Wong, 2002). Maringe and Prew (2015) found four key objectives of teacher orientation namely: to boost teacher efficiency and student grades; to reinforce teaching methods; to advance teaching content and knowledge; to socialise new teachers into the occupation, and to serves to retain teachers in their chosen occupation. This to the discussion on professional development for teacher.

2.4.3 Professional development

Teachers' professional development is critical in cultivating learners' outcomes and is essential in improving classroom practice and enhancing learners' outcomes (Postholm, 2018:2). Huang (2016:127) describes teacher professional development as the undertaking that cultivate an individual's skills, awareness, proficiency, and other attributes of a teacher. Hence, every teacher must embark on some form of professional development to perfect their teaching and leadership skills. Teachers need the opportunities to constantly advance their professional capabilities and learn about current growths in the subjects they teach as well as new teacher leadership approaches. Providing in-service training and continuing sustenance to teachers over the course of their careers, enhances teachers to contribute meaningfully to teacher leadership trends (Richter, Brunner & Richter, 2021:1). Fullan (2007:153) argue that professional teacher development often takes place in formal situations, such as professional improvement platforms, teaching exploration groups, and formal mentoring settings. In addition, teachers also can learn during informal interactions which occur during peer teaching, cooperative planning, and mentoring among co-workers (Huang, 2016:128). Thus, professional teacher development provides training that eventually transforms classroom practices and teacher leadership traits.

2.4.4 Self-development

Marschall (2021:725) argues that teacher self-development is a teacher's conclusion of his capability to successfully arrange and implement explicit courses of action in his area of influence. On the same note, Yagan, Ozgenel and Baydar (2022:1) posit that self-development is a person's perception of strengths and weaknesses, desires, instincts, feelings and judgments, and the appreciation one has about himself. They further argue that professional self-development is the consciousness of how previous experiences and contemporary circumstances affect an individual and how one perceives himself as a skilled person in his area of specialisation. The concept of self-development is significant to teacher leadership because it helps to comprehend how teachers experience, make sense of, construe, and locate themselves in their careers as teacher leaders. Indeed self-development helps teachers to comprehend and recognise themselves and modelling and improving themselves in their professions.

2.5 Summary

This chapter has looked at teacher leadership. It is argued that teacher leadership is enacted inside and outside the classroom and in both formal and informal ways. The formal ways that were identified included the active delegation of authority and nurturing of junior leadership by heads of the department, staff representatives in the school governing body, and in teachers' unions among others. Teacher leadership roles were also identified in this chapter. They included supporting inexperienced teachers for professional growth, leading curriculum development, instructional specialists, mentorship, and teacher leaders serving in committees, thus forming catalyst for change and sources of influence. The literature review in this chapter has also focused on areas in which teacher leadership is enacted in South Africa. These include the enactment of teacher leadership within the classroom, in curricular and extra- curricular activities, outside the classroom in the whole school and in the broad community.

The chapter has also looked at teacher leaders' preparedness and factors affecting the enactment of teacher leadership. The factors that affect the enactment of teacher leadership include collaboration and collegiality, trust, school culture, school management teams and dimensions of school culture. The literature has also addressed topics like challenges in enacting teacher leadership and the preparation of teachers to be teacher leaders, among other topics. The literature review shows a dearth of literature on the preparation of teachers to be teacher leaders in South Africa. In what follows, this research aims to contribute to the body of literature on teacher leadership by soliciting the views of teachers in Gauteng on teacher leadership and their preparation to become teacher leaders. These views will be interpreted through the lens of theory of

distributed leadership. Teachers' views on teacher leadership were obtained through the use of qualitative data and collection methods explained in the subsequent methodology chapter.

CHAPTER 3: METHODOLOGY

3.1 Introduction

Having conceptualised teacher leadership and distributed leadership in chapter two, this chapter looks at the study's research paradigm, approach, design and methodology. In pursuit of this goal, the chapter first examines the research paradigm, the design, population, site, and participant selection (sampling). The chapter also describes the methods used to collect and analyse data, ethical considerations, and how the trustworthiness of the research findings was ensured.

3.2 The research paradigm

Nieuwenhuis (2016:52) mentions that a paradigm explains the researcher's philosophical worldview, and this study adopted an interpretivist paradigm. Interpretivism is one of the many research paradigms or philosophical worldviews that include post-positivism, positivism, pragmatism, and transformative and critical theory (Creswell, 2014:214). By definition the interpretivist paradigm explains a world view characterised by the capacity of the researcher to construct meaning through social interaction with the participants (Nieuwenhuis, 2016:60). In this research, the researcher constructed the meaning of preparation of the teacher leadership through her interaction with the primary school teachers. At the more philosophical level, the interpretivist paradigm followed in this study is heavily influenced by hermeneutics (interpretation of a text) and phenomenology (exploring participant's lived experiences) (Nieuwenhuis, 2016:60). This means that interpretivism is the world view that advocates the need for independent understanding of people and their opinions of their worlds as the starting point in comprehending social phenomena (Hesse-Biber & Leavy, 2011). Hence the researcher was able to perceive the preparation of teacher leadership through the perceptions of the primary school teachers interviewed in this study. Kivunja (2017:26) thinks that a paradigm constitutes how the researcher views the world because it institutes the intangible philosophies and values that form the researchers' views, interpretations and actions in that world.

Interpretivism assumes that studying people in their natural context offers a prospect to appreciate the insights they have of their actions (Nieuwenhuis, 2016:61). Further to this, the interpretivist paradigm and its ontological assumptions dictate that social reality is typified by a multiplicity of understandings of people's different events (multiple perspectives) and incidents are important. It foreshadows the problem of lack of readiness for teachers to be teacher leaders. Therefore, by founding this study in the interpretivist paradigm, the researcher underscores the view that human life can be grasped in people's subjective experiences (Kivunja, 2017: 33). The fundamental supposition in the interpretivist model is that by probing people in their social environment, there

are better prospects of understanding the views they have of their encounters (Nieuwenhuis, 2016: 61). In this study, it implies how teachers construct their leadership roles by sharing meanings and how they relate with one another as crucial aspects of their leadership roles. The next section discusses the study's research approach.

3.3 Research approach

Research approaches are three-fold: qualitative, quantitative, and mixed methods (Ivankova, Creswell & Clark, 2016:307). This research made use of the qualitative approach and it refers to an approach characterised by subjective data generation, analysis, interpretation, and linguistic reporting (Hesse-Biber, 2011:61). The above is contrary to the quantitative approach which is characterised by a systematic and objective data generation, analysis, interpretation, and report of findings numerically (Maree & Pietersen, 2016:162). The third approach which is the mixed method approach which is a combination of the qualitative and quantitative approaches and this enables the shortcomings of one to be compensated by the other (Ivankova *et al.*, 2016:312). The rationale for adopting a qualitative approach for this research is on account of its strengths in generating an understanding of the intricate and comprehensive views of the teachers about their readiness to serve as leaders in schools (Nieuwenhuis, 2016:77). It also enabled the researcher to conduct the study in the participant's natural setting to understand their lived experiences (Ivankova *et al.*, 2016:309). The qualitative approach enabled the researcher to venture into the environment where the individual teachers work, gather their views, and write literal accounts of their lived experiences (Denzin & Lincoln, 2011:74). The section below looks at the research design.

3.4 The research design

There are numerous qualitative research designs like grounded theory, ethnography, case studies, action research, hermeneutics, narrative, and phenomenology (Nieuwenhuis, 2016:77). A phenomenological research design was adopted in this study because of its strengths in enabling a clear understanding of the essence of the teachers' understandings of their teacher leadership roles. Creswell (2014:214) contends that although it is difficult to establish generalization, phenomenology tolerates a profound comprehension of the phenomenon under study, which is the preparation of teachers to be teacher leaders. Phenomenological research seeks to explore the structure of human life, the lived world as experienced in ordinary situations and relationships (Van Manen, 2007, cited in Nieuwenhuis, 2016:77). Since phenomenological research looks at the connotations that some lived experiences hold for participants to determine what each experience means for the person who has had it, an exploration of the teachers' views in terms of their readiness to be teacher leaders is thus able to provide a comprehensive description

of their perceptions (Nieuwenhuis, 2016:77). This implies that through a phenomenological research design, the teacher's leadership experiences within their schools are laid bare, thus exposing the efficiency of the preparation or lack of it. From a phenomenological point of view, a description of the teacher's leadership experiences as participants is reduced to their abilities and levels of readiness to be teacher leaders. The researcher gathered data from teachers who experience the phenomenon of leadership and was able to foster a strong account of the essence of the experience for all participants. Such an account comprises of 'what' they experienced and 'how' they experienced it (Moustakas, 2014:17). Thus, the phenomenological research design was found to be the most effective model for this research. The next paragraph discusses the population, site, and participant selection.

3.5. Population, site and participant selection

The researcher embarked on the process of identifying the population where the research was to be carried out. The research involved primary school teachers. However not all primary schools in South Africa could be interviewed. Hence, the next step was to identify a particular province, particular schools, and particular participants to interview.

3.5.1 Population

Benerjee and Chaudhury's (2010:60) assert that a population describes the entire group involved in the study. In line with this assertion, this research's population was made up of primary school teachers in schools situated in the Gauteng province. A sample size of twelve teachers was sampled from this population.

3.5.2 Site selection

Convenience and purposive sampling were adopted to identify the sites of the study, thus four primary schools that are close to each other were selected. Convenience sampling is followed in circumstances where population elements are sampled on the basis of the fact that they are easily accessible (Maree & Pietersen, 2016:197). In this case, it provided a quick and inexpensive type of sample (Maree & Pietersen, 2016:197). To this end, four primary schools which are close to each other were conveniently sampled from Education District 10 in Gauteng, and these constituted the research sites of the study. Schools were also purposively selected to make sure that schools from different quintiles were included. The inclusion criterion was three schools from quintiles 1 to 3 and one school from quintiles 4 and 5. The exclusion criterion was that no private schools were considered for the study.

3.5.3 Participant selection

Sampling is a procedure of choosing participants for a study, given that it is impossible to gather data from the whole targeted population (Babbie & Mouton, 2010:469). Purposive sampling was adopted in selecting participants for this study. Maree and Pietersen (2016:192) contend that purposive sampling must be used in sites where the assortment of participants is enlightened by specific reasoning, which in this case is the need to interact with primary school teachers to establish their preparation to serve as teacher leaders. Maree and Pietersen (2016:192) further argue that a sampling theory has to be established to propose ways of pulling scientific samples and these sampling theoretical techniques include random and non-random sampling. For this research, the latter was adopted to identify the exact study participants (Leedy & Ormrod, 2010:137). A sample size of 12 primary school teachers was drawn, from which the researcher considered 3 teachers per school. The inclusion criteria were, 1 teacher with 5 or less years of teaching experience, 1 teacher serving in an official teacher leadership position such as departmental head and 1 teacher serving in an informal teacher leadership role such as a mentor or sports organiser.

3.6 Data generation method

The researcher made use of telephonic interviews because it was not possible to have face-to-face interviews due to Covid-19 restrictions. The telephonic interviews were audio recorded for analysis and backup purposes as suggested by Nieuwenhuis (2016: 94). Nieuwenhuis (2016: 92) contends that an interview is a two-way dialogue in which the researcher probes the participant with questions to gather data and to acquire more information about the thoughts, interpretations, views, and behaviours of the participant. The researcher does this to see the world through the eyes of the study subject. This procedure typically entails a conversation between investigator and participant, directed by an accommodating interview procedure, and accompanied by follow-up questions, probes, and explanations (Jamshed, 2014:87). This study adopted semi-structured interviews as they allowed the researcher to explore participants' opinions, feelings and views on the preparation of teachers to be teacher leaders (Jamshed, 2014:87-88). In this study, the researcher asked the teachers about their preparation to serve as teacher leaders so that she could perceive the phenomenon under study through them. Semi-structured interviews are ideal in this study because they are grounded on a line of investigation fostered by the researcher before the interview (Jamshed, 2014: 87- 88).

During the interviews open-ended questions were asked and the researcher further probed to get more clarification (Nieuwenhuis, 2016:92). This data collection method allowed the interviewer to be prepared beforehand and appear competent during the interview (Jamshed, 2014: 87). Semi-

structured interviews gave teachers the liberty to articulate their understanding of teacher leadership and this helped the researcher to pay special attention to their responses to detect lines of inquiry that were in line with the phenomenon under study (Nieuwenhuis, 2016:32). The data attained from semi-structured interviews provided not just answers, but reasons for those answers.

The semi-structured interviews used in this study, have some shortcomings. For example, thorough interviewing skills were required and preparation was to be carefully premeditated to avoid prescriptive or leading questions (Jamshed, 2014: 88). The researcher worked out a set of questions beforehand and came up with an interview guide (See addendum: E) that contained the questions she was to ask in the interview (Nieuwenhuis, 2016:93). The interview guide included several general questions that she asked during the interview as well as more detailed sub-questions that were ascribed to these general questions. The interviewer highlighted questions that she needed to have an answer to (Jamshed, 2014:87-88). This helped the interviewer to be adequately organized and avoid asking prescriptive or leading questions. During the interview, the researcher was able to change the order of the questions or the way they were constructed. She was able to provide clarity or leave out questions that appeared uncalled-for in this particular interview. Some questions were created during the interview, granting both the interviewer and the interviewee the opportunity to probe for more details (Nieuwenhuis, 2016:94). Even though the interviewer followed the interview guide, she was able to follow interesting paths in the discussion that drifted from the guide when she felt this was suitable (Jamshed, (2014:87). Semi-structured interviews are time-consuming (Jamshed, 2014:88). To overcome this challenge, the interviewer had to contact the participants more than once to confirm the date and location of the interview and to remind the participant of the aim of the study, the projected length and the topics to be discussed (Jamshed, 2014:88). This helped the participants to be ready and be conscientious of the time slot of the interview. The researcher made use of her diary where she recorded everything that happened during the interview (See addendum: K). She recorded all the events of the field work as they unfolded. This helped her considerably in conducting follow-up sessions during fieldwork. It also assisted the researcher to keep track of her questioning, guided her on how to proceed with questioning and to provide clarity on what next to accomplish. The next paragraph looks at the data analysis methods used.

3.7 Analysis of data

Nieuwenhuis (2007:99) contends that qualitative data analysis is usually positioned as an interpretative viewpoint since it tries to ascertain how participants denote the meaning of a specific phenomenon by exploring their viewpoints, understanding, and encounters. Considering this, the data collected through semi-structured interviews were analysed to establish how teachers

perceive their preparation to be teacher leaders. This study adopted the content analysis method of analysing qualitative data. Content analysis as defined by Stemler (2001 cited in Nieuwenhuis, 2016:111) as an orderly and replicable procedure for condensing many words of the manuscript into fewer groups constructed through coding. In addition, Erlingsson and Brysiewicz (2017:93) argue that the aim of content analysis in qualitative research is to methodically convert a large amount of text into a highly systematized body and a short summary of major findings. Erlingsson and Brysiewicz (2017:93) assert that qualitative content analysis is inductive in nature and the groups and codes need to be generated based on the method espoused. In this inductive approach, it was vital to connect the explanations with the prevailing philosophies to draw conclusions (Datti & Priya, 2016:1). The rationale for inductive content analysis is to conclude particular cases (Datti & Priya, 2016:1). It became important to evaluate the primary sources to stimulate original ideas and to guarantee uniformity in the codes and the groups (Erlingsson & Brysiewicz, 2017:93). The data analysis process followed the inductive method, whereby the emerging codes were grouped into related groups which Nieuwenhuis (2016:119) describes as super ordinate themes. These themes then formed foundation for the discussion of results.

The researcher embarked on the initial step of reading and re-reading the data collected using telephonic semi-structured interviews to gain a general understanding of what the participants were talking about as suggested by Erlingsson and Brysiewicz (2017:93). The researcher began by separating the manuscript into minor chunks (Erlingsson & Brysiewicz, 2017: 93). She developed codes that concisely described the shortened proposing unit and these codes were then used as tools to reflect on the data in different ways. This made it easy for the researcher to identify similarities among meaning units (Datti & Priya, 2016:1). The researcher kept to a very restricted content analysis at this stage. She then started to make some adjustments, re-thinking, and re-coding until she was satisfied that her choices were justified (Datti & Priya, 2016:1). After developing codes, the researcher went on to sort these codes into categories (See addendum: H).

A category comprises of data that appears to be similar during limited or no interpretation. A category answers the questions who, what, when or where (Datti & Priya, 2016:1). The researcher did this by comparing codes and evaluating them to decide which codes belonged together, thus creating a category (Erlingsson & Brysiewicz, 2017:93). The researcher then embarked on grouping the categories together into themes which could be a sentence, a word, or a phrase (Erlingsson & Brysiewicz, 2017: 93). When deciding the unit of analysis, one theme was taken to present an idea (Erlingsson & Brysiewicz, 2017: 93). Thus, data related were placed under one theme and themes were based on the objectives of the study (Datti & Priya, 2016:1). Themes articulate original meaning, that is the dormant subject matter, and they answer questions such

as why, how, in what way or by what means. They include verbs, adverbs and adjectives and are very descriptive in nature (Datti & Priya, 2016:1). The next paragraph relates to the ethical considerations employed in the study.

3.8 Measures to ensure trustworthiness

Evaluating the trustworthiness of research findings and conclusions is very important (Nieuwenhuis, 2016:123). Trustworthiness can be perceived as how to show how qualitative researcher guarantees with confidence in transferability, credibility, dependability, and conformability (Nieuwenhuis 2016:123). In this study, the researcher made certain that the four abovementioned manifests in her research to ensure the trustworthiness of the findings of this study. In addition to this, she also used member checking to certify the trustworthiness of the study.

Nieuwenhuis (2016:123) argue that credibility is how assertive the qualitative researcher is in the genuineness of the research findings. To ensure the credibility and authenticity of the study, the researcher adopted the process of participant validation. According to Bloor, (1978); Lincoln and Guba, (1985) in Torrance, (2012:111) participant validation consists of participants' responses either to documents or original data, for example, verbatim transcripts of conversations, or interpretations of occurrences, to crisscross them for truthfulness. It also denotes participants responding to the rough copies of interpretative accounts as well as their reaction to the interpretive demands that are being made. The researcher sent all transcribed data to the participants with the intention that they endorse it (Carter *et al.*, 2014:546). The participants were asked to check on the accuracy of the initial data gathered and were permitted to add more information to the transcripts of their interviews if there was a need (Torrance, 2012:111). Some of the teachers added and even removed some of the information on the original transcript. In addition to this, the participants commented on the emerging accounts. The conclusions were presented to the participants in another meeting to ensure that a fair and sound reflection of the situation, as they understood it, was recorded (Torrance, 2012:112). The Participants then validated the credibility of the study (Nieuwenhuis 2016:123).

The researcher used member checking to authenticate the results of the research. Creswell (2005:252) describes member checking as the procedure in which the researcher asks some of the study participants to check the correctness of the interpretation. On this basis, the researcher consulted participants on the results of the research and requested them to comment on the accuracy thereof. The researcher also requested comments from the participants regarding many of the characteristics of the research, such as whether descriptions were thorough and accurate, if ideas were correctly included, and if the elucidations were just and descriptive (Creswell, 2005:

252). In pursuit of this, the researcher asked some of the participants in the research to check the accuracy of the research findings by checking if the description given in the initial interviews about the training of teachers to be teacher leaders were captured correctly, completely, and fairly interpreted. Hence, member checking was used in this study to establish the dependability of the research findings.

The researcher engaged transferability to ensure the trustworthiness of the study. Transferability is the process in which a qualitative researcher demonstrates how the research findings are applicable in other settings (Carter *et al.*, 2014:546). Therefore, comprehensive descriptions were used to provide a full and purposeful explanation of the setting, participants, and even the research design (Lincoln & Guba, 2011:316). Carter *et al.*, (2014:546) argue that comprehensive descriptions exceed research paradigms, include detailed descriptions with full details of participants' involvements of the phenomena, field notes, and data collected from interviews including the contexts where those involvements transpired (Nieuwenhuis 2016:123). In pursuit of this, the researcher sorted the participants' detailed views on their preparation to serve as teacher leaders in their relative school cultures to demonstrate how the research findings are applicable in other contexts. The empirical field notes which were compiled, laid these aspects bare.

Purposeful sampling was also used to enhance the transferability of the study. This means that the researcher used the rationality and influence of purposeful sampling, which is found in choosing cases which are saturated with information for deep studying (Benoot, Hannes & Bilse, 2016:2). Information-rich cases are akin to what Geertz (1993:38) calls comprehensive descriptions and in this case, these were views on the preparation for teacher leadership from which one could discern central issues for the purpose of the inquiry. Using information-rich cases yields transferable perceptions and in-depth understanding as opposed to generalizations implicit in the quantitative tradition (Benoot *et al.*, 2016:2). Thus, this study used purposeful sampling by selecting experienced teachers that act as teacher leaders. These participants were able to provide superlative information with regards to the preparation of teachers to become leaders. The teachers were able to provide in-depth information on the central issue of the research which is the training of teachers to be teacher leaders.

Confirmability is the extent of objectivity in the research findings. This implies that the study findings are grounded on participants' narratives rather than on the personal bias or motivations of the researcher (Nowell, Norris, Mrklas & White, 2017:1). Owing to this, the researcher made sure she did not develop bias which could twist the information given by the research participants, to suit a certain narrative (Nowell *et al.*, 2017:1). Nieuwenhuis (2016:123) argues that researchers can provide an audit trail to establish confirmability. An audit trail is an in-depth method of

illustrating that the research findings are founded on the participants' accounts and it involves telling how the researcher collected and analysed the data in a clear way (Nieuwenhuis, 2016:123). The researcher described in her research diary how she collected and analysed the data, and she did this to clarify to readers how she reached the conclusions she did. This was done to show that the researcher's analysis followed a logical path that depended on the participants' narratives (Nowell et al., 2017:1). The researcher kept a research diary in which she recorded all the field empirical activities.

3.9 Reflexivity and the insider investigator's responsibility

Reflexivity was critical in this research due to the personal nature of the experiences captured from the participants as well as the researcher's personal experiences as a primary school teacher. Hence, the researcher persistently reflected and checked that she was not biased towards any participant, or any of the chosen schools. The researcher's identity as a primary school teacher in Gauteng, and her knowledge of teacher leadership and distributed leadership, created a better understanding of the subject at hand. However, the researcher had to distance herself from her own perspectives on the subject in order to ensure that the data collected remained clear of any personal bias. Some challenges were experienced in this regard, causing the data to be re-evaluated and considered on a number of occasions. This ensured that only the data obtained from participants were used in reaching conclusions pertaining to the principal research question. Where possible, direct quotations from the narratives of participants were recorded in order to ensure objectivity.

An insider-researcher is a person who investigates home-based societies that tend to comprise such a researcher's workplace, profession, culture or community (Innes, 2009). As a primary school teacher in Gauteng, the researcher shares much in common with the participants. Working as an insider provided the researcher with an uncomplicated admission to in-depth information, both informally and formally, regarding teachers' experiences. The knowledge that the researcher have as a teacher put her at an advantage in carrying out the research. The researcher was acquainted with the responsibilities, professional activities, roles and the resources accessible to participating teachers. This background knowledge moulded the manner in which the researcher presented questions. The researcher took all possible precaution not to provide participants with leading questions or hints.

3.10 Ethical considerations

Babbie and Mouton (2010:469) contends that Ethics has to do with corroborating the expected standards of a given profession or occupation. Strydom (2017:113) agrees with this as he asserts

that ethics is a group of moral rules that are proposed by an individual or group and are widely recognised and offers recommendations of the behavioural expectations concerning the most appropriate conduct for experimental subjects such as the participants, sponsors, other researchers, employees, assistants, and students. To this end, the researcher got ethical permission to conduct the research from the Provincial Educational Directorate, district, and school principals before conducting interviews. In this study, the ethical considerations that were followed includes permission letters, informed consent, voluntariness, respect for participants, and participant protection.

The researcher applied for ethical clearance from the Ethics committee of the Faculty of Education, Northwest University. She was provided with an ethics approval letter (See addendum: I) to carry out the research in schools. She also sought permission to carry out this study from the Gauteng Department of Education and was granted permission to contact the schools that constituted the research site (See addendum: G). The researcher also got goodwill permission from the chairpersons of the School Governing Body (SGB) (See addendum) and principals of the respective schools (See addendum: B).

Informed consent entails that research participants have to be apprised of the procedures and risks entailed in the research and have to volunteer willingly to participate in the study having been fully informed of the risks involved, if any (De Vos *et al.*, 2017:111). The researcher provided the participants with all possible information on the background and context of the study before she engaged them. The researcher then appointed an independent person in every participating school who was not in a power exercising relationship with participants in that school. This person was requested to recruit participants based on inclusion criterion and to distribute informed consent documentation for completion. (See addendum: A) (De Vos *et al.*, 2017:112). In any given research, participants have to volunteer on their own to take part in the research (De Vos *et al.*, 2017:112). Giving credence to this, the researcher explained to the participants that they had to willingly participate without anyone putting pressure on them. The researcher also explained to the participants that they were free to volunteer to participate in the research and were also free to withdraw from participation at any given time without any form of penalty imposed on them.

Confidentiality entails that the privacy of participants must be protected by ensuring that the data they furnished will be managed and conveyed in a manner that it would not be linked to them directly (Cohen *et al.*, 2011). Thus, the participants were assured that strict confidentiality was being observed and collected data was kept secure at all times. The researcher explained to the participants that she would not reveal their identity to the public and will ensure that anonymity will be observed to protect them from any possible harm. No distinctively identifying material was

connected to the data collected and as such people who read the research report would not be able to track the data back to the participants. The researcher promised the participants protection from any possible harm, as such she explained to the participant that they were free to volunteer to take part in the research and were also free to pull out from participation at any given time without any form of a penalty imposed on them (De Vos et al., 2017:112).

3.11 Summary

In this chapter, the research methodology and design were explained. The paradigm that underpinned the qualitative approach was the interpretive paradigm. The specific research design followed was phenomenology. From the population of primary school teachers in Gauteng, a purposive sample of 12 teachers was drawn. Data was collected through in-depth telephonic interviews since face-to-face interviews were impossible due to Covid-19 restrictions. The chapter has highlighted how data was analysed thematically by identifying main themes and subthemes. The chapter also explained methods that were used to ensure trustworthiness of the study findings such as transferability, credibility, dependability, and conformability.

The chapter also looked at how the insider position of the researcher posed challenges and advantages in the study and how the researcher navigated the challenges posed and capitalised on the insider identity. Ethical considerations such as consent forms, anonymity and protection from harm were addressed. The data gathered in this chapter is presented in the analysis, interpretation, and discussion of the findings chapter below under different main themes and subthemes.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter discusses the data presentation, interpretation, and analysis process. Given that the data were generated using individual electronic interviews, the first step in the chapter is to present the data collected. This is followed by an account of the data needed, the objectives or rationale for the data generation matrix, as well as the data generation method adopted. It is assumed that doing this enables the researcher to ensure that the key aspects of the data analysis process is clarified. The next step is to present the actual data analysis with an emphasis on the categories and the themes emerging from the data analysis process. A discussion of the participants' views is presented in this chapter, and it unfolds with an examination of the data analysis process, followed by an overview of the participants' biographical details before delving into the coding details and an examination of the identified themes.

4.2 PROCESS OF DATA ANALYSIS

The aim of this study was to explore the level of preparedness of primary school teachers in Gauteng to serve as teacher leaders. Research questions were developed to find answers to the nature of teacher leadership in the South African school context. Following from this view, data was collected by electronically interviewing the primary school teachers to gain an understanding of their perceptions regarding teacher leadership as a concept and how they were prepared to serve as teacher leaders. The researcher sought to achieve the objectives of the study, which were to establish the nature of teacher leadership in the South African context, to identify the way teachers perceive their formal and informal leadership roles, to explore the views of teachers on their preparation to serve as teacher leaders and to establish how teachers could be prepared to serve as teacher leaders. These objectives guided the researcher in drawing up questions that she asked the participants during the interviews. The electronic interviews were recorded for later transcription and analysis and the interview recordings were transcribed *verbatim*. Following a completion of the transcription process, the researcher read through the transcriptions again for purposes of familiarizing herself with the content. Thereafter, the analysis of data continued with the researcher breaking it up into smaller portions and assigning codes, categories and themes to it as well as making use of the coding practice. The codes, categories and themes were tabulated to draw comparisons of similarities and differences apparent in the recollections of the various participants (See Addendum: J) for an overview of the data analysis process with an emphasis on codes and emerging themes drawn). The researcher conducted the electronic interviews with the aid of an interview guide for purposes of keeping the conversations focused. The process followed in the analysis of data thus culminated in the following biographical details.

Table 4.1.1: Participants' biographical details

Interviewee No	Gender	Teaching experience in years	Designation	School's quintile
1	Female	20	DH	3
2	Male	15	Teacher	3
3	Female	5	Teacher	3
4	Female	23	DH	4
5	Female	10	Teacher	4
6	Male	4	Teacher	4
7	Female	29	DH	2
8	Female	29	Teacher	2
9	Male	4	Teacher	2
10	Male	15	DH	2
11	Female	17	Teacher	2
12	Male	1	Teacher	2

4.2.1The profile of the participants

Participants in this study consisted of teachers in primary schools. For the ease of reading, it is worth reiterating that 12 participants were involved in this study. Table 4.1.1 above shows biographical data relating to the participants. The data indicate that there are slightly more females than males. This could be considered characteristic of primary schools in general where there are usually more females than males. In this study the researcher interviewed 3 teachers from each of the four schools. Of these three, one teacher was in formal teacher leadership occupying the departmental head post (DH), the other was in informal teacher leadership and the remaining teacher was a novice teacher with 5 or less years of teaching experience.

The participants in the table above are identified by codes for example T1 up to T12. This is done for ethical reasons to avoid data being traced back to any one of them (Babbie & Mouton, 2010:469).

4.3 Data analysis

The researcher identified three broad themes from the data collected and these are, perception of teacher leadership, teacher readiness to serve as leaders and teachers' preparation to serve as leaders. Various sub-themes were drawn up from these themes. The themes and sub-themes are discussed in the following paragraphs. Data analysis flowing from the three categories culminated into the following main and sub-themes identified from the participants' responses. The next paragraph focuses on teachers' perception of teacher leadership and the various sub-categories which were identified.

Table 4.1.2: Overview of themes and sub-themes emerging from the data analysis

No	THEMES	SUB-THEMES
1	Teachers' perceptions of teacher leadership	1. Teacher leadership as Influencing others i) inspiration for learners ii) Influence on staff iii) Influence on other teachers iv) Influence in the community 2) Influence on change 2. Teachers as classroom leaders
2	Teacher readiness to lead	i) Lack of leadership training ii) Inability to handle conflict in the school

		iii) Involving and time consuming iv) Lack of distributed leadership v) Lack of confidence vi) Lack of experience vii) Inherent leadership traits
3	Teacher leadership preparation	i) Need for teacher leadership training in teacher training institutions ii) Need to introduce in-service training iii) Need for introducing formal teacher leadership courses iv) The need for introducing informal teacher leadership training programmes

4.3.1 Teachers' perceptions of teacher leadership

The responses from the participants show that the concept of teacher leadership is perceived and comprehended differently by different teachers. This confirms Neumerski (2012:320)'s argument who describes teacher leadership as an umbrella expression denoting a countless number of tasks. Hence in this research, the following tasks were identified by participants as denoting teacher leadership. These are, teacher leadership as influencing others which include, inspiration of learners, influence of non- teaching staff and influence of other teachers; influence on change and influence in the community. Some participants also indicated that the concept of teacher leadership refers to teachers as classroom leaders. This relates with Grant (2008:88)'s notion that, teacher leadership is not simple, and is perceived and comprehended in different ways by many different teachers.

4.3.1.1 Teacher leadership as influencing others

Many of the participants indicated that teacher leaders act as influencers. The influence of teacher leaders apply to different stakeholders including learners, staff in own school, teachers in other

schools and members of the community. This agrees with what Killion *et al.* (2016:6) as they argue that teacher leaders have considerable influence on all different members of the school community. Teacher leaders have influence on all stakeholders in their schools as well as their communities.

T7 stated: *As a leader, I have accepted that I lead wherever I am because different people from all walks of life in my school and my community approach and consult me on many different issues in life.*

The participant above confirms that her leadership is not confined to the classroom, neither is it confined to the school community because she helps people. Different people come to her for ideas and assistance in different issues. She helps them by suggesting solutions to their predicaments, thereby influencing the way they handle their issues.

T10 said: *I have noticed that at times I lead people without even knowing or planning about it. Parents come to me for help with regards to their children's homework or even other matters which bother them.*

T10's sentiments indicates that she helps parents with ideas on how to help their children. This illustrates that she influences the people who come to her for ideas, be it helping their children or other issues which have nothing to do with their children's homework.

The sentiments above explain that teacher leaders have a huge responsibility of helping other people in addition to learners and teachers. They influence people of different walks of life. Killion *et al.*, (2016:6) resonates with this as he argues that teachers lead wherever they are; for them leadership is more about influence rather than control, authority and compensation. Informal teacher leadership has considerable influence over other people who are within the school community and the community at large.

4.3.1.2 Inspiring/influencing learners

Teacher leaders influence learners in different ways which include, the performance of learners in academics and extramural activities and the way learners dress and talk especially in home languages, which in some cases are not their mother tongues. Teachers acknowledge that they are role models of their learners. Learners learn to read and pronounce words in most cases in the way that their teachers model. Some learners are influenced by their teachers into taking up teaching as their profession. Their teachers become their role models and thereby inspire the learners in choosing this career. The extract below shows that teachers do understand their leadership responsibilities as far as exerting influence upon learners is concerned and are

prepared and ready to play their roles. One participant had this to say about how she influences her learners.

T4: My teacher leadership role as a teacher leader transcends being a classroom manager, being in charge of classroom administrative activities and teaching and learning but covers inspiring learners to achieve the desired goals and aspire to be great in life as well as influencing them to be in control of all their destinies through taking part in classroom and the school in general.

As evidenced above, teachers perceive the influence they have on learners as teacher leadership. As teachers carry out their leadership roles, they also shape the future of the learners and help learners to realize their destinies. The quotation above shows that teachers influence learners in shaping their destinies. They encourage learners to work hard thereby influencing them to make their dreams come true. In some cases, teachers help learners to choose careers and proceed to help learners to achieve their goals in life.

Teacher T2 echoed similar sentiments and stated:

In my classroom I ensure that those of my learners who are outstanding in performance lead in their groups and I make sure I keep encouraging them to excel so that at the end of the term they bring great pride not only to themselves but also uplift my name as the author or source of the excellence displayed formally and informally.

The views above show that teachers influence learners directly. Directly in that they influence learners to shape their future by encouraging them to work hard and to discover who they are and the hidden talents in them.

T11 expressing a view that:

The language of teaching and learning in our school is English and some learners' parents do not speak English and in this case, it is me who introduces English language to my learners and as such they tend to pronounce English words the way I do you see. As a leader in class I have a lot of input in moulding the learners.

This rings true when viewed in relation to Mbatha's, (2013:11) findings which states that, teachers teach, monitor, expedite, encourage, motivate and demonstrate the behaviour that they desire learners to imitate. Teachers are the architecture of the learners' destinies, for the influence they have on learners is immeasurable. Teachers have linguistic tendencies which they pass on to learners. Some people in big positions pronounce words the way they were taught by their teachers at school. These people teach their children in the same way and this influence is passed on to all the generations to come.

T8: *As a teacher, I believe learners have a lot to learn from me. Hence I carry myself with dignity as I am an ambassador of the teaching profession. You know this is a noble profession so learners have a lot to look up to us.*

As expressed above, learners have a lot to learn from teachers. Learners have a lot to copy from teachers which can be personalities and lifestyles. Some learners admire the way their teachers dress, talk and pronounce an English word and the way teachers conduct themselves as they relate with other people. The lifestyles of teachers speak volumes in poor communities and learners are influenced to work hard. With the same token of influence, teachers are likely to influence learners in a negative way as well. The response above indicates that learners can be influenced in a negative way as well. This can be interpreted where the participant says she influences learners through her lifestyle to be in control of their destinies. Some learners adopt the negative traits of their role models. For example, if teachers swear to learners, the learners who admire them in some cases will adopt this negative trait and would begin to swear in the same manner their role models do. Some learners are hoodwinked into habits like smoking simply because they saw their role models doing it (not to say smoking is bad). The researcher did not come across this when reviewing the literature. However, the research reveals that it is possible for learners to pick up the negative traits and behaviour of their role models in the same manner they pick up the positive and good behaviour patterns of their role models. This is in line with the findings of Killion *et al.* (2016:6) who state that one of the key beliefs of teacher leadership is the influence it, directly and indirectly, exerts on learners.

4.3.1.3 Influencing non-teaching staff

Teacher leaders exert considerable influence on the non-teaching members at school. They help in building other stakeholders in the school, such as office staff, into well-groomed professionals by setting good examples of well-groomed and responsible professionals (Killion *et al.* 2016:6).

In this regard T2 commented in the following manner:

I help a lot of people from all walks of life in this school. Even the non-teaching staff consult me for advice in many different issues.

The statement above shows that teacher leaders influence other stakeholders in the school as they share the knowledge and skills they have accumulated over the years. They become a source of inspiration to other staff-members in the school. The fact that the participant goes on to explain that she does not chase away any other person who seeks advice from her, shows that even other stakeholders at the school knock on her door for advice. As a leader, she is willing to

help all the people who knock on her door for advice regardless of their duties, responsibilities and positions.

T3 stated that:

Teacher leaders are like torch bearers in an institution (she said this with a broad smile). The light we carry affect everyone and everything in the school. This light is meant to bring positive energy to the stake holders in the school.

This substantiates the fact that teacher leaders are a source of strength and encouragement for their colleagues and other members of the school. They literally influence everyone for the smooth running of the school. They carry the responsibility of inspiring almost everyone they work with and relate to within the learning institution where they operate. Teacher leadership involves the influence which teachers have over the learners and other stake holders. This is in line with the findings of Killion *et al.* (2016:6) who state that one of the key beliefs of teacher leadership is the influence it, directly and indirectly, exerts on the performance of learners, their peers, parents and other school community members. Teacher leadership occurs within and outside the classrooms to influence school-wide instructional practice, building all other stake holders, resulting in enhancing the school in totality (Cooper *et al.*, 2016:87). Hence one of the key aspects of teacher leadership is the influence teacher leaders have on other teachers through mentoring them.

4.3.1.4 Influencing other teachers

Teacher leaders have a lot of influence on other teachers as they mentor novice and inexperienced teachers. This relates to Lawrence (2010:21) who states that teacher leaders support new teachers by giving them support in curriculum issues such as year plans, lesson strategies, work agendas, syllabus handling and coverage. Grant (2006:513) also argues that, as teacher leaders mentor other teachers, they make available skilled leadership to other teachers through coaching, coordinating, and mentoring, among other duties. This shows the relationship which teacher leadership has with distributed leadership which was identified as the theoretical framework of this study. Distributed leadership provides every member of the school or learning institution with an opportunity to excel in their domain as a leader and influence the achievement of the objectives and the goals of the school.

Harris (2009:15) argues that distributed leadership helps in demonstrating how leadership sources can be shared throughout the school community for improved learners' outcomes. Distributed leadership shows how teachers can be empowered in areas of importance to them and they can influence each other for better results in their areas of specialisation. Thus, this

reflects that there is a marked relationship and close link between distributed leadership and teacher leadership.

Most of the participants highlighted that they perceived the influence they have on other teachers as teacher leadership. Below are direct quotations of two of the participants' views on how teacher leaders influence other teachers.

Teacher T7 stated:

My responsibilities as a teacher leader include helping my learners and other teachers. I have become a role model to my colleagues as well. Our influence as teacher leaders in the school is not felt by our learners only, but by other teachers and others in the school environment.

Participants indicated that teacher leaders have substantial influence over other teachers as they execute their leadership roles. Teachers perceive this process of professional building as a facet of teacher leadership. Both formal and informal teacher leaders participate in professional building activities as part of their leadership duties. Hence professional building activities are regarded as teacher leadership. The following extract is a typical example of what was said by one of the interviewees.

T10 commented that:

Being a teacher leader means giving a lot of guidance to others and help shaping them into future leaders, you just have a lot to offer to other teachers as well.

Teacher leaders exert a lot of influence on the teachers who are within their sphere of influence. They inspire other teachers to become leaders, thus they pass on the baton of leadership to others. Teacher leaders motivate other teachers to become leaders in different ways as they enact teacher leadership. For example, some teachers are encouraged to occupy leadership positions through the support they get from teacher leaders. Some are persuaded into leadership by the way the teacher leaders perform their duties as leaders. This is in line with Pang & Miao's, (2017:97) argument that teacher leaders are the key players in the teaching and learning institutions for they support and promote teacher leadership.

T2: *I was fortunate to work with a kind-hearted experienced teacher. He was good to me and others. I would consult him during school hours, after-hours even during weekends for guidance and help when I started teaching. This senior teacher held my hand and walked with me every step of the way. I owe all this to him.*

One of the responsibilities of teacher leaders is to carry others on their backs for the betterment of the school, the community and the nation at large. A teacher leader leave some indelible marks on the educational field by mentoring others. The above response shows that there are informal teacher leaders who are willing and ready to execute informal teacher leadership duties without expecting any rewards for the responsibilities and duties they perform. This confirms the contention that informal teacher leadership do not have an endorsed designation like their colleagues the formal leaders, nor are they compensated or have an extra responsibility contract for their work (Lovelace, 2019:39). Informal teacher leaders can lead without official positions because official positions are not required to inspire other teachers or learners. In fact, teachers cooperating with their contemporaries are effective in persuading others just like people with official positions who carry the authority of the position (Katzenmeyer & Moller, 2009:10). Teachers lead wherever they are, for them leadership is more about influence rather than control, authority and remuneration. Teacher leaders have a marked influence upon society and are able to advance necessary changes. Their participation in the community shows that in some societies, they have significant public involvement and are likely to have some influence to bring about transformation. This view is in line with Lerner's (2004:32) idea that teacher leaders play the role of facilitators for transformation for they are visionaries who are never satisfied with the *status quo* but rather continuously search for improvement. Teacher leaders are mediators of change and this agency is being cultivated and circulated because teachers are leaders in bringing in new proposals as they query the *status quo* in schools in search of skill and talent in teaching and learning (Grant *et al.*, 2010:405). The next paragraph discusses teacher leadership as a source of influence for change.

4.3.1.5 Influence in the community

Teacher leaders have considerable influence in the community as they instigate change and development. Their leadership cut across schools as they enact teacher leadership at all levels. Teacher leaders provide syllabus designing in schools, leading in service education and supporting other teachers in schools (Grant *et al.*, 2010:413). Their duties include, offering syllabus designing information to teachers in other schools, coordinating meetings of extramural activities outside their school and coordinating cluster gatherings for different learning areas in their districts. This shows that there is a strong connection between teacher leadership and distributed leadership.

For teacher leadership to be strengthened further, concern has to be given to promoting collaborative aspirations among teachers thus, a form of distributed leadership is required where task-focused roles are promoted (Grant, 2006:512). Schools have to tap into the capacity of all teachers and permit them to experience a sense of responsibility and belonging (Grant,

2006:512). Harris and Jones (2019:123) aver that teacher leaders are the co-constructors of educational transformation and essential funders to policy making.

Teacher leaders act as advisors and consultants in some of the communities in the South Africa. They are leaders who are torch bearers in their communities. Some community members consult them for advice on many different issues. Teacher leaders are believed to be able to provide solutions to all the problems experienced by community members. Hence, they are well sought after as expressed by the views below

***T9:** As an old teacher you are known by many and believed by a lot in the community so much that they want to seek for advice from you when they get a chance to be close to you.*

This reveals that teacher leaders are sometimes regarded as think-tanks in communities as they are consulted by different individuals for various issues. Thus, teacher leaders influence community members as they help them to make necessary decisions.

***T8:** I grew up in this vicinity and I am a product of this school. I am glad that I am giving back to the community which raised me. I delight in serving these people. After church, I normally have long talks with them.*

***T11:** I teach Sunday school, a leader in music at church and lead the adults in the church in bible reading. Many people consult me on various issues because I am a teacher. Some people come for help with their personal issues, some even consult me with issues regarding political matters of which at times I don't feel safe to say my opinion.*

This affirms the research carried out by Rajagopaul (2007) that teacher leadership is not apparent in the school community. It is important to note that in this research the economic status of the community determines the level of communication and impact of teacher leaders. The more affluent the community is, the less teacher leadership influence and the less affluent the community is, the more teacher leadership influence. The researcher had not come across this when she was conceptualising the notion of teacher leadership in chapter 2.

4.3.1.6 Teacher leaders influence change

Teacher leaders are significant to most of the changes that take place in the education system. They oversee curriculum development and enactment Teacher leaders are the catalysts of educational reforms (Pang & Miao, 2017:93). In line with this, Larner (2004:32) contends that teacher leaders play the role of catalysts for change for they are visionaries who are never content with the state of things but they always look for a better way. Seven participants pointed out that

teachers are in charge of the changes that happen in schools and in the education sector in general.

T4 said:

As you know that us teacher leaders are the ones responsible for noticing divergences in the way the curriculum is executed and have to make possible suggestions on the solutions to the challenges experienced, we are responsible for most of the curriculum adjustments in the education system

Teacher leaders are in control of most of the curriculum changes which takes place in the schools, districts and at national level. They are in a better position in the educational setup to quickly notice where there is a need for change. Thus, they spearhead changes in curriculum issues. Lerner (2004:32) recognises that teacher leaders play the role of facilitators for change within the curriculum. Teacher leaders are representatives of transformation and this agency is being nurtured and released to other teachers. They are frontrunners in bringing in new proposals as they question the existing conditions of the curriculum in schools and in the communities in the search of excellence in teaching and learning (Grant *et al.*, 2010:405). Considering this, teacher leaders are instrumental in most of the changes that take place in their respective schools in one way or the other. Harris and Jones (2019:123) aver that teacher leaders are the co-constructors of curriculum transformation and essential funders to policy making. Teacher leaders are accepted as the frontrunners of curriculum improvement as they co-construct and make adjustments to the curriculum.

4.3.2 Teacher leaders as classroom leaders

The participants expressed the view that they enact teacher leadership in the schoolroom since they are leaders there. All the interviewees echoed sentiments that they execute teacher leadership in the classroom. This agrees with the argument advanced by Grant *et al.* (2010:410) that teachers' understanding and experiences of teacher leadership are strong in the classroom. In similar vein, Warren (2021:9) is of the opinion that teacher leaders thrust their learners to improve academically regardless of what level the learner was at when they entered their classroom. They take learners through challenging learning activities and possibly lead them to success (Warren, 2021:11).

T2 stated that:

I am a leader in the classroom, I check learners' body temperatures, sanitise learners, mark the register, create a learning environment, maintain order and discipline in the class, deliver the

lesson, mark books, prepare lesson plans, create learning posters to enhance the teaching and learning process and assessing learners.

The views expressed above show that teachers do understand that they are leaders in the classroom and they execute their leadership duties there. The participants' reactions showed that their understanding of the concept of teacher leadership varies from person to person and from school to school as evidenced by what participants said in their discussion of teacher leadership. This is in line with what was discussed in chapter 2. It confirms what Grant (2008:88) contends, that teacher leadership is complicated, and it is professed and understood in different ways by many different researchers across the world. In the same fashion teachers themselves do not fathom and understand teacher leadership in the same manner (Grant, 2008:88). However, although teachers do not comprehend the concept of teacher leadership in the same way, they do understand that they are leaders in the classroom who are ready to take up leadership roles. The participants' comments on teacher leadership in the classroom indicate that teachers know their leadership roles in the classroom and are doing their best to execute their classroom leadership roles.

4.3.3 Synthesis

The discussion in the above paragraphs has shown that the notion of teacher leadership is not simple as it is not understood and comprehended in the same way. Participants' views show that teacher leadership is viewed as influence on learners and different stake holders in the school set up. The stake holders include other teachers in the school and the broad school community, non-teaching staff, the community and on change itself. All this confirms what Grant (2008:88) contends that teacher leadership is not easy and it is perceived and comprehended in different ways by many different researchers across the globe. The findings by Van der Vyver *et al.* (2021:148) show that there are diverse areas of teacher leadership identified in the schools. This shows that there is a strong link between distributed leadership and teacher leadership. The link between the two manifests in that distributed leadership is about the distribution of the duties of leadership in an institution. Distributed leadership reveal how teacher leadership can be shared among the stake holders in a school setup. In view of this, teacher leadership can be viewed as a form of distributed leadership.

Teacher leadership is also conceptualised as an exercise in which responsibilities, functions and actions of leadership are mutually practiced by teachers (Sergiovanni, 2005:42). Therefore, distributed leadership theory is ideal to use in a bid to solve the leadership crisis in the South African context, since it relates so much with teacher leadership. Distributed leadership provide a framework in which teachers are able to relate and work with each other for the achievement of

the goals of their school. This is one of the important basics of distributed leadership which has led to it being recognised as the theoretical framework in this research. It appears teachers are primarily concerned with what happens in their classrooms, where they lead both syllabus, teaching and learning issues. Leadership in the overall school, where the teacher is expected to provide general leadership skills to all learners, is not really an issue that bothers many of the participants and as such they are not ready to lead in these other areas. An important point that Van der Vyver *et al.* (2021:149) note, is that teacher leaders should be able to provide leadership beyond the boundaries of the school in the community, acting as cluster leaders or serving learning area committees and in extra-curricular committees. Having looked at how teachers perceive the idea of teacher leadership, the next paragraph discusses teachers' eagerness to be leaders.

4.3.2 Teacher's readiness to lead

The participants indicated that they are ready to lead in the classroom. They feel that they have prepared to handle learners and all that transpires in the classroom. They feel challenged to execute leadership responsibilities outside the classroom. This agrees with the contention of Meirink *et al.*, (2020:245) that there is not much teacher leadership enactment outside the classroom in the curricular and extra-curricular activities in most schools because teachers are unwilling to take up leadership duties in these areas. A number of reasons were given for their ill preparedness to handle leadership roles outside the classrooms. The challenges include, lack of training, inability to handle conflict, uncertainty about the full scope of teacher leadership, lack of interactive skills, lack of confidence, lack of experience and beliefs about being born leaders.

4.3.2.1 Leadership in the classroom

In responding to the question of how prepared they are as South African school teachers to serve as teacher leaders in selected primary schools in the Gauteng province, the participants pointed out that they are always or ever ready to take the roles of teacher leaders in the classroom. They viewed the classroom as an area where they feel they are entitled to be leaders. They supported this by saying that they oversee classroom activities because they prepare goals and objectives, execute the courses of action, teach, monitor, expedite, assemble together learners, nurture, inspire and demonstrate the behaviour that they desire learners to imitate.

T3 and T8 states that:

T3: I am a leader in class only and not outside the classroom; my expertise is found in the classroom this is where I have been trained to handle and not outside the four walls.

Teachers feel more empowered to lead in the classroom than to lead outside the classroom. This confirms what Mbatha, (2013:11) says that the classroom is the given ground for teachers to practise leadership and experience professional growth. This is the area where they take control of everything that happens and in so doing, they also sharpen their leadership skills.

T8: *I prepare the lessons for the day, execute the lessons, mark the books, guide learners to do the correct work, make sure there is discipline in the classroom and make sure there is no learner showing Covid 19 symptoms*

This indicate that this participant is prepared to execute leadership duties in the classroom. She prepares for the day and makes sure all goes well in the classroom. Teachers take up their leadership roles in the classroom. They feel this is the area in which they are fully prepared to lead.

T3: *I am not ready to deal with what happens outside the classroom and as a result, I am not so much involved. I am concerned with my learners in the classroom and not outside as I believe this is the work of members of the school management teams (SMTs) who are paid for these extra duties.*

This participant is only concerned about what takes place in the classroom, she does not want to be bothered by outside activities. She prepares well for her daily classroom routine and leaves the outside activities to others. She is not ready for leadership duties outside the classroom. This confirms Mbatha's (2013:11) notion that teachers are ready to lead in the classroom. Teachers are confident that they are ready to occupy leadership positions in the classroom because they feel they have been trained well and are fully equipped to enact teacher leadership roles in this area. This also confirms the argument of Grant *et al.* (2010:410) that teachers often or always take the initiative when it concerns their classroom duties because these are assigned to them and their understanding and experiences of teacher leadership are strong in the classroom. This also indicates that some teachers have a limited understanding of the idea of teacher leadership as they appear to believe it is confined to the classroom only. They are not aware that they are informal leaders outside the class room. These views resonate fully with what Van der Vyver *et al.* (2021:148) found in their study that some of the attributes of teacher leadership are not fully comprehended by many teachers in schools. Similar views are also expressed by Grant *et al.* (2010: 67) in their contention that participating in decision-making often leads to greater organisational commitment, job satisfaction and efficiency. Expressing the same views, Driescher (2016:118) further notes that teacher leadership participation in decision-making ensures more commitment to the decisions made and creates relationships of trust. A further response to a follow-up question required the participants to explain their views on their preparation to serve as

leaders. From the answers given by the participants the following sub-themes emerged: lack of leadership training, handling conflicts in the school and classroom, uncertainty about the full scope of teacher leadership, lack of confidence, lack of experience and views about being born a leader.

4.3.2.2 Lack of leadership training

Most of the participants expressed that they were not formally trained to become leaders during their teacher training courses at the teacher training institutions where they attended. This contributes to their lack of preparedness to serve as teacher leaders outside the classroom.

T3 and T10 had this to say:

T10: *I went to Rand College I was trained to be a teacher and not to be a leader. I grew myself into leadership, have to hang around positive leaders who mentored me into leadership*

T3: *I did not get adequate training to be a leader at the university, so I feel I was thrown into the deep end and there I was expected to execute leadership responsibilities which I don't know how to execute.*

T3: *No I am not ready because I was trained to become a good teacher not to become a good leader.*

The participants expressed that their unpreparedness to serve as teacher leaders emanates from the fact that they have not been trained to be teacher leaders. They are expected to execute leadership roles which they were not taught during their pre-service training as teachers. This confirms Dozier's (2007:2) argument that many renowned teachers have not been trained to practice the new leadership roles they are expected to execute. This finding also resonates with the views expressed by Marvel, et al., (2006) in their contention that many teachers accept as true that they have not been fully trained to understand the exact demands of teacher leadership in schools and as a result, many do not have clear indicators of their expected leadership roles, particularly in operational areas such as decision making within their own respective schools. This also explains why many are not prepared to take up leadership roles or serve as teacher leaders in their schools. Five participants even claimed that they are not ready to take up leadership roles in co-curricular activities while three of them further argued that they struggle to understand how to lead in most of the areas especially outside of their classrooms. As evidenced in the following extracts, some participants said the following in elaborating on the above viewpoint of lacking special training in teacher leadership;

T1: I am a leader in my department not because I was trained to be a leader at college but because I aspired to be one and was fortunate to have a mentor who was a departmental head who groomed me well to become one.

T4: I am not happy that the government closed down teacher training colleges, these were better in preparing teachers for leadership roles. The universities are not preparing teachers enough even for leadership in the classroom, let alone leadership in the school and in the community. The teachers from universities are timid and insecure, they do not have confidence in themselves.

As can be discerned from the above views, the participants claimed that they did not receive proper training to become effective teacher leaders but only to become efficient teachers. Therefore, most of them find it difficult to be in leadership roles especially outside of their classrooms. Hence, they expressed that they are not ready to occupy leadership roles in the broader school community and the community at large. Grant (2008:88) agrees with this viewpoint on the grounds that teacher leadership is not a simple and straight forward attribute but is instead perceived and comprehended in different ways by many teachers across the globe. Further to Grant's views, Neumerski (2012:320) also notes that teacher leadership is a complex umbrella expression denoting countless teacher tasks and for him, this makes it challenging to establish consistent and universal facets to be adopted by different teachers in different schools.

4.3.2.3 Inability to handle conflicts in the school

A small number of the participants were of the view that the attributes of teacher leadership fall within both the formal and the informal dimensions and whether or not one is appointed to formal leadership positions, teachers should be prepared to demonstrate these attributes. However, there are challenges that make it difficult for teachers to be willing to enact teacher leadership outside the classroom. They alluded that there are attributes which they lacked as teachers which then makes it difficult for them to handle issues like risk taking, being accountable and being inclusive, openness to change and openness during conflict resolutions and professionalism. As a result, they are not willing to execute teacher leadership responsibilities because they feel inadequate to lead. The attributes which were mentioned, revealed that for teacher leadership to function well in schools much has to be drawn from distributed leadership as the theoretical framework identified for this study. Williams (2011:192) argue that distributive leadership is a procedure of leadership that can be used as a means of solving the leadership predicament in many South African schools. Hence, in this case, if teachers can share leadership roles and every one of them takes up leadership in his area of expertise, conflicts can be resolved easily.

T4 expressed that:

T4: *Handling conflict among teachers is a sensitive issue which needs special training. The principal struggles in handling conflicts. He has to seek for advice from other teacher leaders.*

T4's sentiments shows that even the principal who is the school head is not well equipped to handle conflict. The principal is not sure of to solve conflict and in some cases, he has to seek for advice from his subordinates. This does not auger well for the smooth running of the school. Asked to elaborate on their views, three of these five participants dwelt on the attribute of openness during conflict resolutions and in their argument, they pointed out that teacher leaders ought to be unbiased when handling conflict in the school. There is a need for teachers to be trained on how to resolve conflict as leaders. Lack of leadership training in this area has an adverse effect upon them taking up leadership roles outside the classroom. Makoelle & Makhalemele, (2020:299) argue that teacher leadership in South African schools is restricted to classrooms and there is less evidence of teacher leadership in the wider school context. This is because teachers are not equipped to enact leadership outside the classroom and in the broad school community.

4.3.2.4 Too involving and time consuming

A huge number of the participants expressed views that teacher leadership is very involving and time costing. They also explained that it demands a lot of accountability with regards to the day to day running of the school.

T9: *You know it is too demanding to be a leader. I am busy with running errands for my family and I cannot afford attending meetings after school hours.*

T3: *I see being a leader in the school means a lot. I rather stick to my forty learners. I am not ready to be involved in many other matters in the school. I rather stick to my class.*

The above views confirm that teacher leadership is involving and time consuming to such an extent that other teachers feel pressured by leadership duties and are not ready to execute them. Melikhaya, (2015:39) further contends that teachers complain about inadequate time for the execution of both leadership and teaching tasks in a school day. Echoing this notion, Muijs and Harris (2007) assert that, insufficient time was perceived as an important barrier that mired staff initiatives. They view teacher leadership as more involving and demanding of numerous accountabilities on several other matters. Some teachers prefer to be accountable to their classes only and not too many other issues in the school. Van der Vyver *et al.* (2021:149) contend that accountability should go hand in glove with teacher leadership for it sustains school performance. Similar views with those of the participants are also expressed by De Villiers and Pretorius (2011:14) who note that accountability is embedded in the conceptualisation of teacher

leadership, while inclusiveness is also an attribute that links teacher leadership to distributed leadership. Seen from their viewpoint, inclusion further implies that teacher leaders are part of decision-making structures within the school, for example serving on the SGB, and participating in the development of policies and establishing the schools code of conduct. Being part of the decision-making team means that the team spends more hours at the school making deliberations on matters concerning the school. This hinder teachers from occupying leadership roles and they are not prepared to lead within the school community and the community at large. However, on a positive note, T10 acknowledged that teacher leadership is more involving and that he appreciates it that way. To him, the involvement works to his advantage as it keeps him young and abreast of the trends in the education system.

***T10:** I have a lot in my plate as the departmental head. I enjoy it because it keeps me going. It keeps me fit and young because I have to continue learning as I lead others.*

The researcher did not come across such positive gesture when she was reviewing the literature in chapter 2. This is a very important fact to take note of as most participants were mentioning the negative things which hindered them to participate in teacher leadership.

4.3.2.5: Lack of distributed leadership in schools

Interviewees expressed that teachers are not certain as to what constitutes teacher leadership. It is not clear where to start and where to stop with regards to practicing teacher leadership and this makes them not prepared to execute teacher leadership responsibilities. In some cases, teachers are not comfortable to take up leadership roles because it is not clear to them as to where their responsibilities end. This, perhaps, shows that in schools there is lack of distributed leadership in schools for they are not aware of the starting point and the finishing point of their leadership roles. If distributed leadership is adopted, clear lines of leadership roles will be drawn and teachers will see clearly their starting and finishing points. Solly (2018:1) argues that leaders in a school set up ought to be granted the autonomy to fashion fundamental decisions in their spheres of influence. Hence distributed leadership can be an answer to this predicament.

***T5:** There are no specific dictates of what it should entail and more often than not the concept is viewed as multifarious. Teacher leadership need to be clearly elaborated.*

This statement adds to the perceived uncertainty that teachers experience in relation to the scope and magnitude of teacher leadership. When asked to elaborate on this view, five of these participants were quick to note that because of the prevalent lack of knowledge about cultural attributes (race, gender, culture, ethnicity, geographical location and language differences)

among their learners, there is usually a high level of uncertainty regarding their full scope of leadership roles in the schools.

T8: *It is difficult to understand this concept fully and apply it to our situation where learners come from different ethnic groups. I just do what I think falls under my scope of leadership. It is not clear what I should do and what I should not do.*

Van der Vyver *et al.*, (2021:150) also share similar sentiments when they argue that teachers should have knowledge about the Constitution and the Bill of Rights and be conscious of differences between people, ethics, religion and culture. Van der Vyver *et al.* (2021:139) share the above sentiments when they cite the National Development Plan 2030, which concisely refers to an education accountability chain, with lines of responsibility from state to classrooms. They further cite the White Paper on Education and Training, which also contends that an ethos of responsibility must prevail in education, where the required accountability is taken, and liability is applied (Department of Education, 1995:17). Teachers, by virtue of being in *loco parentis* are thus responsible for ensuring that there is classroom discipline and are able to account for every learner placed in their care (South African Schools Act, 1996:69). If teachers are not well grounded in these rules, they understandably feel not comfortable to take up leadership roles. Eight participants also pointed out that the lack of specificity regarding the full scope of teacher leadership measured in terms of openness to change, level of inclusivity, professionalism, reflections, risk-taking, shared vision, teamwork, and other emerging teacher leadership attributes compounds the complexity of teacher leadership in South Africa's primary schools. Consequently, teachers are not ready to execute leadership roles outside the classroom due to a lack of distributed leadership roles.

4.3.2.6 Lack of confidence

A sizeable number of participants argued that their teacher leadership efficacy is hampered by lack of confidence, some of which stems from not having been prepared or trained for leadership roles, especially during their teacher training periods in colleges and universities. As a result, some claim to be leaders only in their classrooms where they take care of leading in curriculum delivery and other classroom practice aspects. Their views are reflected in the extracts below.

T12: *Even if I would admire to be a leader, I feel there has not been enough time to prepare me to be a leader. At the university we idolize ideas and putting these into practice is a complete different thing.*

The sentiment above shows that this teacher left his training institution not knowing what it entails to be a teacher leader, yet he is then expected to take up a leadership role. Due to lack of training,

the teacher does not have confidence in becoming a leader and as such he is not willing and not ready to take up leadership responsibility.

T3: *I am a leader in the classroom only not in the school or in the community. I just don't like taking leadership roles, I feel like I am not all that good and confident to lead and I can see that there are other teachers who are very competent and confident in leading. As for me, my area is the classroom only.*

The implications of the participants' views are clearly that without full confidence it is not easy for them to carry out effective teacher leadership in their schools. It also implies that confidence plays an enormous role in enhancing effective teacher leadership. This view vindicates Bush's (2007:26) assertion that without confidence, teachers working under the schools' bureaucratic systems will lack innovation and would be destined to fail and to be inconclusive leaders when it comes to managing issues such as diversity and complexity within their education systems. Seen in this light, it follows that the responsibility of teacher leadership should constantly be expanded beyond the leadership of the school principal to a collective leadership within the school. For Van der Vyver *et al.* (2021:129), this collective leadership should be built on the grounds of the distributed leadership perspective to include all the teachers in leadership and decision-making processes.

4.3.2.7 Lack of experience

Another issue that emerged from the interviews with the participants was their lack of experience in undertaking teacher leadership exercises. A good number of participants argued that their lack of interest in teacher leadership is partly attributable to a deficiency in experience on the grounds that they have not been adequately prepared to be leaders. They cited lack of training to give them the necessary experience as can be discerned from the ensuing extracts.

T10: *There has not been enough to build me as a teacher leader, I need more workshops on leadership so that I acquire the requisite skills and experiences especially for taking criticisms and to have an interest in the subjects or the people to be led.*

The sentiment echoed by T10 shows that if he is given training in leadership skills, he is willing to take up leadership responsibility, because he would have acquired some skills to be in a position to execute leadership duties.

T5: *I am not experienced at all and this is partly because I did not get adequate training to become a teacher leader but the training that I got was for the classroom practice, which I am quite experienced and capable of.*

T7: When I started my career as a teacher and then expected to execute leadership roles, ... I felt like I was thrown into the deep end without adequate knowledge and experience for teacher leadership but due to the mentorship I received from other senior teachers I gained the necessary experience to be a teacher leader.

T7 felt like he was thrown in the deep end because he had no experience of teacher leadership although he was expected to perform leadership duties.

It is apparent from the foregoing views that these particular participants could not participate in teacher leadership because they lacked the experience to lead. Teachers need to be trained to be leaders, which puts a greater burden on the teacher training colleges or institutions to have at least some formal introductory lectures on teacher leadership aspects in the schools in order to inculcate the requisite skills and attributes cherished for teacher leadership in schools. This can be boosted within the schools as teachers' unions and other in-service professional teacher leadership and refresher courses can be run as workshops aimed at helping teachers with more leadership skills. These views lent credence to the contention by Van der Vyver *et al.* (2021: 130) who in their argument noted that since the dawn of democracy in South Africa in 1994, the government has always supported a commitment to change in teacher leadership and management as evidenced by the emergence of many education leadership and management policies after 1994. The authors cite the example of the South African Schools Act (1996), which progressed the change from centralised decision making to a school-based system of experiences in management and leadership, involving all stakeholders to be hands on, including principals, teachers/teachers, parents and learners. This reveals that there is a strong association between teacher leadership and distributive leadership theory. Effective teacher leadership experiences can be attained by the adoption of distributed leadership ideas in schools. There was a clear call from the Department of Education (DOE, 1996) after the democratic elections in South Africa to the effect that the management and leadership of schools should engage all members of the educational community to make sure they gain the requisite experiences instead of confining it to being a preserve of only a few. This call is also a call for schools to adopt distributed leadership which can enhance teacher leadership experiences.

4.3.2.8 Inherent leadership traits

Commenting on being born a leader, participants held similar views about inherent leadership traits. In this regard, the following views were expressed.

T8 stated:

I believe I was born a leader and I am willing to lead although I was not trained to lead during my teacher training years at college.

The participant above claimed she feels that she was born a leader because of the natural way that she finds herself in leadership positions not only within her school community but also in many other life activities she engages in. She gives credit to the inherent leadership skills in her and that she did not get this position of leadership because she was trained to be a leader but that she possesses strong leadership traits. When the researcher posed a follow up that she should explain if she was ready to lead when she assumed the position of leadership, she explained that to start with, she had a mixed feelings about being a leader. Her mentor told her that she had noticed very strong leadership skills in her. This made her to accept a leadership position. The participant summed her answer as a no and a yes. This then shows that she was not ready to perform leadership duties to begin with, but now she is ready to execute leadership duties because she has a lot of confidence in herself as a born leader.

T10: *Given Shakespeare's assertion that some people are born leaders, others acquire leadership and yet others have leadership thrust upon them, I believe I am one of those born leaders because for me leadership comes naturally for example, in addition to being a Head of this Department, I also have other leadership duties at my church. I also lead by advising parents on how to create enabling learning environments given that some parents have challenges in helping their children in their homework.*

The sentiments above shows that this particular participant is ready to lead not only in the school, but wherever he is. He enjoys taking a leadership role. He is prepared to lead, not because he was trained to lead, but because leadership skills are embedded within him.

T12: *I have my natural psychological roles which I play, I know how to balance learning and playing incorporating singing and dancing for my learners in and outside of the classroom and leading other people in the school community and the broad community at large.*

T12 explained that despite not having any formal training in leadership, he possesses leadership expertise that always makes him recognizable where ever he operates, be it in school, at home, church and elsewhere where there is human interaction. Thus, his leadership skills came as a result of being born a leader and not because he was trained to be a leader. He explained that he is ready to lead and enjoys performing leadership duties. This is in line with Dozier (2007:2)'s argument that teachers have not been trained to perform leadership roles they are invited to execute and that teachers are not prepared and ready to lead.

4.3.2.9 Synthesis

The participants echoed the sentiments that they are not ready to lead. The reasons emanate from the fact that they have not been trained to be leaders. Their lack of training as leaders also lead to other factors which hinder them from performing leadership duties. Factors which include lack of experience, lack of confidence, lack of distributed leadership practice, time consuming and inability to handle conflict. However, it is interesting to note that participants revealed that they are ready to take up leadership roles in the classroom. They supported this by claiming that they received adequate training to lead in the classroom. Hence, they are willing and ready to lead in the classroom. However, there were few exceptional cases where participants explained that they were ready to lead outside the classroom. These explained that they are ready and willing to lead everywhere where they are, because they enjoy leading as a result of being born leaders. To them, teacher leadership is fascinating, they cherish leading even in others aspects of their lives. These participants pointed out that their passion for leading is not driven by teacher training but by the inherent leadership traits in them. The aforesaid is in tandem with the notions of distributive leadership, which propounds that it is not restricted to formal positions but can also be practiced in informal positions of authority (Van der Vyver *et al.* 2021:132). Similar views are shared by Leithwood, *et al.*, (2009:13) who concur that both formal and informal leadership approaches can co-exist and inter-relate with their interrelationship consequently leading to improved school performance. Teacher leaders who take up leadership roles and the practices of leadership as exhibited by some of the participants in this study inherently coincide with the model of distributed leadership. Distributed leadership is characterized by a firm structure of standards, drives and configurations and on the other hand is characterized by flexibility providing room for shifting situations and emerging possibilities (Woods, 2005:87). It is a framework that offers a sense of location and residence in an organization, values and beliefs to relay to, and a common determination (Williams, 2011:192). It is in this light that teacher leadership, for the purpose of this study, should be acknowledged as noted by De Villiers and Pretorius (2012) and Grant, (2008) as implying a demonstration of distributive leadership exercise in schools, with some teacher leader protagonists being born leaders, while others have leadership thrust upon them and yet others acquire leadership in their normal course of duty or in whatever human face- to-face interaction they encounter. To this end, the next paragraphs look at teacher leadership preparation.

4.4.3 Teacher leadership preparation

All participants echoed that teachers are not prepared to take up leadership roles during their teacher training courses. Seven teachers, to be specific, argued that there is an urgent need for in- service teacher leadership training programmes, teacher leadership courses in the teacher

training institutions and the need to introduce informal teacher leadership training programmes. All these will help to enhance effective teacher leadership and management initiatives in the South African schools.

4.4.3.1 The need to introduce in-service teacher leadership training programmes

This was found to be an insightful view because the majority of participants, seven participants to be specific, argued that there is an urgent need to introduce in- service teacher leadership training programmes. Similar points with the following assertions were made by:

***T12:** I have not received any leadership preparation throughout my teacher training period. Neither do I have any experience of teacher leadership training courses which I attended. I would appreciate if we can have some form of teacher leadership training even here at the school.*

This participant desires so much to have some form of teacher leadership training. Although he feels a void in him due to a lack of teacher leadership training. Thus, he is calling for urgent help by means of being trained to become a teacher.

***T10:** Formally leading the flock of learners and fellow teachers requires some skills instilled through some form of training programmes or courses such as workshops, peer teaching, and motivation through the points system, presentations or online trainings to enable effective teacher leadership within the schools.*

There is great need for the government in collaboration with the principals of schools to come up with programmes that introduce teacher leadership training to the teachers who are already in practice. These programmes have to be made mandatory for every teacher to attend. This will assist teachers to comprehend the idea of teacher leadership and to focus on how to enact teacher leadership responsibilities even outside the classroom. This is in line with what Melikhaya (2015:53) says that in-service education helps teachers to grow professionally. Further to the above, another set of six participants out of the total of twelve in the study cited some crucial facets that they believe are valuable for the preparation of teacher leadership during teacher training and as part and parcel of their in-service work life. Schools also need to introduce some school management and teacher leadership courses in the form of refresher courses and during these sessions they can instil some formal teacher leadership skills in their teachers, particularly those who apparently lack confidence to formally lead their flock of learners and colleagues. These aspects cover both the formal and informal dimensions, under these dimensions of teacher preparation the following sub-themes thus developed from the analysis of the data; the need for introducing formal and informal teacher leadership courses.

4.4.3.1 The need for introducing formal teacher leadership training

Quite a sizeable number of participants suggested that in addition to making it part and parcel of the formal teacher training curriculum, every trainee teacher has to undergo some form of teacher leadership training in which they are trained. This will be of considerable assistance because teachers are not trained at the colleges to occupy formal leadership positions. Thus, every teacher, as he leaves teacher training college, is a possible candidate for any formal positions of any school where they are posted to go and work. The views of some of the participants are as expressed in the extracts. In this regard, two participants commented in the following manner:

T3: *I think teacher training institutions need to have clear-cut modules for training or preparing their trainee teachers for leadership before they qualify as teachers because teacher leadership is a necessary part of every teacher's work life in schools.*

The comment above demonstrates that this participant was not trained to be a teacher leader during his teacher training. He is calling for clear cut training courses on teacher leadership, suggesting that there should be a thorough training on leadership.

T7: made the point of the importance for leadership courses: *Formal teacher leadership training sessions are crucial in schools in South Africa not only for aspiring teacher leaders but sometimes even the so-called SMT members sometimes struggle with understanding their exact roles in teacher leadership*".

It also emerged from the participants' views that formal teacher leadership training can take the form of workshops, leadership seminars, role play, peer teaching, presentations, in-service teacher leadership training quizzes and simulation activities where there is an exchange of experiences and ideas between the most senior and experienced members of the SMTs and aspiring or young teacher leaders. Through these activities everyone will have a chance to offer something and it will be a give and take during these formal sessions. Van der Vyver *et al.* (2021:155) share similar views when they assert that teachers must be endowed to function as both formal and informal leaders and for them this form of enablement can be facilitated by going through initial, pre-service preparation. In-service training is necessary in the aspects and spheres identified as crucial for teacher leadership. Similar views are also echoed by Grant *et al.* (2010:131) as well as by Driescher (2016:61) in their contention that teacher leaders ought to be mentored so that their management and leadership skills can be improved by being mentored by the ones well vested in the profession. Grant *et al.* (2010:131) and Driescher (2016:61) refer to mentorship as a core function of formal teacher leadership which promote and improve teacher leaderships.

4.4.3.2 The need for introducing informal teacher leadership training programmes

On the need for having informal teacher leadership training sessions, four participants pointed out that there is a need for more time for informal teacher leadership practices so that senior teacher leaders can help ground their counterparts in best leadership practices. Asked to elaborate on the types of informal activities that can be followed in the pursuit of this goal, three of these participants were of the view that this can include having more time to interact with the members of the SMTs who would role model for the upcoming teacher leaders to emulate, though without consciously sensitizing them to the need to be effective teacher leaders. Role modelling teacher leadership activities by seasoned members of the SMTs to the new or aspiring teachers would go a long way towards instilling important leadership values and enhancing best leadership practices in those being informally trained. Two participants had the following to say in support of the above views;

T11: *Trainee teacher leaders have to be helped to have the mind-set of leading informally and they also have to be taught on such leadership aspects as how to handle criticism, to conduct self-introspection and how to encourage colleagues and even their learners through provision of feedback.*

T8: *Teacher training institutions and schools have to introduce more time on informal leadership practices by for example, encouraging the aspiring teacher leaders to be willing and ready to lead in informal school community settings, representing their schools in the community activities. For example, through being early at church, meetings, workshops and dressing in an elegant manner they informally demonstrate leadership qualities.*

The views expressed through the above extracts also resonate with those advanced by van der Vyver *et al.* (2021:155) in their argument that many teachers in South Africa already enact the role of teacher leaders but without seeing themselves as leaders because they are not appointed in formal leadership or managerial positions within their school workplaces. Many teachers are not aware that they are informal teacher leaders. In fact, some of them do not even comprehend the concepts of formal and informal teacher leadership. They also do not perform their informal teacher leaders' roles. Hence there is need for teachers to be taught during their training that they are teacher leaders even if they do not have titles of teacher leadership.

There is need for teacher training institutions to introduce teacher leadership courses so as to equip teachers with leadership skills before they are deployed into schools. In-service teacher training initiatives are much needed to help the teachers who are already in schools, yet lack leadership skills.

4.4.3.3. Synthesis

Teacher leadership courses have to be introduced in teacher training institutions. These have to include both formal and informal leadership trainings. In-serving teacher leadership training have to be done as refresher courses for the teachers who are already in the field. It has to be mandatory for every teacher to be trained to become a leader during their teacher training courses. Hopkins and Jackson (2003:97) argue that leadership is the cerebral centre of the organisation intrinsic in its membership, though it is occasionally inactive and unknown. Therefore, it is mandatory that all members of a school can and have to lead (Barth, 2001:85). Hopkins and Jackson (2003:100) agree with this notion as they argue that all members of the organisation have the ability and prerogative to contribute profoundly towards leadership. In this case, distributed leadership theory comes into play as, when adopted, it helps each teacher to excel in their areas of expertise. Hence, all teachers have to be trained to become leaders and apply leadership skills in the areas of their expertise. Every teacher has the capacity to lead and have to be trained to release the leadership potential in them. Distributed leadership helps empower every teacher in performing leadership duties in their areas of specialisation. Distributed leadership offers solutions to the South African teacher leadership predicament.

4.4 Chapter summary

In this chapter, the analysis of data, which was gathered by means of electronic interviews, was dealt with. The data flowed from the three main themes namely, teachers' perception of teacher leadership, teacher readiness to lead, and teacher leadership preparation. The main theme on teacher perceptions of teacher leadership addressed issues such as teacher leadership as influencing others, inspiring/influencing learners, other teachers, non-staff members and the community. The second theme on teacher's readiness to lead looked at leadership in the classroom, lack of leadership trains and experience and inability to handle conflicts at school. The third theme on teacher leadership preparation has focused on the need to introduce in-service teacher leadership training programmes, and the need for introducing formal teacher leadership training.

Participants' views give emphasis on the fact that there are fundamental challenges in comprehending and enacting teacher leadership in schools. The study shows that the notion of teacher leadership is not simple and is comprehended differently. There is great need for teacher training institutions to train teachers to be formal and informal teacher leaders. This will help prepare teachers to be willing to function as teacher frontrunners in their areas of specialty and the broad school communities.

CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the preceding chapter, the analysis of data and distinguished themes were discussed. In this chapter a summary of major findings of the study, limitations, conclusions and recommendations are discussed. This section begins with highlights of summaries of major findings in each chapter and proceeds by outlining conclusions and winds down with recommendations for the study and further research. It also highlights limitations and provides wrap up remarks.

5.2 Summary of the research

Chapter 1 introduced the study by giving a general overview of the study which included introduction and background to the study. The problem statement was discussed, which is the way teachers are prepared to serve as leaders in the South African context (§1.3). This was the motivation factor for the study as the literature review shows teachers are not prepared to take up leadership duties in other areas in the school and outside the school with the exception of the classroom. The research questions (§1.4), aim and objectives of the study were also formulated and discussed. These focused on comprehending the nature of teacher leadership in South Africa, to understand how teachers perceive the idea of teacher leadership, to establish the views of teachers on their preparation to serve as teacher leaders, how the teachers are prepared or willing to serve as leaders in the schools and to establish ways in which teachers can be prepared to serve as leaders in schools (§1.5). The significance of the study was also deliberated on. It was visualized that the practical, theoretical, and policy contributions of this research will go a long way in influencing the way teachers are prepared to serve as leaders, the way teachers will understand the notion of teacher leadership and the manner in which they will desire to enact leadership in their sphere of influence. It was also hoped that curriculum policy makers would be influenced by this research to take into serious consideration the manner and ways teachers are prepared to serve as leaders in the South African context (§1.9.8). A brief literature review was deliberated on, as well as the proposed design and methodology. In this section of the study, crucial elements of design and methodology were briefly argued (§1.9) as well as the research paradigm (§1.9.1). Population and sampling participants for the study were also deliberated (§1.9.3.). The data generation procedures, analysis of data and ethical considerations were briefly investigated. Lastly a summary was given to conclude the chapter.

Chapter 2 conceptualised the notion of teacher leadership and reviewed existing literature on teacher leadership in the South African context and abroad. Distributed leadership was discussed in detail, highlighting its characteristics (§2.2). Literature revealed that its relationship with teacher

leadership is noteworthy. It was established that distributive leadership correlates with teacher leadership and that this can be a better tool to use in dealing with the teacher leadership predicament in South Africa (§2.2.2). It was noted that the distributed model is commendable in that it hands teacher leadership to most, if not all teachers, and this positively influences the learner outcomes. It was established that distributed leadership can be of great assistance in enabling teachers to understand teacher leadership and hence serve as leaders (§2.2.2). Concept clarification was executed (§2.3.1), the concept elucidated comprised of the following: teacher leadership (§2.3.1), and formal and informal teacher leadership (§2.3.2). These key concepts help in understanding the endorsement of teacher leadership and they shed more light on comprehending the preparation of teachers to serve as leaders. Roles of teacher leaders (§2.3.3) in different areas such as, in the teaching space (classroom) in co-curricular activities, in decision making for the school, in the inter-school community and in their school, communities were deliberated on (§2.3.4). This was done to check if teachers were well trained and were a good match to the leadership responsibilities they are assumed to execute in schools (§2.3.5). The literature conceptualised, showed that teachers were not ready to take up leadership duties and roles and, in some cases, they were not even aware of these leadership responsibilities because they were not trained to handle the leadership responsibilities (§2.3.5). This chapter also investigated factors which promote or impede the enactment of teacher leadership in schools in South Africa (§2.3.6). It was highlighted that the factors affecting the endorsement of teacher leaders are numerous and they range from collaboration and collegiality (§2.3.6.1), trust (§2.3.6.2), school culture (§2.3.6.3), SMT (§2.3.6.4), dimensions of school culture (§2.3.6.5) and its variations which include, a support oriented culture (§2.3.6.4.1), task-oriented culture (§2.3.6.5.2) and success-oriented culture (§2.2.6.5.3). Challenges in the enactment of teacher leadership were also explored (§2.3.7). The challenges that include those that affect the enactment of teacher leadership, were also deliberated on. These are, the principal's style of leadership (§2.3.7.1), lack of time (§2.3.7.2), teachers as barriers (§2.3.7.3), lack of motivation (§2.3.7.4) and some professional barriers (§2.3.7.5). Investigation of these factors helped in envisaging the kind of teacher leadership preparation which can qualify teachers to be able to deal with the challenges of leadership enactment in schools. The preparation of teacher leadership in the South African context was explored and it showed that teachers were not well prepared to execute leadership duties (§2.4). The aspects of leadership preparation were looked at, these include: initial training (§2.4.1), induction (§2.4.2), professional development (§2.4.3) and self-development (§2.4.4). A summary was given to conclude the chapter (§2.5).

In chapter 3, the paradigm of the research as well as the design and methodology were expounded. The interpretivist paradigm (§3.1) was employed to accumulate and construe facts about the preparation of teachers to serve as teacher leaders. It was specifically used to get

information regarding how teachers perceive the way they were trained to carry out leadership duties in schools. The qualitative approach was employed (§3.3) to understand how teachers view their preparation to function as leaders in the schools where they are deployed. A phenomenological research design was adopted (§3.4) in this study on account of its strong suit in facilitating a clear appreciative of the essence of the teachers' lived experiences of their teacher leadership accountabilities. The population, site and selection of participants were discussed in detail (§3.5). Primary school teachers (§3.5.1) in Gauteng province were selected. The participants selected (§3.5.2) helped by providing information with regards to the preparation of teachers to serve as leaders in the South African context. The researcher made use of telephonic interviews to collect data from the participants (§3.6). It was not possible to have face-to-face interviews at the moment of gathering data, due to Covid-19 restrictions. The telephonic interviews were audio recorded for analysis. Data was analysed thoroughly (§3.7). To measure the trustworthiness of the research, the researcher made use of the following: credibility, transferability conformability and dependability (§3.8). In addition to this, she also made use of member checking to certify the trustworthiness of the study (§3.8). The researcher embarked on reflexivity and insider investigator's responsibility (§3.9). She did this to make sure that, as a primary school teacher in Gauteng, she would not be biased by her thought or knowledge and experiences, but to rely entirely on what the participants were saying and thereby replacing their voices with hers. The researcher procured ethical permission to conduct the research from the Provincial Educational Directorate, district, school principals and the SGB chairpersons before conducting interviews (§3.10). She also obtained ethical clearance from the Ethics committee of the Faculty of Education, Northwest University. The research followed ethical considerations which includes permission letters, informed consent, voluntariness, respect for participants, and participant protection (§3.10). The chapter was concluded with a summary (§3.11).

Chapter 4 focused on the presentation of data collected in chapter 3 (§4.1). In this section the data was presented, discussed and analysed (§4.2). The preceding chapter looked at analysis and interpretation of qualitative data that was collected through the use of telephonic semi structured interviews (§4.2). The reason behind this was to attain the main aim of the study which was to explore the preparation of teachers to serve as teacher leaders in primary schools in Gauteng. The profile of the participants was tabulated (§4.2.1). Three major themes were formulated from the data gathered (§4.3) and these were, teachers' perceptions of teacher leadership (§4.3.1), teachers' readiness to lead (§4.3.2) and teacher leadership preparation (§4.3.4). Various sub-themes were drawn from the main themes and these include, teacher leadership as having an effect on others (§4.3.1.1) which include, inspiration on learners (§4.3.1.2), influence on non-teaching staff (§4.3.1.3) and influence on other teachers (§4.3.1.4); influence on change (§) and influence in the (§4.3.1.6). It was also noted that to some participants

the concept of teacher leadership refers to teachers as classroom leaders only (§4.3.1.7). The participants highlighted they are not ready to participate in teacher leadership (§4.3.2). They put forward reasons which hinder them from serving as teacher leaders and these include (§4.3.2), lack of leadership training (§4.3.2.2), inability to handle conflict in the schools (§4.3.2.3), lack of distributed leadership (§4.3.2.5), too involving and time consuming (§4.3.2.4), lack of confidence (§4.3.2.6), lack of experience as leaders (§4.3.2.7) and inherent leadership traits (§4.3.2.8). They suggested that teachers need to be trained to handle teacher leadership roles (§4.4.3.), the policy makers to make it mandatory for teacher training institutions to offer teacher leadership modules (§4.4.3.1), the curriculum planners to design a curriculum for teacher training which has modules on teacher leadership (§4.4.3.2). A synthesis of the chapter was provided (§4.4.3.3) A summary was used to wrap up the chapter (§4.4).

5.3 Research findings

This section presents the research findings in relation to the research questions. A summary of participant's responses were drawn closely linked to the research questions which are: what is the nature of teacher leadership in the South African context; how do teachers perceive teacher leadership as a concept; what are the views of teachers on their preparation to serve as teacher leaders and how can teachers be prepared to be teacher leadership (§1.4)

5.3.1 Findings relating to research question one (§2.3)

Research question one intended to comprehend the nature of teacher leadership in the South Africa. The findings show that teacher governance or leadership is not simple to understand and implement in the South African context (§2.3) (§4.3.1). The notion of teacher leadership refers to a countless number of activities and tasks which include, supporting what's meticulous for learners, introducing education to learners, collaborating with other teachers, embarking on professional and self- development, participating in making decisions for the school, participating in co-curricular activities, taking lead in peer- teaching and cluster teaching, mentoring junior teachers and helping in the school community and the community at large (§1.6.2). Teacher leadership involves sharing of leadership duties and responsibilities among the stake holders in an institution (§1.6.2) (§2.2.2). What is central about teacher leadership is the opinion that every member in an institution can lead and that leadership is a procedure of activity that can be distributed or shared (§2.3.1). Therefore, teacher leadership is about teachers sharing leadership tasks, influencing one another for the accomplishment of the school goals and the overall betterment of the teaching approaches, performance of the learners, school and community (§2.3.1).

5.3.2 Findings relating to research question two (§1.4)

Research question two sought to understand teachers' perception of teacher leadership. This study has revealed that teachers' perception of teacher leadership is varied and diverse (§4.3.2). It also reveals that some, if not most, teachers have a shallow understanding of the notion of teacher leadership and what it entails (§4.3.1.7). The research shows that most teachers perceive teacher leadership as confined to the classroom only or that teacher leadership has to do with the learners whom they teach only. Most teachers in this study are not aware that their leadership roles extend beyond the borders of the classroom (§4.3.1.7). They do not know their leadership responsibilities in general such as participation in decision forming, extra-curricular events, sharing leadership tasks, influencing one another for the achievement of the school goals and the overall betterment of the teaching approaches, student outcomes and school and community improvement (§4.3.2.1).

The participants in formal teacher leadership know their leadership roles are not only confined to the classroom. However, they do not have a common understanding as to where the teacher leadership roles and responsibilities end. Some of the teachers in informal teacher leadership are not aware that they are leaders (§2.3). (§4.3.1.7).

5.3.3 Findings relating to research question three (§1.4).

Research question three was aimed at understanding participants' views on their preparation to be teacher leaders. The participants expressed their views that they did not receive any training to serve as leaders (§2.3.5) (§4.3.1.7) (§4.3.2.2). They expressed that they feel comfortable and confident leading their learners in the classrooms because they have been trained to lead in the school room (§4.3.2.1). They expressed that they were not trained to be leaders in other areas and aspects such as making decisions for the school, extra-curricular activities, participation in the school activities outside the classroom in the school community and in the community at large (§4.3.2.2). The fact that they have been not trained to be teacher leaders have led to other challenges such as lack of confidence (§4.3.2.6), inability to handle conflict (§4.3.2.3). Lack of training has also led to lack of distributed leadership because teachers at schools do not know how to practise shared leadership (§4.3.2.5). The departmental heads who were interviewed in this study, expressed the view that they were not trained to serve as leaders outside the classroom during their teacher training courses (§4.3.2.2). Some of them expressed that they had always aspired to be leaders and as such they learnt through observing other teacher leaders. They explained that they reached out for mentorship and were mentored to serve as leaders (§4.3.2.2). Some expressed that they had not thought of becoming leaders but opportunities availed themselves to them and so had to take advantage of the opportunities and reached out for

mentorship (§4.3.1.4). Some teachers expressed that they were not willing to become leaders outside the classroom because leadership duties and responsibilities are time consuming and too involving (§4.3.2.4). Hence, in the South African context teachers are not receiving adequate training to become leaders during their pre-service training (§4.3.2.2). Teachers also do not prefer to be leaders due to other factors which affect the enactment of leadership duties.

5.3.4 Findings relating to research question four (§1.4)

Research aim four looked at suggestions on how teachers can be prepared to be teacher leaders (§2.4) (§4.4.3.2.1). Participants suggested that teacher training institutions should include modules on teacher leadership training (§4.4.3.1). Student teachers should have more practical sessions on teacher leadership. This will prepare teachers to be leaders in their classrooms, schools in general and in their communities at large. Teachers have to be introduced to teacher leadership training courses during pre-service (§4.4.3.1) (§4.4.3.2) and be exposed to ongoing in-service leadership training courses and workshops (§4.4.3.2). These can be done as on-line short courses, peer teaching on teacher leadership and presentations on teacher leadership by the Department of Basic Education. The Department of Basic Education should introduce courses on teacher leadership which are mandatory for all teachers to enrol this will help to train teachers to be teacher leadership in their schools and communities (§4.4.3.2) (§4.4.3.3). Departmental heads and other leaders in schools should have courses on how to mentor novice teachers (§2.4.2). This will help teacher leaders to encourage and motivate novice teachers to become teacher leaders as well. Some teachers expressed that they would not want to be teacher leadership because they feel it is not safe to be leaders in their school environments (§4.3.2.6). All these fears can be alleviated if the existing teacher leaders in the schools take up their roles to mentor the young teachers to become leaders in their schools and communities.

5.3.5 Findings relating to the main research question (§1.4)

Findings relating to the main research question, which is how prepared are South African school teacher to serve as teacher leaders in primary schools in Gauteng, reveal that the teachers are not ready and are not willing to serve as leaders in the school and in the community (beyond the classroom) as mentioned above. The main reason for them not being able to lead elsewhere besides the classroom is that they were not trained to be leaders (§2.3.5) (§4.3.1.7) (§4.3.2.2). The participants claimed that they were trained to be leaders in the classroom and they are ready and so much willing to execute leadership duties in the classroom (§4.3.2.1). The teachers are not prepared to implement leadership responsibilities beyond the classroom.

Recommendations

This study has drawn up recommendations to different stakeholders whose contribution is very significant in the preparation of teachers to serve as teacher leaders in schools. These various stakeholders include, teachers, schools and the department of education and the Higher Education institutions involved with training teachers. These among others make an important input to the success of the preparation of teachers to serve as leadership in schools.

5.4.1 Recommendation for teachers

Recommendation 1

Teachers are encouraged to take professional development more seriously by embarking on improving themselves professionally. They should aspire to become teacher leaders in their areas of expertise. They must improve themselves academically as well and move with the trends of time. They have to establish themselves as leaders and have confidence that they are able to be capable leaders. Teachers must have a positive self-image in which they should perceive themselves as capable of accomplishing their leadership roles despite their previous failures or their backgrounds (§2.4.4.3). They should regard themselves as capable and be self-motivated to develop themselves in their profession. Positive self-esteem is important in that it helps them to see themselves overcoming challenges that come their way in their teaching profession.

Motivation

The research established that some teachers lack confidence in them being good teacher leaders and this hinders them from taking leadership roles (§4.3.2.6).

5.4.2 Recommendations for schools

The subsequent commendations are made for the school

Recommendation 2

Schools are encouraged to embark on teacher leadership training as they implement Continuous Professional Teacher Development (CPTD). Teacher leadership training, such as seminars, simulations, workshops among others, should be considered as part of the school management plan (§2.4.2).

Motivation

The research findings reveal that some schools are not aware that they have to produce a favourable environment for the enactment of teacher leadership. Yet, schools play a significant part in the enactment of teacher leadership (§2.3.6.3) (§2.3.6.1).

Recommendation 3

A model such as distributed leadership should be encouraged to be adopted in schools because it provides a framework in which teachers are able to relate and work with each other for the achievement of their schools' goals (§2.2.1).

Motivation

Lack of distributed leadership is a contributing factor to the failure of the development of school teacher leadership. (§4.3.2.5).

Recommendation 4

Teachers are encouraged to have professional development training on teacher leadership. Training should enlighten teachers on terms such as official and unofficial teacher leadership. Training should be done on the school premises where examples are drawn from their physical environment (§4.4.3.2) (§4.4.3.3).

Motivation

Some teachers are not aware of important terms and concepts such as formal and informal teacher leaders (§4.3.2.1) (§4.4.3.2).

In some instances, teachers are not aware of the concept of teacher leadership. Having training in their natural environment should drive the point home.

5.4.3 Recommendations for the department

The succeeding approvals are fashioned for the department

Recommendation 5

Higher Education institutions involved with teacher training are encouraged to introduce a policy that the curriculum for teacher training should have a module explicitly centred on teacher leadership and that it becomes mandatory that every student teacher should do this module (§4.4.3).

Motivation

The participants in this study echoed sentiments that they were not trained to be teacher leaders outside the classroom (§2.3.5) (§4.3.1.7) (§4.3.2.2).

Recommendation 6

The department of education is encouraged to introduce induction programs on teacher leadership for new and veteran teachers in all districts. This also should be done as a matter of policy. Every district should come up with its own induction programme for teachers. Both the new and old teachers would benefit from the leadership training (§2.4.1) (§2.4.2)

Motivation

Induction programmes are necessary to help teachers from training and to refresh the veteran teachers.

Recommendation 7

In-service trainings can be conducted through online teaching, peer teaching and cluster teaching at provincial and district levels (§4.4.3)

Motivation

Teachers to have on-going training or refresher courses on the topic of leadership to help them to refresh and learn new ways of teacher leadership.

5.4.4 Recommendations for further research

Drawing from the findings of this research, the researcher recommends the following as a future research subject: The enactment of teacher leadership in South African schools

5.5 Limitations of the study

The sample of the research was made up participants from primary schools in Johannesburg North District in Gauteng Province hence no generalisation of the finding can be concluded. However, this limitation can be mitigated by carrying out a study in the rest of Johannesburg North District.

The study was conducted during the Covid-19 pandemic. As such, many challenges were encountered. Some participants fell sick and could not be accessed during the scheduled time and had to make many reappointments. It was difficult to conduct follow up interviews because

of load shedding. However, this challenge was overcome by persuading participants to spare their time, even after hours.

5.6 Concluding remarks

This research has to be viewed as part of the ongoing research on teacher leadership and as a part of the initial steps of further exploration of how teachers are equipped to be teacher leaders. The study findings were used to answer the main research question which is how prepared are South African school teachers to serve as teacher leaders. It is hoped that the findings of this research will go far and make an input with regards to curriculum policy for trainee teachers and those teachers who are already practising. It is also envisaged that this study will have an impact on the way teacher leadership is conceived and practised in South African schools. This study is likely to have an influence on the theory of teacher leadership. The study explored the relationship between teacher leadership and distributed leadership and found that the two have much in common. Hence, it is hoped that this study will influence all stake holders to consider the advantages of using distributed leadership in dealing with the leadership predicament in the South African schools. This research is likely to influence future research pertaining to teacher leadership, preparation and enactment.

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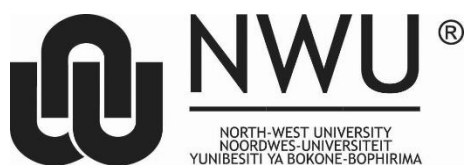
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Addendum A: Consent form



The

Principal

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222

Web: <http://www.nwu.ac.za>

Faculty of Education

EDULEAD RESEARCH ENTITY

Tel: 0182994587

Email: cp.vandervyver@nwu.ac.za

Date

participant information and consent form

I hereby request your consent to participate in this research, which involves the preparation of teachers to serve as teacher leaders in primary schools in Gauteng. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

The preparation of teachers to serve as teacher leaders in primary schools in Gauteng

ETHICS APPLICATION NUMBER

NWU-

PROJECT SUPERVISOR: Prof CP van der Vyver

CO-SUPERVISOR: Dr Mark Bosch

ADDRESS: Building B11, G61 North-West University Potchefstroom Campus 2530

CONTACT NUMBER: 018 299 4587

MEMBER OF PROJECT TEAM MEd-Student: Mrs Constance Mutekwe

ADDRESS: 37 Good Street, Triomf, 2092

CONTACT NUMBER: 0764940245

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

The proposed study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also sought from the Gauteng Provincial Department of Basic Education.

What is this research about?

The aim of this research is to explore the preparation of teachers to serve as teacher leaders in Gauteng primary schools. In pursuit of this broad aim, the following objectives are formulated;

To establish the nature of teacher leadership in the South African context.

To identify the way teachers perceive their formal and informal leadership roles.

To examine the views of teachers on their preparation to serve as teacher leaders.

To establish how teachers could be prepared to serve as teacher leaders

Participants

Teachers in the Gauteng North primary schools

What is expected of participants?

To answer interview questions individually about the preparation of teachers to serve as teacher leaders in primary schools in Gauteng

Benefits to participants

Although they might be no direct benefits for participants, it is important to note that indirectly, they do, however, contribute towards further understanding of the position of teachers as leaders in their schools and towards their efforts at understanding the need for coming to terms with their formal and informal teacher leadership roles within their schools.

Risks involved for participants

There are no foreseen risks for participants except for time limitations for the interview process and that participants may get tired during interviews. Participants are free to withdraw at any time and will not suffer any negative consequences as a result thereof.

Confidentiality and protection of identity

The researcher undertakes to treat the shared information during the interview process as confidential and not to disclose the identity of any participants or schools participating in the research. All reports and use of collected data will be dealt with in such a way that participants will remain anonymous.

Dissemination of findings

Findings will be recorded in MEd dissertation of researcher and they will be also disseminated to principals of participating schools and participants in the form of a short summary of findings.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

Yours sincerely

Constance Mutekwe

(Researcher)

DECLARATION BY PRINCIPAL:

By signing below, I agree to give permission for the research to take place with the identified participants in the study entitled:

The preparation of teachers to serve as teacher leaders in primary schools in Gauteng

I declare that:

I have read this information and consent form and understand what is expected of the participants in the research.

I have had a chance to ask questions to the researcher and all my questions have been adequately answered.

I understand that taking part in this study is voluntary and participants will not be pressurised to take part.

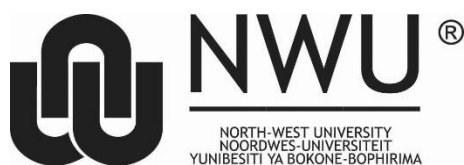
Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.

Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place)_____ on (date) ____/____/20____

Signature of School Principal/Relevant person

Addendum B: Principals permission letter



The

Principal

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222

Web: <http://www.nwu.ac.za>

Faculty of Education

EDULEAD

Tel: 0182994587

Email: cp.vandervyver@nwu.ac.za

Date

Permission letter: school principal

I hereby request your permission for teachers in your school to participate in this research, which involves the preparation of teachers to serve as teacher leaders in primary schools in Gauteng. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

The preparation of teachers to serve as teacher leaders in primary schools in Gauteng

ETHICS APPLICATION NUMBER

NWU-

PROJECT SUPERVISOR: Prof CP van der Vyver

CO-SUPERVISOR: Dr Mark Bosch

ADDRESS: Building B11, G61 North-West University Potchefstroom Campus 2530

CONTACT NUMBER: 018 299 4587

MEMBER OF PROJECT TEAM MEd-Student: Mrs Constance Mutekwe

ADDRESS: 37 Good Street, Triomf, 2092

CONTACT NUMBER: 0764940245

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

The proposed study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also sought from the Gauteng Provincial Department of Basic Education.

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To identify the way teachers perceive their formal and informal leadership roles.

To examine the views of teachers on their preparation to serve as teacher leaders.

To establish how teachers could be prepared to serve as teacher leaders

Participants

Teachers in the Gauteng North primary schools

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Benefits to participants

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Dissemination of findings

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If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

Yours sincerely

Constance Mutekwe

(Researcher)

DECLARATION BY PRINCIPAL:

By signing below, I agree to give permission for the research to take place with the identified participants in the study entitled:

The preparation of teachers to serve as teacher leaders in primary schools in Gauteng

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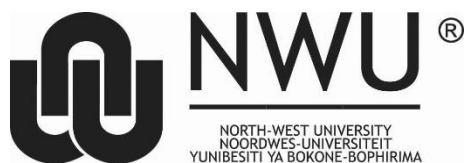
Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.

Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date) ____ / ____ /20 ____

Signature of School Principal/Relevant person

Addendum C: Goodwill permission letter



The

SGB

Chairperson

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222

Web: <http://www.nwu.ac.za>

Faculty of Education

EDULEAD RESEARCH ENTITY

Johannesburg

Tel: 0182994587

Email: cp.vandervyver@nwu.ac.za

Date

Goodwill permission: school governing body/OTHER RELEVANT BODY

I hereby request your permission for teachers in your school to participate in this research, which involves the preparation of teachers to serve as teacher leaders in primary schools in Gauteng. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

The preparation of teachers to serve as teacher leaders in primary schools in Gauteng

ETHICS APPLICATION NUMBER

NWU-

PROJECT SUPERVISOR: Dr CP van der Vyver

CO-SUPERVISOR: Dr Mark Bosch

ADDRESS: Building B11, G61 North-West University Potchefstroom Campus 2530

CONTACT NUMBER: 018 299 4587

MEMBER OF PROJECT TEAM MEd-Student: Mrs Constance Mutekwe

ADDRESS: 37 Good Street, Triomf, 2092

CONTACT NUMBER: 0764940245

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

The proposed study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also sought from the Gauteng Provincial Department of Basic Education.

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Participants

Teachers in the Gauteng North primary schools

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The researcher undertakes to treat the shared information during the interview process as confidential and not to disclose the identity of any participants or schools participating in the research. All reports and use of collected data will be dealt with in such a way that participants will remain anonymous.

Dissemination of findings

Findings will be recorded in MEd dissertation of researcher and they will be also disseminated to principals of participating schools and participants in the form of a short summary of findings.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

Yours sincerely

Constance Mutekwe

(Researcher)

DECLARATION BY PRINCIPAL:

By signing below, I agree to give permission for the research to take place with the identified participants in the study entitled:

The preparation of teachers to serve as teacher leaders in primary schools in Gauteng

I declare that:

I have read this information and consent form and understand what is expected of the participants in the research.

I have had a chance to ask questions to the researcher and all my questions have been adequately answered.

I understand that taking part in this study is voluntary and participants will not be pressurised to take part.

Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.

Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place)_____ on (date) ____/____/20____

Signature of School Principal/Relevant person

Addendum D

Declaration of authenticity (TOC_Heading)

DECLARATION

I the undersigned, hereby declare that the work contained in this dissertation is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

A handwritten signature in black ink, appearing to be 'GME' or similar, written in a cursive style.

Signature

Date: 25 November 2022

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Addendum E: Interview guide

INTERVIEW SCHEDULE

Interview appointment date:Time:Venue:

- 1) What is your understanding of the concept of teacher leadership?
- 2) Do you think of yourself as a teacher leader? Why or why not?
- 3) Can you provide examples of teacher leadership experiences (yours and/or others)?
- 4) Is it safe to be a teacher leader? Please explain.
- 5) How prepared are you to serve as a teacher leader in your school? Please explain
- 6) How do teachers learn to become teacher leaders?
- 7). How did pre-service or in-service professional development help to develop your understanding of teacher leadership?
- 8) How, in your opinion, do you think the teacher education programme should ensure teachers are adequately trained or prepared for an active role in their teacher leadership roles?
- 9). Suggest ways in which you think teachers can be prepared to serve as teacher leaders
- 10) What suggestions can you make to improve the preparation of teachers to serve as effective leaders in their schools?
- 11) Which aspects should be included in a professional development programme for teacher leaders?

End of interview questions

Addendum F: GDE research approval letter



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	27 July 2021
Validity of Research Approval:	27 July 2021 – 30 September 2021 2021/189
Name of Researcher:	Mutekwe C
Address of Researcher:	37 Good Street, Sophiatown
	Triomf
	Johannesburg ,2092
Telephone Number:	076 4940 245
Email address:	constancemutekwe@gmail.com
Research Topic:	The preparation of teachers to serve as teacher leaders in primary school in Gauteng
Type of qualification	Masters: Educational Leadership
Number and type of schools:	4 Primary Schools
District/s/HO	Johannesburg North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

[Signature] 27/07/2021

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

Addendum G: Proof of ethics training letter



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222

Web: <http://www.nwu.ac.za>

**Research Ethics Committee of the Faculty of
Education (EduREC)**

Faculty of Education

Tel: 018 285 2078

Email: Jako.Olivier@nwu.ac.za

21 September 2020

PROOF OF ATTENDANCE AND ASSESSMENT

Dear Constance Mutekwe

This letter certifies that the abovementioned individual attended a 1-day online workshop on 29 August 2020 and completed online assessment on:

Research Ethics for Education

The workshop was presented *Prof. Jako Olivier*, Chairperson of the Research Ethics Committee of the Faculty of Education (EduREC).

This letter of attendance, as proof of ethics training and assessment, is valid for 3 years and expires on 29 August 2023.

Yours sincerely

Prof JAK Olivier

Chairperson: Research Ethics Committee of the Faculty of Education (EduREC)

Addendum H: Extract of data transcription, coding and analysis

Q	Question posed	Codes from participants' response	Category	Emerging themes	Final themes
1	Interviewer What is your understanding of the concept of teacher leadership in the classroom, in the school, in the community in terms of your formal and informal roles?	Interviewees Influencing learners in my classroom and other teachers in the school in a positive manner, formally and informally encouraging community members to do good in helping children learn and do home work	H.D.	Teachers' perceptions of teacher	Teachers' perceptions of teacher leadership
2	Interviewer Do you think of yourself as a teacher leader in the classroom, in the school, in your community in terms of your formal and informal roles? Why or why not?	Interviewees Yes because in my classroom I exert a huge influence on my learners; most of them wish to be like me in many ways. Formally and informally I come through as an ideal role model for most if not all my learners at the grade one level	H.D.	Teachers' perceptions of teacher leadership as exerting Influence on learners; behavioural patterns	Teachers' perceptions of teacher leadership
3	Interviewer Can you provide examples of teacher leadership experiences (yours and/or others in your formal and informal work situations?	Interviewees I lead my grade one learners towards acceptable school behaviour by moulding their school behavioural patterns; Many of them view me as their ideal role model; informally many of the girls claim they wish to dress like I do; during role play activities a number of them emulate me in many ways: speech and some roles	D.H.	Teacher leadership as influencing learners towards acceptable school norms and values	Teacher leadership as Influencing learners towards acceptable formal and informal school norms and values
4	Interviewer Is it safe to be a teacher leader? Please explain specifically, in	Interviewees Yes, it is quite safe if one serves as an ideal role model for his or her learners to emulate; in my school our principal has a motto that says	D.H.	Teacher leadership as influence or motivation for safe ideal role modelling for	Teacher leadership as formal and informal influence or motivation

	your school with regard of other teachers and with regard to your school principal?	every teacher must model their best behaviours so that their learners wish to emulate		learners to emulate	
5	Interviewer How prepared (willingness) are you to serve as a teacher leader in your school? Please explain in the classroom, in the school, in the community and in terms of your formal and in informal roles.	Interviewees In my school almost all teachers are always willing to lead their learners towards success in their classroom and in the wider school context and evidence of this manifests in school games where virtually all teachers wish to have their learners present; Many of the teachers in my school are also quite eager to have their learner participating formally or informally in activities such as sports within their wider school community particularly when parents are present	D.H	Teacher leadership as formal or informal influencing of learners	Examples of teacher leadership as formal and informal influence or motivation
6	Interviewer How do teachers learn to become teacher leaders?	Interviewee	D.H.	Examples of models or styles of teacher leadership as influencing learners in their respective classroom activities (grouping), acceptable behavioural patterns, school norms and values	Examples of formal and informal styles, roles or models of teacher leadership
7	Interviewer How did pre-	Interviewee	D.H	Examples of teacher leadership in role modelling in	Examples of formal and informal styles,

	service teacher training programmes develop your understanding of teacher leadership? How did it prepare you to be a leader?	Not much teacher leadership activities were covered during my pre-service teacher training; When I participated as a member of the SRC at college; when I was assigned the responsibilities of collecting other students' assignments and taking them to our lecturers as the class monitor; when I led college assembly prayer sessions as a member of the Scripture union.		the school's morning assembly devotions; lack of teacher leadership activities in the Pre-service teacher training programmes Teacher leadership examples during pre-service teacher training programmes SRC membership, class monitoring, scripture union leadership for morning bible devotions	roles or models of teacher leadership
8	Interviewer How did in-service professional development help to develop your understanding of teacher leadership? How did it prepare you to be a leader?	Interviewees When delegated by our head of sports or as chosen as head of sports to train learners in sporting activities such as athletics, soccer, netball, table tennis and volleyball; when I am sent for workshops and then expected to present my feedback; when we lead our learners for district and or provincial sports competitions where we are expected to accept to lead and to be led by others	D.H	Opportunities coming with teacher leadership initiatives	Opportunities that come with teacher leadership initiatives

9	Interviewer In your opinion, do you think the teacher education programmes should ensure teachers are adequately trained or prepared for an active role in their teacher leadership roles? Explain this in terms of preservice, in-service and professional development.	Interviewees: is a need to ensure that the pre-service teacher education programmes or curriculum incorporates specific aspects of teacher leadership so that trainee teachers attend such programmes consciously aware the programmes are meant or designed to develop them as teacher leaders. This will prevent the culture shock that characterize some of the teachers when assigned teacher leadership roles as part of their professional development initiatives; Schools, likewise also need to have teacher leadership sessions for all junior and senior teachers as part of their in-service professional development programmes	D.H	Expanding the teacher leadership potential to harness and consciously lead trainee and junior teachers to be aware of their school leadership roles	Expanding teacher leadership potential
10	Interviewer Suggest ways in which you think teachers can be prepared to serve as teacher leaders. Explain this in relation to pre-service, in-service and professional development	Interviewee During their pre-service teacher education programme, their curriculum needs to integrate specific aspects of teacher leadership; their in-service extra-curricular activities also need to cater for teacher leadership programmes so that teachers are adequately prepared for leadership; encouraging teachers in schools as part of their professional development to take turns in attending and leading either during	D.H.	Examples of formal and informal teacher leadership styles, roles or models such as initiating curriculum innovations as part of the school's in-service programmes	Examples of formal and informal teacher leadership styles, roles or models enacted by participants

		workshops or sports activities after which they need to give ample feedback to the rest of the school members; encouraging all teachers to lead morning sessions such as school assembly devotions designed to develop them as teacher leaders.		Examples of formal and informal teacher leadership such as consciously leading in specific professional teacher development initiatives	
11	Interviewer What suggestions can you make to improve the preparation of teachers to serve as effective leaders in their schools? Consider your response in terms of pre-service, in-service and professional development.	Interviewees In their pre-service teacher education programme their curriculum needs to involve specific aspects of teacher leadership; in their in-service school programmes they need to have extra-curricular activities that foster teacher leadership skills. As part of their professional development programmes in their schools teachers also need to take turns in attending and leading workshops or sports activities after which they should try and give comprehensive feedback to other teachers; encouraging all of them (teachers) to lead morning school assembly devotions as a way of promoting the development of their teacher leadership skills.	D.H.	Teacher leadership as consciously leading in specific in-service professional teacher development initiatives Teacher leadership as exemplary behavioural patterns during morning school assembly devotions	Teacher leadership as conscious influence of learners and the school community
12	Interviewer: Which aspects should be included in a professional development programme for teacher leaders? In your response consider the formal and informal roles	Interviewees Instilling confidence in teacher leadership activities; encouraging them (teachers) to attend workshops and providing feedback on their return; encouraging the development of their (teachers) formal and informal roles in moulding their learners' acceptable behavioural patterns; provision of sports leadership skills for all teachers.	D.H	Instilling authoritative, affiliative, democratic, pacesetting and coaching teacher leadership attributes in learners	Examples of formal and informal teacher leadership styles, roles or models

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Addendum I: Ethical approval letter



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Senate Committee for Research Ethics
Tel: 018 299-4849
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ETHICS APPROVAL LETTER OF STUDY

Based on approval by the Faculty of Education Research Ethics Committee (EduREC) on 24 June 2021, this committee hereby approves your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-SCRE) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: The preparation of teachers to serve as teacher leaders in primary schools in Gauteng																														
Study Leader/Supervisor (Principal Investigator)/Researcher: Prof CP van der Vyver																														
Student / Team: C Mutekwe (MEd student – 37029789), Dr M Bosch																														
Ethics number:	<table border="1"><tr><td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>1</td><td>9</td><td>1</td><td>1</td><td>-</td><td>2</td><td>0</td><td>-</td><td>A</td><td>2</td></tr><tr><td colspan="3">Institution</td><td colspan="5">Study Number</td><td colspan="2">Year</td><td colspan="4">Status</td></tr></table>	N	W	U	-	0	1	9	1	1	-	2	0	-	A	2	Institution			Study Number					Year		Status			
N	W	U	-	0	1	9	1	1	-	2	0	-	A	2																
Institution			Study Number					Year		Status																				
Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation																														
Application Type: Single study	Risk: <table border="1"><tr><td>Low risk</td></tr></table>	Low risk																												
Low risk																														
Commencement date: 24/06/2021																														
Expiry date: 24/06/2022																														
Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.																														

Special in process conditions of the research for approval (if applicable):

General conditions: <i>While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:</i> • The study leader/supervisor/principal investigator/researcher must report in the prescribed format to the EduREC: - annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and - without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study. • The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the EduREC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited. • Annually a number of studies may be randomly selected for an external audit. • The date of approval indicates the first date that the study may be started. • In the interest of ethical responsibility, the NWU-SCRE and EduREC reserves the right to: - request access to any information or data at any time during the course or after completion of the study;
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Addendum J: Analysis

No	THEMES	SUB-THEMES
1	Teachers' perceptions of teacher leadership	1. Teacher leadership as Influencing others i) inspiration for learners ii) Influence on staff iii) Influence on other teachers iv) Influence in the community 2) Influence on change 2. Teachers as classroom leaders
2	Teacher readiness to lead	i) Lack of leadership training ii) Inability to handle conflict in the school iii) Involving and time consuming iv) Lack of distributed leadership v) Lack of confidence vi) Lack of experience vii) Inherent leadership traits
3	Teacher leadership preparation	i) Need for teacher leadership training in teacher training institutions ii) Need to introduce in-service training

		iii)Need for introducing formal teacher leadership courses iv) The need for introducing informal teacher leadership training programmes
--	--	---

25/08/21 Dawn

leader 17 yrs of teaching

① guide & assist (principal & deputy - just a guide not autocratic)

- more in favour democratic post level one teacher taught 17 yrs -

② - not official leader but 1m senior in age

- though I am a leader because I help to guide help when there is conflict
- I do play a leading role

unofficial pos position approachable

no computer literate & I help. I do not call meeting post level 1 tr

Addendum L: Editors letter

C.L. GILIOMEE
0824122398

4 December 2022

To whom it may concern

**REVISION OF THE DISSERTATION OF MRS CONSTANCE MUTEKWE ENTITLED
"THE PREPARATION OF TEACHERS TO SERVE AS TEACHER LEADERS IN PRIMARY
SCHOOLS IN GAUTENG"**

I hereby certify that I have revised the dissertation of Mrs C Mutekwe, mentioned in the heading of this document, and corrected the spelling, grammar, and punctuation therein to the best of my ability.

Yours faithfully

A handwritten signature in black ink, appearing to read 'C.L. Giliomee', enclosed within a hand-drawn oval border.

C.L. Giliomee

Addendum M: Turnitin report summary

13267876:Turnitin_C_Mutekwe.docx

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