

**TEACHER LEADERSHIP: PERSPECTIVES, PERCEPTIONS AND READINESS OF  
EDUCATORS IN THE EDEN AND CENTRAL KAROO EDUCATION DISTRICT IN THE WESTERN  
CAPE PROVINCE**

by

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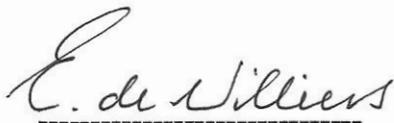
## STATEMENT OF AUTHORSHIP

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I herewith declare that

**TEACHER LEADERSHIP: Perspectives, perceptions and readiness of educators in the Eden and Central Karoo Education District in the Western Cape Province**

is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

  
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## SUMMARY

The people in the organisation are the key to quality and effective change and improvement in schools. A new paradigm in school leadership, namely teacher leadership, grounded in distributed leadership theory and supported by enabling policies, provides a platform for school wide capacity building where more and more people recognise the potential of other team members, promote it and thus give stimulus for significant change. The purpose of the research was to determine the perspectives, perceptions and readiness of educators in the Eden and Central Karoo Education District for teacher leadership, as well as educators' perceptions regarding the school culture required for teacher leadership to be nurtured and sustained. A total number of 283 educators participated in this study, including principals, members of school management teams, veteran, middle, novice educators and district officials. A series of instruments were used to determine educators' perspectives, perceptions and readiness for teacher leadership, including the Teacher Leadership Readiness Instrument (TLRI) and the Teacher Leadership School Survey (TLSS). Data revealed that educators held positive assumptions about teacher leadership; that educators were collectively ready for teacher leadership; and that they perceived their school cultures as healthy for teacher leadership practices. Educators used language of leadership which can be associated with the organisational and transformational leadership theory; indicated that they experienced barriers to teacher leadership; and that there is a need for professional development in relation to teacher leadership. A significant difference was found between the preliminary leadership and barriers to teacher leadership perceptions held by district officials and other educators (principal, member of school management team, veteran, middle and novice). A significant difference was also found between members of school management teams and other educators (middle and novice) in relation to their readiness for teacher leadership. Significant relationships were found between educators' preliminary leadership and readiness for teacher leadership perceptions, as well as between their readiness for teacher leadership and their perceptions about a healthy school culture for teacher leadership. These findings have significant implications for leadership practices, collaboration, capacity-building and improvement in schools, educators' self-esteem, motivation and productivity, as well as student outcomes.

**Keywords:**

Teacher leadership; parallel leadership; leadership; educators' perspectives; educators' perceptions; educators' assumptions; educators' readiness; distributed leadership; healthy school culture; barriers; language of leadership; professional development

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## LIST OF ABBREVIATIONS

ANOVA	One-way Analysis of Variance
APA	American Psychological Association
CLASS	Creating Leaders to Accelerate School Successes
CTQ	Centre for Teaching Quality
GLM	General Linear Model
IDEAS	Innovative Designs for Enhancing Achievement in Schools
LRC	Learner Representative Council
OECD	Organisation for Economic Co-operation and Development
SAS	Statistical Analysis System
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team
SSE	School Self Evaluation
TLRI	Teacher Leadership Readiness Instrument
TLSS	Teacher Leadership School Survey
WSE	Whole School Evaluation
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNISA	University of South Africa

**Note:** In-text citations in this thesis were completed according to the format recommended by the sixth edition of the American Psychological Association (APA) manual. The author-date method was used, meaning that the author's last name and the year of publication for the source appear in the text and a complete reference appears in the reference list. In the case of paraphrasing an idea from another work, reference is made to the author and the year of publication in the in-text reference, but although APA guidelines encourage the author to also provide the page number, it is not required (Angeli, Wagner, Lawrick, Moore, Anderson, Soderland & Brizee 2010). (<http://owl.eenglish.purdue.edu/owl/resource/560/02/>)

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# CHAPTER 1

## OVERVIEW AND RATIONALE

People cannot be developed; they can only develop themselves. For, while it is possible for an outsider to build a person's house, an outsider cannot give a person pride and self-confidence in themselves as human beings. Those things people have to create in themselves by their own actions. They develop themselves by what they do; they develop themselves by making their own decisions, by increasing their own knowledge and ability and by their own full participation as equals in the life of the community they live in.

(Julius Nyerere in Sterling & Davidoff 2000:69)

### 1.1 INTRODUCTION AND RATIONALE

The primary purpose of education management is to improve the quality of teaching and learning in schools and other educational institutions. Thurlow (in Lumby, Middlewood & Kaabwe 2003:33) raises the following concerns:

- The organisational performance of schools, in respect of their prime functions (teaching and learning) generally needs substantial improvement.
- The key resources for the improvement of school performance are the people who work in them.
- Improvements in the performance of schools, and people's contributions to these, have to be managed – and new ways of managing are required.

As indicated by Sparks (1990:3), the Xhosa proverb: *"People are people through other people"* suggests that it is the people and whether they can be organised to achieve an end result, that counts. Research repeatedly states the centrality of this theme, acknowledging that – important though resources are – in the end it is "people and not money" who will bring about transformation (Hartshorne 1992:109).

The Department of Education (1996:64-67) states that "it is people who make organisations and structures work", and that "managing and developing people appropriately, can facilitate continuous improvement in any organisation". Quick

fixes are unfortunately not the solution for complex difficulties in schools. It should be realised that people and processes in the education system bring about effective change and not programmes, materials or procedures. Focusing on the people in the organisation is the key to quality and effective improvement in schools and organisations (DuFour & Berkey 1995:2). The dividends yielded include a more effective school and therefore improved learner achievement, greater satisfaction and higher morale. Schools and other organisations that fail to provide opportunities for professional development, jeopardise their ability to meet organisational goals (Castetter 1992:346).

Educational organisations worldwide are facing large-scale reforms, specifically in response to strong accountability pressures for increased performance. In the face of these radical global changes, South African school principals, working under the most difficult conditions, are faced with a multi-faceted task of creating an environment that could lead to effective schooling. Many principals do not cope with the numerous demands of their ever changing environment nor possess the necessary knowledge, skills and attitudes to manage and lead their schools effectively and efficiently (<http://www.educationpublishing.com/isea/8/31/2007>). The constant weighing and measuring of school performance, plus the ongoing stream of policy changes, result in principals who suffer from stress and seek early leave or retire through ill health. The leadership challenges, which principals face, contribute to a greater turnover of leaders in schools, which creates instability in schools. In this case, poor or inadequate leadership becomes the focus of attention, rather than the deep endemic social problems facing the school and its community. As leadership is viewed as an individual set of traits or capabilities, rather than a shared organisational responsibility, the leadership failure is personalised and individualised (Harris 2008:19).

Pashiardis (in Lumby, Crow & Pashiardis 2008:1) states that the responsibility for providing direction and support for the implementation of planned change lies with educational leaders and they should therefore act as 'torchbearers of

educational change'. Harris (2006:38) suggests that the issue of 'who should be the leader' should be addressed by moving away from the past model of heroic leadership, and replaced with new models of school leadership involving lateral forms of leadership in order to be sufficiently responsive to the complexity of contemporary leadership demands. Senge (1990:834) calls for "a new conceptualisation of leadership to break the cycle – where leadership is seen as the collective capacity to do useful things, and where leadership responsibility is widely shared beyond the principal".

In South Africa, the South African Schools Act (SASA), 1996 (Act No 84 of 1996) as amended, provides for democratic school governance by school managers, school governing bodies (SGB's) and learner representative councils (LRC's), including the community, parents and learners. Furthermore, to ensure efficiency in the education system, the School Self Evaluation (SSE) and Whole School Evaluation (WSE) were implemented as accountability systems and processes. Two of the nine criteria against which all schools and educational organisations are evaluated, include 'leadership, management and communication' and 'governance and effectiveness' (Lewis, Nyalashe & Hartley 2008:14). It is evident that school leadership and management are critical in ensuring successful outcomes in schools for all involved: learners, educators, parents and school communities.

School development and therefore school leadership are high on education policy agendas and governments are facing questions in relation to effective leadership roles, the allocation and distribution of different leadership tasks and how to ensure current and future leaders to develop the necessary skills for effective leadership and school development. School leadership is now recognised to be the second most significant factor influencing school and learner outcomes, after classroom practice (Hallinger 2003; Leithwood, Mascall, Strauss, Sacks, Memon & Yshkina 2006). School leadership plays a key role in improving school outcomes by influencing the motivations and capacities of

teachers, as well as the school climate and environment (Pont, Nusche & Moorman 2008:1). Leithwood *et al.* (in Harris 2008:44), conclude that “leadership serves as a catalyst for unleashing the potential capacities that already exist in the organisation. Those in leadership roles have a tremendous responsibility to ‘get it right’”.

Huber (2004) surveyed the development models for school leaders in 15 countries across Europe, Asia, Australasia and North America and the findings underpin a number of international patterns in school leadership development:

- central quality assurance and decentralised provision;
- new forms of cooperation and partnership;
- dovetailing theory and practice;
- preparatory qualification;
- extensive and comprehensive programs;
- multi-phase designs and modularisation;
- personal development instead of training for a role;
- the communicative and cooperative shift;
- from administration and maintenance to leadership, change and continuous improvement;
- qualifying teams and developing the leadership capacity of schools;
- from knowledge acquisition to creation and development of knowledge;
- experience and application orientation;
- new ways of learning: workshops and the workplace;
- adjusting the program to explicit aims and objectives;
- new paradigms of leadership; and
- orientation towards the school’s core purpose.

It is evident that schools and school leaders are facing a huge shift in their core roles and responsibilities. Collarbone (2005:82) notes that new demands on

schools will require new ways of working and for that success will require a greater degree of team working and more widely distributed leadership authority.

Internationally, two different approaches in relation to the aims of leadership development programs, can be observed: some focus on the individual school leaders and aim to develop their competencies; other models link school leadership development to school development and the purpose of these programmes will be to enhance not only the leadership competencies of an individual, but also the leadership capacity of a whole school.

The latter approach, according to Huber (in Lumby *et al.* 2008:166), relates to a new conception of school: a changeable and adaptable organisation, developing as a learning community, and a learner-centered school. The active empowerment and cooperative commitment of all stakeholders are implied and leadership empowers as many staff members as possible as partners in the organisation. The Dutch programme, Meesters *in Leidingsseven*, emphasises such an integrated perspective. Huber reflects on the 'distribution of leadership responsibility' by stating "...building change capacity within the school demands that more and more people recognize the potential of other team members, promote it, support it and thus give a stimulus for genuine grounded change" (in Lumby *et al.* 2008:167).

The Organisation for Economic Co-operation and Development (OECD) completed a study on school leadership policies and practices in 22 countries and regions around the world and identified four policy levers to support governments improve school leadership now and build sustainable leadership for the future:

- to redefine school leadership responsibilities;
- to distribute school leadership;
- to develop skills for effective school leadership; and
- to make school leadership an attractive profession (Pont *et al.* 2008:1-5).

Bush (2008:12-13) encourages international collaboration for the development of models of good practice and refers to the following trends which form part of an international agenda for school leadership development:

- The acknowledgement that leadership is not confined to the principal, but is widely distributed;
- The need for leadership preparation at different stages of professional careers;
- The use of a wide range of learning strategies and technologies;
- The provision of development programs for leadership teams;
- The use of experienced principals as trainers and facilitators;
- The recognition that schools should be the ultimate learning organisations, drawing on theory and research to improve their practice; and
- The need for governments and leadership centers to sponsor research to identify and disseminate good practice.

Within these recommendations and international trends, the importance of models of distributed leadership, the distribution of leadership both within and across schools, training and development of leaders, leadership teams, teamwork and professional development of teachers are highlighted. More importantly, within the view of this study, it is recommended that the concept of school leadership be broadened, distributed to more and that leadership training and development be extended to teachers in schools to ensure school wide capacity building.

Lambert (1998:5) asserts that leadership should be “embedded in the school community as a whole”; therefore the potential of a leadership structure that taps into everyone’s expertise, experience and talents within the school community, especially the teacher, may be the answer to concerns about education. Wheling (2007:14) underscores this point by stating: “By using the energy of teacher leaders as agents of school change, public education will stand a chance of ensuring that every child has a high quality teacher”.

Bush (2008:3) maps the future of school leadership development by viewing schools as places in which 'teachers learn, students achieve and leadership is widely distributed'. The South African Schools Act (1996) places schools firmly on the road to a school based system of education management: schools will increasingly come to manage themselves. This implies a profound change in the structure, culture and practice of schools. The extent to which schools are able to make the necessary changes will depend largely on the nature and quality of their internal management (Department of Education 1996:28).

Currently, education in South Africa is in a process of reconstruction and change. This 'unstable' context presents an enormous challenge for people in leadership positions within schools. According to Sterling and Davidoff (2000:3-4), the leadership challenge is to bring "a sense of hope and possibility back into the terrain of the school; to rekindle a sense of working together to bring about localised transformation within a shifting environment. The challenge is to let go of the expectation that solutions will come from outside. The challenge is to develop leadership as an art which will encourage all members of the school community to take responsibility for making a difference within the school." Harris (2008:4) supports this notion by suggesting that schools need to change existing structures, redefine boundaries and remove barriers that prevent broad-based involvement of many teachers in leadership activities.

It is of importance to consider the role of the leaders and managers, the prevailing school climate and culture, as well as the means in which the change process is being facilitated in schools. Day, Harris, Hadfield, Tolley and Beresford (2000:10) describe the current activities of school leaders which are shaped by the need to manage change and cope with complexity: "The contemporary school leader must be politically astute, a successful professional entrepreneur, a skilled mediator and an effective agent of change. Therefore the bases of power now are sound knowledge of how organisations function,

interpersonal relations, group dynamics, personal management and people's value sets.”

Organisational climate and health impact significantly on the realisation of the goals of an organisation. School climate is a concept which refers to the general atmosphere in a school, which results from the manner in which the teacher experiences his/her working environment (Hoy & Miskel 1987:226). Climate and health profiles of schools proved that good interpersonal relations contribute to the general well being, quality of life, happiness and satisfaction of educators. Open and/or healthy schools house loyal, trusting, motivated, satisfied, confident and effective educators. A school's climate can be affected by a variety of factors, among others, the management and leadership style of the principal, the relationship between the principal and the educators, as well as the relationships between educators. The school's climate has a significant influence on the attitudes, behavior, motivation, productivity and job satisfaction of educators (De Villiers 2006:60).

A recent study by De Villiers (2006:151) found that the general perceptions of primary school educators in the Southern Cape on principal supportive behavior were average, indicating that educators in general perceived their principals as average on giving genuine and frequent praise, respect for professional competence and personal needs, listening to them and openness to their suggestions; principal directive behavior was indicated as high and therefore indicative of autocratic, rigid, close and constant control over educators and school activities; and principal restrictive behavior was slightly above average, which could be indicative of the assignment of some burdensome duties to educators, which could result in interference with their teaching responsibilities. From the above findings it was evident that perceptions of educators in primary schools in the Southern Cape on openness in principal behavior were below average.

It was also found that educator disengaged behavior was above average, therefore it could be postulated that primary school educators in the Southern Cape, to some degree, experienced a lack of meaning and focus to professional activities. They were simply putting in some time and were not positively engaged in productive group efforts or team building; they might not always share common goals. Their behavior was possibly often negative and critical of their colleagues and the school.

Should these findings be generalised, it can possibly be derived that leadership and management in schools is one of many factors preventing effective change in schools, as well as the realisation of organisational goals by a committed and motivated team of educators. Sterling and Davidoff (2000:5) state that many teachers feel trapped by many difficulties in schools, of which an absence of effective leadership appears to be the overriding concern. Leaders are often described as being incompetent, bureaucratic, unaccountable, unassertive or autocratic. This problem list reflects a crisis of leadership in South African schools.

It is therefore of importance to consider the level and nature of leadership and management in schools, to focus on the professional development of school leaders and managers, more specifically educators, in an attempt to empower leaders in education to fulfill their primary role as change agents within their organisations; to improve school and organisational climate, as well as educators' commitment, motivation, morale and job satisfaction.

The promotion of teacher leadership in schools is guided by four perspectives and they reflect the international trends regarding leadership development:

- building organisational capacity;
- modeling democratic communities;
- empowering teachers; and
- enhancing teacher professionalism (Katzenmeyer & Moller 2009:24).

The literature indicates that the leadership role of education managers, and in particular the principal, is one of the critical factors that influence the effectiveness of the professional development of teachers (Ehrich 1997:12). As a focus in human resources supervision in schools and school improvement in general, it is of primary importance for the principal and school management team to become deeply involved in human resources development. Welch (2001:6) stated that one of the tasks of the principal is to become the custodian of trust and as such enter into a psychological contract with his/her staff, creating the deepest possible commitment and building performance on sound relationships. As a leader the principal should touch the hearts and minds of his/her staff and in so doing strive to create a corporate soul and transform the school into a learning organisation (Moloi 2002:95). It is of importance for the principal, as supervisor, to analyse, recognise and respect the quality of interactional relationships and management style as main determinants of the organisational climate in the school as this may have a positive or negative impact on school improvement (Sergiovanni & Starratt 1993:82).

Professional development seminars, workshops and coaching may be helpful, but changing demands and circumstances in schools and in the country have created an urgent need to approach school leaders and educators' professional development differently. According to Katzenmeyer and Moller (2009:4), it will require more than changing policy, enforcing mandates and offering professional development to unleash the potential of teacher leadership in schools. They referred to three challenges in this process, namely to guarantee teacher quality in each classroom, to ensure effective principal leadership and to engage teachers in meaningful leadership responsibilities. Three issues should be addressed by teachers to achieve these goals:

- to examine the structure of school and system leadership;
- to shift from the old norms of 'teaching in isolation' and focusing on 'my students'; and

- to recognise that there are opportunities for a broader role of teacher leadership and teachers should assume these responsibilities if they prefer to do it.

In the South African context, a range of very progressive policies has been developed post 1994, for example the *South African Schools' Act (1996)*, the *Government Gazette of the Norms and Standards for Educators (2000)* and the *Task Team on Education Management (1996)*. These policies create the space for teacher leadership to emerge in schools, but do not clarify what teacher leadership entails. They also lack guidelines on how to introduce teacher leadership into schools, the role of the school management team in developing teacher leadership, and how level one educators can lead beyond the classroom (Singh 2007).

In the researcher's experience, working in the capacity of school psychologist in an education district for a period of 12 years, it became evident that leadership and management in many schools are confined to the principal, school management team and governing body, rather than distributed throughout the school; that leadership and management styles and practices may be factors preventing effective change from taking place in schools; teachers are excluded from decision-making processes resulting in a lack of commitment and motivation; leadership preparation is focused on enhancing the competencies of individuals already in leadership positions, rather than building leadership capacity of a whole school; teacher leadership is an unknown concept to educators; an absence of long-term continuous professional development opportunities for teachers; and a lack of vision, leadership, management and modeling of democratic practices from the district office.

Thus, despite enabling policies, changes in leadership practices in schools are the exception rather than the norm. Hierarchical and autocratic leadership styles are prevalent in schools. Teachers experience exclusion from decision-making

processes in and outside the classroom and this silences the voice of the ordinary teacher. Poor school climate, high levels of disengagement in the teaching and learning process, low morale and poor job satisfaction are prevalent.

This situation in schools provided the impetus for this research project and the following questions arose:

What are the perceptions and assumptions educators hold about the concept teacher leadership?

What barriers do educators experience in relation to teacher leadership?

What is the level of readiness of educators for teacher leadership?

What are the needs of educators in relation to professional development in the area of teacher leadership?

What are educators' perceptions of their school contexts, with specific reference to a school culture which could enable and sustain teacher leadership activities?

The study aims to raise awareness about teacher leadership and advocates the personal and professional growth and development of teachers as leaders. This insight could contribute to a more shared, democratic leadership and management style in schools as organisations improve the quality of interactional relationships in educational settings, as well as enhance the management and continuous professional development of educators in schools. The study could also suggest ways to improve the school and organisational climate, educator commitment, motivation, morale and job satisfaction, contribute to school change, development and improvement, as well as student outcomes.

In the words of Katzenmeyer and Moller (2009:3):

In every school there is a sleeping giant of teacher leadership that can be a strong catalyst for making changes to improve student learning. By helping teachers recognize that they are leaders, by offering opportunities to develop their leadership skills, and by

creating school cultures that honor their leadership, we can awaken the sleeping giant of teacher leadership.

## **1.2 PROBLEM STATEMENT**

Given the increased complexity in schools, the continued focus on accountability and the vacuum of leadership expertise and experience in the system, it is evident that leadership and management styles and practices in schools are critical factors that may prevent or enhance change and improvement to take place effectively in schools. Leadership and management practices may also prevent or enhance the realisation of organisational, educator and student goals, as well as stimulate or jeopardise group and individual commitment, motivation, moral and job satisfaction. In the changing school landscape, where school-based leadership and management are the medium for guiding schools and communities towards improved and effective outcomes, a new conceptualisation of leadership is needed.

Teacher leadership, located in international traditions of distributed leadership theory, supported by enabling policies, can challenge the existing status quo in relation to school leadership and initiate a journey towards lateral, democratic leadership practices in schools.

In order to raise awareness about an untapped source and new paradigms of distributed and parallel leadership in schools, the concept teacher leadership will form the basis of this research project.

The following research questions emanating from the literature review focused the conduct of the research:

- What is the essence of teacher leadership and related leadership concepts such as distributed and parallel leadership? What are the essential theoretical frameworks and perspectives related to teacher leadership?

- What is the origin of teacher leadership? What are the roles, responsibilities, characteristics and abilities of teacher leaders? What are the determinants of teachers' readiness for teacher leadership? What are the benefits of and barriers to teacher leadership? What are the roles of the principal, school management team, district and policy makers in teacher leadership? How should educators be prepared for teacher leadership?
- What are the perceptions of educators (principals, members of school management teams, veterans, middle, novice and district officials) in the Eden and Central Karoo Education District in relation to different aspects of teacher leadership?
- What possible recommendations can be drawn from this research in order to enable, enhance and sustain teacher leadership practices in schools?

### **1.3 THE AIMS OF THE STUDY**

The following aims for this research project have been identified:

- Aim 1: To conduct a thorough study of the relevant literature in order to clarify the concept teacher leadership and essential related concepts, such as distributed and parallel leadership. Other research conducted in this regard will be studied and important theoretical frameworks and perspectives identified in this regard.
- Aim 2: To study the literature to establish the origin of teacher leadership; to describe the roles, responsibilities, characteristics and capabilities of teacher leaders; to determine the roles of the principal, school management team, district and policy makers in teacher leadership; to describe the barriers to and benefits of teacher leadership; and to determine the aspects which impact on teacher readiness for teacher leadership and how educators should be prepared for teacher leadership.
- Aim 3: To conduct empirical research concerning the perceptions and perspectives of educators in the Eden and Central Karoo Education

District in relation to different aspects of teacher leadership and discuss the outcomes of the research.

- Aim 4: To draw conclusions based on the literature review and empirical inquiry and to make recommendations which may serve to enable, enhance and sustain teacher leadership in schools and districts. The limitations of the study will also be identified.

The recommendations will serve to achieve the following secondary aims:

- to create an awareness of the resource of teacher leadership on all levels, classroom, school, education district and Department of Education;
- to advocate for the acknowledgement, recognition and professional development of all educators as leaders;
- to promote introspection for leaders in education with regard to their leadership and management roles, styles and approaches;
- to promote human resource and professional development in schools;
- to promote an awareness of school / organisational climate and culture;
- to promote teaching and learning;
- to promote the effective management of change in schools;
- to enhance the commitment, motivation, morale and job satisfaction of educators; and
- to promote personal growth and development for all educators.

#### **1.4 RESEARCH DESIGN AND METHOD**

The nature of the research questions of this study justified a quantitative, more specifically a non-experimental, research design and it involved:

- a literature study in order to clarify relevant concepts; highlight theoretical frameworks and perspectives related to concepts; and describe different aspects of teacher leadership;
- empirical research concerning the perspectives and perceptions of educators in the Eden and Central Karoo Education District in relation to different aspects of teacher leadership; and

- drawing possible conclusions and making recommendations from this research to enable, enhance and sustain teacher leadership in schools and districts.

#### **1.4.1 Literature review**

A thorough study was conducted in order to clarify relevant concepts, provide a theoretical framework for the research study and to review the literature on different aspects of teacher leadership, namely origin, roles, responsibilities, characteristics and abilities of teacher leaders, the role of the principal, school management team, district and policy makers in teacher leadership, benefits and barriers of teacher leadership and the readiness for and preparation of teachers for teacher leadership. A wide variety of sources, for example books, journal articles, Education Resources Information Centre (ERIC) and internet searches, were used to gain insight into the relevant concepts, previous investigations into the research topic, as well as important theories and perspectives being used in teacher leadership research.

#### **1.4.2 Empirical research**

##### **1.4.2.1 *Selection of subjects and identification of research sites***

Non-probability sampling, more specifically, a purposeful sampling procedure had been used whereby a group of 283 educators, including principals, members of school management teams, veterans (10 years and more experience), middle (4 to 9 years experience), novice (1 to 3 years experience) educators and district officials participated in this study. Respondents represented a total of 61 schools, including primary, secondary and special schools, as well as the education district office.

##### **1.4.2.2 *Data collection procedures***

For the purpose of this study, a survey, consisting of a number of questionnaires, was the method of gathering quantitative information. Two surveys were compiled, namely

**Survey 1:** five questionnaires, intended for principals and district officials; and  
**Survey 2:** seven questionnaires, intended for members of school management teams, veteran, middle and novice educators.

Both postal and internet-based surveys were used for the purpose of this study. Survey 1 and 2 were mailed to respondents based in schools and Survey 1 was available online for the district office-based officials.

The software program, *Survey Monkey*, was used by the researcher to collect the responses from the respondents.

### **1.4.3 Conclusions and recommendations**

Finally, conclusions had been drawn from the results of the study, recommendations were made, limitations were highlighted and suggestions were made to provide relevant guidelines to researchers for possible future studies.

## **1.5 DIVISION OF CHAPTERS**

The study is structured as follows:

Chapter 1 provides background information and an introduction to the study. It also focuses on the rationale, problem statement, aims and an overview of the research design and method. Chapter 1 also provides a layout of the chapters to follow.

Chapter 2 introduces the first aim of the study through a literature review. It highlights definitions of key concepts and provides a theoretical framework for teacher leadership.

In Chapter 3 the literature review continues and focuses on the second aim of the study revealing relevant information on different aspects of teacher leadership. The key aspects of teacher leadership which will be under review are:

- the origins of teacher leadership;
- the roles, responsibilities, characteristics and abilities of teacher leaders;
- The role of the principal, school management team, district and policy makers in teacher leadership;
- the benefits of and barriers to teacher leadership; and
- the readiness for, and preparation or professional development of educators for teacher leadership.

In Chapter 4 the third aim of the study will be addressed, namely to determine the perspectives and perceptions of educators on different aspects of teacher leadership, through empirical research. The research design will be discussed in detail with specific focus on the research problems, questions and hypotheses, sampling, instruments used for the purpose of the study, data collection strategy and how the data was processed.

In Chapter 5 the third aim of the study will be concluded. In a discussion of the results of the empirical study, the outcome of the study will be revealed and discussed in detail. The different research hypotheses will be tested and the outcome of each will be reported.

In the final chapter, Chapter 6, the fourth aim of the study will be addressed. Final conclusions will be drawn from both the literature review and the empirical investigation. In addition, the researcher will make recommendations in relation to the outcome of the study, highlight limitations of the study and make suggestions for possible future research projects.

## **1.6 DEMARCATION OF THE STUDY**

The study had been conducted in the Western Cape Province, more specifically in the Eden and Central Karoo Education District. A total of 61 primary, secondary and special schools participated in the study. The respondents were 283 educators and included principals, members of school management teams,

veteran, middle, novice educators and district officials. The latter was based in the education district office. Both male and female and Afrikaans and English speaking educators participated. Participants were orientated and motivated before completion of the survey. Participation was voluntary.

## **1.7 SUMMARY**

Effective and sustainable reform in schools is critical to ensure that the teaching and learning process in the classroom are reflective of and address the diverse needs of students and that quality teaching results in improved student achievement. As the demands in schools are unique, diverse, complex and too many for one individual to cope with, it is time to distribute leadership in schools to those who are closest to the learners: the educators, where they can participate in leadership activities and responsibilities in a democratic school environment where collaboration and collective learning are encouraged. The district, principal and school management team have a significant role to play in creating a context in which teacher leadership is nurtured and teachers' knowledge, expertise, experience and skills are recognised, acknowledged and developed. It is the hope that teacher leadership may contribute to the improvement of teacher motivation, morale, job satisfaction and revitalise the teaching profession.

Darling-Hammond (1997:327) asserts:

A new vision of the teaching career is needed that rewards the knowledge and expertise of those who work closest to children as highly as the skills of those who work furthest away.

Nancy Flanagan, Music Teacher Leader (in Katzenmeyer & Moller 2009:43) argues:

It might be hard to conceive how a group of worn-out teachers in comfortable shoes and paste-encrusted denim jumpers could gather in a school library at 3:35 and – without so much as fresh

coffee, let alone a \$1000/day professional trainer – solve real problems in education. But they can, and do.

In the next chapter, the first aim of the study will be addressed by reviewing the literature in relation to key concepts, perspectives and theoretical frameworks relevant and related to teacher leadership. These key concepts, perspectives and frameworks will guide this study and will be discussed and clarified. Teacher leadership will also be positioned in its developed theoretical framework as embedded in distributed and parallel leadership.

## **CHAPTER 2**

### **DEFINITIONS AND THEORETICAL FRAMEWORK**

It is increasingly implausible that we could improve the performance of schools, attract and retain talented teachers, or make sensible demands upon administrators without promoting leadership in teaching by teachers.

(Little 1988:78)

#### **2.1 INTRODUCTION**

In the previous chapter the background information for the study of teacher leadership had been provided, as well as the rationale, problem statement and overview of the research design and method that will be used. In this chapter the focus will be on the first aim of the study, namely to clarify the concept teacher leadership and essential related concepts and models of leadership, such as distributed and parallel leadership. As a further introduction to the study, definitions of and the theoretical framework for teacher leadership, as spotted in the literature, will be discussed.

Different concepts will be discussed in the first part of the chapter and the concept of teacher leadership will be placed in the arena of education management. In the second part of the chapter the theoretical framework of teacher leadership, as embedded in distributed and parallel leadership, will be discussed in detail in order to base this study in its relevant field of research.

Leadership, leadership preparation and professional development for leaders in the past, have almost entirely focused on those in formal school leadership positions and more specifically the principal. The assumption had been that teaching is for teachers and leading is for administrators and managers of schools (Lynch & Strodl 1991:2). However, the work of researchers in the field of teacher leadership in the past twenty years, established a sound and empirical knowledge base and theoretical framework for the promotion, nurturance,

professional development and sustainment of teacher leadership in schools (Crowther, Ferguson & Hann 2009:161).

Although teacher leadership is a fairly recent phenomenon and little attention is given in the literature to the teacher as educational leader in the school other than in the classroom, Murphy (2005:46) in an international literature review, states that the following significant understandings are in place in relation to teacher leadership, namely that community development through teacher leadership nurtures democracy; as teachers begin to believe in their own leadership capabilities, they attempt more school-wide responsibilities and affect teaching and learning throughout the school; and that teacher leadership makes significant contributions to school improvement and outcomes for students.

Crowther *et al.* (2009:4) adds three assertions which emerged in the international literature, namely that the impact of principals' leadership on student outcomes is mediated through teacher leadership practices in schools (Harris 2004:1); in holistic school reform, it is important to acknowledge teacher leadership agency, authority and action (Durrant 2004:27); and that teacher leaders have sophisticated capabilities of both a pedagogical and social nature, which impact on student engagement beyond the classroom (Katyal & Evers 2004:51).

As teacher leadership shifts the focus from leadership as a singular activity carried out by the principal of a school, to leadership as a distributed, shared and democratic activity, the question of how much decision-making power does the educational institution or school have, arises. Internationally, educational institutions operate within a legislative framework as determined by the national, provincial and or state parliaments (Bush 2008:4). One of the key aspects of such a framework is the degree of decentralization in the educational system. Centralisation and decentralisation are two opposite ways to transfer decision-making power. These will be discussed in the ensuing section.

## 2.2 CENTRALISATION AND DECENTRALISATION

Centralisation is described as the process of transferring and assigning decision-making authority to higher levels of an organisational hierarchy. Therefore, in a centralised education system, decision-making has been moved to higher tiers of the organisation, e.g. head office and knowledge, information and ideas are concentrated at the top and decisions are cascaded down the organisation ([http://www.12manage.com/methods\\_centralization\\_decentralization.html](http://www.12manage.com/methods_centralization_decentralization.html)).

Highly centralised education systems tend to be bureaucratic and allow little discretion to schools and local communities. Lauglo (1997:3-4) defines centralisation as follows:

It implies concentrating in a central authority decision-making on a wide range of matters, leaving only tightly programmed routine implementation to lower levels in the organisation...a ministry could make decisions in considerable detail as to aims and objectives, curricula and teaching materials to be used, prescribed methods, appointments of staff and their job descriptions, admission of students, assessment and certification, finance and budgets, and inspection or evaluations to monitor performance.

Centralisation provides for a situation in which decision-making power is at the top of an organisation and there is little delegation of authority. Full centralisation means minimum autonomy and maximum restrictions on operations of subunits of the organisation. Some of the key characteristics of a centralised education system would be: top-down control, leadership and strategy; strong, authoritarian, visionary and charismatic decision-making; and organisational change which would be shaped by the top structure and or vision of the leader.

Bureaucratic centralism is not only evident in many developing countries, for example Tanzania (Babyegeya, in Bush 2008:5), but also in countries like France

(Derouet 2000:61), Malta (Fenech 1994:131), United Kingdom (Bottery 1999:119) and Greece (Bush 2008:5).

Decentralisation, on the other hand, is a process of transferring and assigning decision-making authority to lower tiers of the organisation, such as branches, departments or subsidiaries. Knowledge, information and ideas are flowing from the bottom to the top of the organisation. Lauglo (1997:3) stated that decentralisation in education refers to 'a shift in the authority distribution from the central agency in the hierarchy of authority' and can take many different forms.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) defined decentralisation as follows: it involves the transfer of all or part of the decision-making, responsibilities and management vested in the central authority towards another regional, provincial or local authority (districts, municipalities, "communities") or towards schools themselves. Decentralization is therefore political and financial. The regional and local authorities may change and/or adapt educational priorities, curricula, teaching methods and educational management while managing their budget and the expenditure. Some people speak of devolution when the local units of government are autonomous and independent and their legal status separate from central government. The central authorities exercise only indirect control and monitoring of the local units but may set up machinery to regulate and evaluate local policies. The degree of decentralisation may differ greatly from one country to another. Decentralisation may be limited to the material and financial management of educational institutions, but also concern curriculum design (2005:13).

Considering these definitions, three forms of decentralisation can be highlighted, namely de-concentration, delegation and devolution. De-concentration refers to decision-making authority which is redistributed to lower or regional levels of the same central organisation. Delegation implies that the responsibility for decision-making is transferred to semi-autonomous organisations not fully controlled by

the central organisation, but accountable to it. Devolution refers to the complete transfer of decision-making authority to autonomous organisational units ([http://www.12manage.com/methods\\_centralization\\_decentralization.html](http://www.12manage.com/methods_centralization_decentralization.html)).

Delegation, as a form of decentralisation, also implies 'self-management'. Caldwell and Spinks (1992:3) define a self-managing school as "a school in a system of education where there has been significant and consistent decentralization to the school level of authority to make decisions and assume responsibility". Caldwell (2007:55) expands this definition by stating: "the self-managing school is empowered to make decisions related to the allocation of resources within a centrally determined framework of goals, policies and accountabilities".

Examples of schools operating in a decentralised education system include England, Wales, Australia, New Zealand, Hong Kong and South Africa.

Important characteristics of a decentralised education system, as highlighted in the literature, are that the emphasis is on political, cultural and learning dynamics; decision-making is detailed, democratic and participative; organisational change emerges from interactions or organisational dynamics; and that responses to issues are evolutionary and emergent. Participation and accountability are key concepts in a decentralised system ([http://www.12manage.com/methods\\_centralization\\_decentralization.html](http://www.12manage.com/methods_centralization_decentralization.html)).

Three additional benefits of decentralization include: decisions are made by those who have the most knowledge about local conditions; and greater managerial input in decision-making has a desirable motivational effect; and managers have more control over results. The disadvantages of decentralisation include: managers have a tendency to look at their division and lose sight of overall company goals; there can be costly duplication of services; and costs of

obtaining sufficient information increase  
(<http://education.stateuniversity.com/pages/1903/Decentralization-Education.html>).

The international evidence on self-management refers to the following benefits: “Greater autonomy in schools leads to greater effectiveness through greater flexibility in and therefore better use of resources; to professional development selected at school level; to more knowledgeable teachers and parents, so to better financial decisions, to whole school planning and implementation with priorities set on the basis of data about student (outcomes) and needs” (Thomas & Martin 1996:28).

Bush (2008:6) referred to the significance of self-management for leadership development. Managers in centralised systems are largely restricted and confined to implementing policies and decisions made at higher levels, while leaders of self-managing schools have substantial responsibilities, including budgets, staff, external relations and interpretation and implementation of a prescribed curriculum, and therefore have more opportunities for innovation.

Considering the characteristics and benefits of a self-managing school within a decentralised education system, for example the focus on cultural and learning dynamics; democratic and participative decision-making by those who have the most knowledge about the setting; the fact that change within the organisation results from interactions between role-players; enhanced levels of motivation; accountability; focused professional development and empowerment of teachers, parents and the community; and opportunities for sustained innovation, it is, and will become evident through this thesis, that teacher leadership can flourish within such an education system. A centralised education system would be least beneficial for the introduction, nurturance and sustainment of a practice of teacher leadership.

The expanded role and extra responsibilities of school leaders in decentralised education systems and self-managing schools necessitate schools to have an extensive leadership corps, including other senior managers, middle managers and all staff members. It is thus, no longer sensible, if it ever was, to regard leadership as a singular activity carried out by the principal (Bush 2008:6).

As decision-making is located within the school, the school has the potential to be more efficient and effective, but again, the quality of internal management is a significant variable in determining school effectiveness. Dellar's research in Australia (1998:364) found that school-based management was most successful where a positive school climate prevailed and staff and stake-holders were involved in decision-making.

In order to facilitate the professional development of a growing numbers of educators, involved in school leadership roles and activities, as well as to ensure that quality school-based leadership and management prevail in schools, effective and appropriate development for leaders needs to be on the agenda of education departments and districts.

As authority is decentralised to the local district, school, school governing body and school management team in the South African context, the further distribution of leadership roles, responsibilities and activities is of importance to carry out the variety of tasks and responsibilities of the self-managing school. It also provides for the opportunity for educators to take on leadership roles and responsibilities in and beyond the classroom and to allow teacher leadership to take shape. The Department of Education, provincial governments, districts, district officials, principals, school management teams and school governing bodies have a significant role to play in the establishment of a culture for teacher leadership.

From the afore going it is clear that leadership development at school level is of importance, specifically in relation to the fact that more opportunities, roles and responsibilities are to become available for educators to get involved in classroom, but more specifically, school-wide leadership activities in self-managing schools. The concept leadership development will now be investigated.

### **2.3 LEADERSHIP DEVELOPMENT**

Bush (2008:67) refers to leadership development as a generic term to describe any form of preparation or training for headship. It could be used to refer to any professional activity undertaken following appointment as principal, that is, in-service training. Pre-service preparation and induction could represent two phases in this process. Provision for leadership development may be seen as complementary to pre-service preparation or as a substitute for it.

Heck (2003:246) highlights an important conceptual and practical distinction between pre-service and in-service provision for school principals, by defining the concepts professional and organisational socialization:

- professional socialisation relates to formal preparation for the ‘generic role’ of principal, including the development of appropriate professional norms and the acquisition of relevant competencies, as well as the early phases of professional practice, while
- organisational socialisation refers to the “induction of a newly appointed principal to the specific school context” (Heck 2003:246). This includes diagnosis of the issues facing the school and its community, becoming familiar with the strengths, limitations and needs of staff and pupils, and developing and communicating a specific vision for the school.

Although both dimensions are of importance in the development of school leaders, it is argued that organisational socialisation should be part of the continuous process of school development and improvement. Should

decentralised education systems imply democracy, participation, interactions, networking and evolutionary decision-making in self-managing schools, the processes of Whole School Development and Evaluation and the development of School Improvement Plans to facilitate school development and improvement in South African schools, monitored by district officials, organisational socialisation should take place on an ongoing basis by all members and stake-holders of the school.

The professional development of leaders in schools should include all educators in a school. Tusting and Barton (2006:21) note the previous perception, namely that leadership was primarily about headship and provision for development was mainly focused on leader development. This perception is now gradually being shifted towards the recognition of leadership development by focusing on structures and systems, people and social relations and the significance of the context of leadership learning.

Internationally, two different approaches to leadership development programs, were observed, namely those who focus on individual school leaders and aim to develop relevant competencies; and those who link school leader development closely to school development. The latter approach does not only facilitate the enhancement of the leadership competencies of an individual, but also the leadership capacity of a whole school (Huber, in Lumby *et al.* 2008:165). This approach would be the suggested context for the implementation of teacher leadership practice.

Day (2001:582) defines leadership development as “expanding the collective capacity of organisational members to engage in leadership roles and processes”. This implies that leadership development facilitates capacity building, as expanded capacity provides for better individual and collective adaptability across a wide range of situations. According to Day, a leadership

development approach is “oriented toward building capacity in anticipation of unforeseen challenges” (2001:582).

A stronger focus on school-wide leadership development for school improvement is emerging and distributed leadership is suggested to be one way of achieving it (Bush 2008:282). There is also a tendency to move away from the idea that adequate preparation and development could be completed in a specific time frame using a standardized program. Instead, school leadership development is increasingly regarded as a continuous, life-long process linked to the career cycle and to the specific needs of the leaders and those of their school. It was proposed by Huber (in Lumby *et al.* 2008:168) that the continuous process be divided into the following phases:

- A continuous development phase for teachers: to provide training and development for teachers in the field of school effectiveness, improvement and leadership.
- An orientation phase: to provide the opportunity for teachers interested in leadership positions to reflect on the role of a school leader in respect to their own abilities and expectations.
- A preparation phase: to prepare prior to taking over a school leadership position or even before applying for it.
- An induction phase: to support the school leader in his or her own new position after taking over a leadership position.
- A continuous professional development phase: to provide various training and development opportunities for established school leaders, tailored to their individual needs and those of their schools.
- A reflective phase: to provide the opportunity for experienced school leaders to continue to grow introspectively by being involved in development programs for others as coaches and to gain experiences through learning by teaching, supplemental train-the-trainer-programs, and exchange with the younger colleagues who participate in the programs.

Teacher leadership falls in the domain of leadership development with continuous professional development and capacity building as key aspects. One of the research questions of this study relates to educators' perceptions regarding professional development needs in the area of teacher leadership for educators (cf 3.10; cf 4.2.1.5; cf 5.4.1.7).

In order for schools to operate effectively, improve, develop and address the complexities of education, the management and development of human resources in schools need to be prioritized. Human resource development is a function of school managers. The concepts education management, management and leadership will be discussed in the ensuing section.

## **2.4 EDUCATION MANAGEMENT AND LEADERSHIP**

### **2.4.1 Definitions**

Education management and leadership are fields of study and practice concerned with the operation of schools and other educational organisations and are increasingly regarded as essential if schools are to be successful and are to achieve wide-ranging objectives set for them by their many stakeholders, the governments which provide most of the funding for public educational institutions, as well as themselves (Bush 2008:8-9).

Bolam (1999:194) defines educational management as 'an executive function for carrying out agreed policy'. Bolam also differentiates between educational management and leadership, which has at its core "the key responsibility for policy formulation, and where appropriate, organisational transformation" (1999:194).

Bush (2008:2), on the other hand, states that educational management has to be concerned with the aims or purpose of education. The process of deciding on the aims of the organisation should be at the heart of educational management, should provide the focus and direction of the institution and should be agreed by

the school and its community. Spillane and Diamond (2007:3) share the view of Bush, by referring to three key organisational functions, as identified by various inquiries from effective schools research to work on professional community, which must be performed in order for schools to run effectively, namely

- compass setting,
- human development and
- organisational development.

It is of importance for schools and school staff components to develop their own vision and goals in a collaborative manner in order to ensure ownership, commitment and enthusiasm for school development and improvement innovations. In the case of governments imposing policy, initiatives and strategies on schools and educators, they are unlikely to be implemented with enthusiasm (Bush 2008:2).

Furthermore, human resource development, is critical for school effectiveness, and, according to Spillane and Diamond (2007:3), this takes place through summative and formative monitoring of instruction and its improvement, support for individual and collective staff development and growth, and acknowledgement of successes by school leaders. As already indicated, continuous professional development for teacher leaders, will be of importance.

The third set of functions, as part of organisational or school improvement and development, includes development and maintenance of a school culture in which norms of trust, collaboration, and collective responsibility for student learning support ongoing conversations about instruction and its improvement. School context, and more specifically school culture, is of great importance for teacher leadership to be nurtured, enhanced and sustained (Spillane & Diamond 2007:3). School culture will be one of the aspects which will be investigated in this study (cf 3.9; cf 4.2.1.7; cf 5.5.1.7). The relevance of educational management with its three key functions, compass setting, human resource and

organisational development, in the sustainment of teacher leadership, is apparent.

Researchers distinguish between the two concepts leadership and management. Cuban (1988: x) distinguishes between leadership and management by associating leadership with change, and management with a maintenance activity. It is stressed that both dimensions are of importance for organisational activity.

Leadership refers to influencing others' actions in achieving desirable outcomes. Yukl (2002:3) indicates "...it involves a social influence process whereby intentional influence is exerted by one person (or group) over other people (or groups) to structure the activities and relationships in a group or organisation". Cuban (1988:x) states that leaders are people who shape the goals, motivations and actions of others and who frequently initiate change to reach existing and new goals. According to Cuban, leadership requires much ingenuity, energy and skill.

Spillane's definition of leadership (2006:11-12) differs from popular definitions: "leadership refers to activities tied to the core work of the organisation that are designed by organisational members to influence the motivation, knowledge, affect, or practices of other organisational members or that are understood by organisational members as intended to influence their motivation, knowledge, affect or practices". This definition excludes actions which are intended to influence relationships that are not tied to the school's core work.

As the core work of schools are about teaching and learning this definition of leadership is clearly of importance for teacher leadership. Three key elements of this definition are of importance for this study, namely:

- The central concept is influence rather than authority. The latter resides in formal positions, such as the principal, while the former could be exercised

by anyone in the school or educational setting. Leadership is therefore presumed to be independent from positional authority, while management is directly linked to it.

- The person who is taking the leadership role is seeking to exercise influence in order to achieve certain goals. The process is thus intentional.
- Influence may be exercised by individuals, as well as groups. This underpins the notion of both distributed and parallel leadership, as well as supports the constructs of (senior) leadership teams and teacher leadership (Bush 2008:277).

Management, on the other hand, refers to the maintenance of current organisational arrangements in an efficient and effective manner (Spillane & Diamond 2007:4). Although good management exhibits leadership skills, the overall function is toward maintenance rather than change. Cuban (1988: x) states that he prizes and values both, since different settings and times will require different responses.

Day, Harris and Hadfield (2001:52) studied 12 effective schools and related management to systems and 'paper', and leadership to the development of people. Bush (2008:2) links leadership to values or purpose, and management to implementation or technical issues. Bolman and Deal (1997: xiii-xiv) assert that management and leadership need to be given equal prominence if schools are to operate effectively and achieve their objectives and that "the challenge of modern organisations requires the objective perspective of the manager as well as the flashes of vision and commitment which leadership provides".

Bush (2008:4) agrees with Bolman and Deal in relation to the equal prominence of leadership and management in all educational settings in order for them to operate effectively and achieve outcomes. He asserts that having a clear vision to establish the nature and direction of change, is as important as to ensure that

innovations are implemented efficiently and that the organisation's residual functions are carried out effectively while certain elements are undergoing change.

Spillane and Diamond (2007:5) argue that, although the management versus leadership distinction may be helpful as a theoretical tool, it is often difficult in practice to classify actions as purely managerial or purely leadership. It is possible that the same activity may be designed to meet the maintenance and leadership goals.

By defining leadership and management as activity, Spillane and Diamond emphasise the possibility that people in various positions in an organisation might do the work, as well as redirect the focus from leaders and leadership structures, functions and roles (what leaders do) to the practice of leadership and management (how, why and when they do it). Practice refers to the doing of leadership and management in particular places and times. Both actions and interactions are of importance and significant aspects of the practice of teacher leadership.

Copland (2003:4-5) argues that leadership in schools is a broad concept, separated from person, role and a discrete set of individual behaviors; an 'organisational property' which is "not a function of individuals...rather it has to do with a mixture of organisational culture and the density of leadership competence among and within many actors". This implies that leadership in schools is dispersed, distributed across education, school leadership practice is constituted in the dynamic interaction of multiple leaders and their situation around specific leadership tasks (Silva, Gimbert & Nolan 2000:782). Smylie, Conley and Marks (2002:177) refer to the 'logic of distribution' which indicates that school leadership overall is ultimately enhanced by the "different knowledge and skills brought by a variety of people and by the commitments that are developed among those who perform leadership tasks together".

It can be concluded that distributed and teacher leadership represents another step along the continuum from management to leadership: management is associated with positional authority while leadership may be exercised by those without formal management roles.

In the next section education management and leadership will be placed within a typology of management and leadership models.

### 2.4.2 A typology of management and leadership models

Bush (2008:9) asserts that there is no single all-embracing theory of educational leadership, but several perspectives may be valid simultaneously due to the diversity of educational institutions and the varied nature of the problems encountered in these settings. Each theory may have something to offer in explaining behaviour and events in educational institutions and those favoured by managers will inevitably influence or determine decision making. Leithwood, Jantzi and Steinbach (1999) and Bush and Glover (2003) developed a typology of management and leadership models in education (see Table 2.1). Reference will be made to this typology in the next few paragraphs.

Management model	Leadership model
Formal	Managerial
Collegial	Participative
	Transformational
	Interpersonal
Political	Transactional
Subjective	Postmodern
Ambiguity	Contingency
Cultural	Moral
	Instructional

Table 2.1 Typology of management and leadership models (Bush 2003; Bush 2008:10)

In an attempt to reform, schools are overwhelmed by well-intentioned initiatives from multiple sources. However, despite these top-down reform efforts and substantial increases in spending, performance in a large number of school

systems did not improve in decades. The McKinsey report (in Harris 2008:18) stated that the answer lies in “better teachers with better instructional practices”, as well as the need for effective infrastructures within schools that “allow teachers to be the best teachers they can be”. Leaders in these settings, should firstly understand the need for it, as well as be motivated to change current practices to achieve it.

Harris (2008:17) states that the current context of school leadership is one of “overload, complexity and frustration”. The leadership models of the past are simply inadequate for the educational challenges of the future. This changing landscape of schooling in many countries over the world is a clear signal for a very different “conceptualisation of leadership practice”, that is both empirically grounded and practically possible (Harris 2008:18). Hargreaves and Fink (2006:95) argue that “in a complex, fast paced world, leadership cannot rest on the shoulders of the few”.

Distributed leadership is seen as at the heart of a re-conceptualisation of school leadership practice. According to Harris (2008:29), it has the potential to “free schools from the current rigidity and inflexibility of existing leadership structures, as well as to connect the practice of leadership more closely to teaching and learning”. Distributed leadership also gives a renewed prominence to considerations of teacher, student and community leadership, which have so often been dismissed, devalued and discounted in favour of more traditional and narrow conceptions of leadership (Murphy 2005:56). The researcher is of the opinion that teacher frustration, disengagement and low morale may to some extent be the result of past and current practices of traditional leadership.

According to York-Barr and Duke (2004:261), teacher leadership is reasonably situated within four conceptions of leadership that are inclusive of formal and informal leaders: participative leadership, leadership as an organisational quality, distributed leadership and parallel leadership. These recent conceptions of

leadership share in common the view that leadership is not vested in one person who is high up in the hierarchy and assigned to a formal position of power and authority. Leadership is viewed within an organisational context as involving “a social influence process whereby intentional influence is exerted by one person (or group) over other people (or groups) to structure the activities and relationships in a group or organisation” (Yukl 1994:3).

For the purpose of this study, focus will be placed on the collegial management model with the following leadership models, namely participative, transformational, interpersonal, distributed, parallel, and more specifically teacher leadership, at the centre of this research project. In practice this means giving authority to teachers and empowering them to lead. It also means creating the conditions in which people work and learn together, where they have the opportunity to construct and refine meaning leading to a shared purpose or set of goals (Muijs & Harris 2003:2).

In the next section, the practice of leadership and management will be placed within a conceptual framework, namely a distributed perspective.

## **2.5 A DISTRIBUTED PERSPECTIVE**

In the previous sections, the concepts leadership and management were defined, and placed within a typology of management and leadership models. In addition, reference was made to the practice of leadership and management, as well as the fact that a variety of people could participate in leadership activities. A distributed perspective is a conceptual framework for thinking and studying school leadership and management and according to Spillane and Diamond (2007:7) involves two aspects, namely the leader plus aspect and the practice aspect.

- The leader plus aspect acknowledges that leading and managing schools involves multiple individuals, it transcends formal positions (Frost 2005:83;

- Crowther et al. 2003:2) and takes account of the work of all individuals who participate in the practice of leadership and management.
- The practice aspect represents the product of the interactions of school leaders, followers and aspects of their situation (Gronn 2002; Spillane, Diamond & Halverson 2004; Spillane & Diamond 2007:8).

The ways in which the actions of multiple leaders are interdependent, lead to the identification of different types of co-leading, namely collaborated, collective and coordinated distribution. Collaborated distribution takes place when multiple leaders are working together at one time and place; collective distribution refers to work done by leaders separately, but which can still be interdependent; and coordinated distribution refers to leadership routines that are performed in a sequence (Spillane & Diamond 2007:8).

- Holistic or 'leader plus' leadership (Gronn 2003; Spillane 2006) was refined by Leithwood, Day, Sammons, Harris and Hopkins (2007; Harris 2008:53-54) and suggests the following forms of distributed leadership:

Planned alignment: the tasks or functions to those providing leadership have been given prior thoughtful consideration by the members of the organisation. Agreements have been worked out among the sources of leadership about which leadership practices or functions are best carried out by which source. Although planned alignment is generally considered as good for organisations, positive contributions to productivity cannot automatically be assumed.

Spontaneous alignment: leadership tasks and functions are in this case distributed with little or no planning. Tacit and intuitive decisions about who should perform which leadership functions result in a fortuitous alignment of functions across leadership sources.

Spontaneous misalignment: this configuration mirrors spontaneous alignment in the manner of leadership distribution, as well as its underlying values, beliefs and norms. The outcome may vary from marginal to extensive. Both short- and long-term organisational productivity may suffer. Organisation members are not opposed, in principle, to either planned or spontaneous alignment, thus leaving open reasonable prospects for future productive alignment of one sort of the other.

Anarchic misalignment: it is characterised by active rejection, on the part of some or many organisation leaders, of input from others of what they should be doing in their own sphere of influence. As a result, those leaders' units behave highly independently, competing with other units on such matters as organisational goals and access to resources. Actively rejecting the influence of others, however, stimulates considerable reflection about one's own position on most matters of concern.

Leithwood *et al.* (in Harris 2008:54) suggested that planned and spontaneous patterns of alignment have the greatest potential for positive organisational change, whereas both spontaneous and anarchic misalignment are likely to have negative effects on short- en long-term organisational change and development.

- The practice aspect represents the product of the interactions of school leaders, followers and aspects of their situation (Gronn 2002; Spillane, Diamond & Halverson 2004; Spillane & Diamond 2007:8). Focus is therefore shifted from school principals and other formal and informal leaders to interaction of the network of leaders, followers, and their situations that shapes leadership practice (Spillane & Diamond 2007:8). This theoretical framework implies that the social context and the inter-relationships therein, are integral parts of the leadership activity.

It is acknowledged within a distributed perspective, that people in schools move in and out of followership and leadership roles depending on the situation. Followers are a defining element of leadership practice as leaders influence followers by motivating actions, enhancing knowledge and potentially shaping their practice. As followers are continuously in interaction with leaders and aspects of the situation, they contribute to defining leadership practice (Spillane & Diamond 2007:9; Harris 2008:39).

From a distributed perspective, the situation is constitutive of leadership and management practice. Aspects of the situation, organisational tools and routines, are both the medium for practice and an outcome of practice. Aspects of the situation offer both affordances and constraints in leadership and management practice, but leadership practice can also transform aspects of the situation over time as new routines or tools are designed and put in place (Spillane & Diamond 2007:10).

In schools, where teachers and other staff are working together to solve particular sets of challenges, difficulties and problems, they will occupy a leadership space within the school and will be engaging in leadership practice, which will impact upon others (Harris 2008:37).

In conclusion, a distributed perspective frames the practice of leading and managing in schools. It is central and takes shape in the interactions of leaders, followers and aspects of the situation. In the next section the focus will be on distributed leadership as a model of leadership.

## **2.6 DISTRIBUTED LEADERSHIP**

Harris (2008:24) stated that an effective school equates with capacity building. Capacity building approaches in schools and school systems are more likely to generate the foundation for improved performance and this is best secured through broad-based, distributed leadership.

The traditional notions of leadership premised upon the individual managing hierarchical systems and structures. These are gradually being shifted towards a form of collective leadership, namely distributed leadership. Harris (2004:13) indicated that this model of leadership emphasizes people and networks, rather than 'lone chiefs'. Distributed leadership goes beyond formal roles to engage expertise wherever it exists within the organisation. In stead of viewing school leadership narrowly as an individual set of traits or capabilities, Harris (2008:23) asserted that it should be seen as a shared organisational responsibility, stretched over the school's social and situational contexts. Senge (1990:834) refers to a "collective capacity to do useful things" and the sharing of leadership responsibility, widely, beyond the head or principal. This new leadership is about deep democratic involvement in leadership practice and collective capacity building.

There are mainly three reasons for distributed leadership to be the leadership idea of the moment. It has:

- empirical power due to increasing evidence that it impacts positively on organisational outcomes and student learning (Leithwood, Seashore-Louis, Anderson & Wahlstrom 2004; Spillane, Diamond & Jita 2003; Spillane & Zoltners Sherer 2004; Youngs 2007:2);
- representational power. According to Harris (2008:13), it represents alternative approaches to leadership as re-structuring in schools occur and new models of schooling are emerging based on collaboration, networking and multi-agency working. This has allowed distributed and shared leadership practices to be trialled and extended; and
- normative power as it reflects current changes in leadership practice in schools. Due to the fact that it is impossible for principals to be responsible for all areas requiring leadership, the expansion of leadership tasks and responsibilities becomes a necessity, consequently alternative leadership structures and practices are emerging (Harris 2008:14).

Distributed leadership is a model of leadership:

- primarily concerned with leadership practices and interactions, rather than the actions of individuals in a leadership position or role;
- that implies broad-based involvement in the practice of leadership i.e. involving teachers, other professionals, students, parents and the wider community in decision-making (Harris & Lambert 2003);
- that assumes a set of “direction-setting influences potentially enacted by people at all levels rather than a set of personal characteristics and attributes located in people at the top” (Fletcher & Kaufer 2003:22); and
- non-person sources of influence that also be included in this concept, such as substitutes for leadership, moving toward a view of leadership as an organisation-wide phenomenon (Pounder, Ogawa & Adams 1995:565).

Distributed leadership has three distinctive elements:

- It belongs to a group or network of interacting individuals.
- It has open boundaries with no limits on who should be brought into leadership.
- Leadership depends more on expertise and this is distributed across the many, not the few (Woods, Bennett, Harvey & Wise 2004:442).

Harris (2008) completed extensive research in the field of distributed leadership and combined the work of many scholars, findings of research projects and literatures in relation to distributed leadership and distributed leadership practices. Harris will therefore be used as reference in the following paragraphs.

Harris (2008:112-113) elaborates on the distinctive elements of distributed leadership by compiling eight characteristics of distributed leadership, as revealed by cases:

*Vision is a unifying force*

- A clearly articulated vision which is equally shared among all members exerts a cohesive force. It is what allows progress to be made without diverging or going off course.

*Leaders have expert rather than formal authority*

- Leadership shifts according to need; leadership generally resides with the person who has expert authority for the task or activity.

*Collaborative teams form for specific purposes*

- The teams have fluid membership, which changes according to the task, the roles, and the requisite talent. These are non-permanent teams.

*Communities of practice emerge*

- Although collaborative activities tend to disband, the communities of practice maintain their affiliation long after the task, and often connect with each other in order to brainstorm about future needs and potential collaborative configurations.

*Individuals perceive themselves as stakeholders*

- All individual team members are willing and able to assume leadership positions, when needed.

*The organisational goals are disaggregated*

- The tasks needed to achieve the mission can be broken down into component parts and distributed to the teams best able to achieve the tasks.

*Distributed roles and tasks*

- They take place in different time zones, places, and under widely divergent conditions.

*Enquiry is central to change development*

- Enquiry is central to organisational renewal and innovation. The ultimate goal of distributed leadership is knowledge creation and organisational improvement.

These characteristics highlight the potential of distributed leadership to be a catalyst of organisational change and development. Hargreaves (2007:27) states

that distributed leadership is central to system configuration and organisational redesign, which necessitate lateral, flatter decision making processes.

Harris (2008:71) also refers to the following common principles of distributed leadership that emerged from case studies, namely:

- It is broad-based leadership;
- It requires multiple levels of involvement in decision-making;
- It focuses primarily on improving classroom practice or instruction;
- It encompasses both formal and informal leaders;
- It links vertical and lateral leadership structures;
- It extends to students and encourages student voice;
- It is flexible and versatile (non-permanent groupings);
- It is fluid and interchangeable;
- It is ultimately concerned with improving leadership practice in order to influence teaching and learning.

Case studies illustrated that as leadership responsibilities in schools are restructured and reorganised, new organisational routines, expectations and behaviours are created. The latter has an influence on change in culture that, in turn impacts upon organisational performance and outcomes (Harris 2008:111).

From studies completed by Harris and colleagues (Harris, Leithwood, Day, Sammons & Hopkins 2007; Harris 2008:74) a model of distributed leadership practice was developed outlining different types of leadership distribution within, between and outside school:

Within schools: restructuring roles and responsibilities, new teams, new responsibilities, teacher and student leadership.

Between schools: collaborations, federations, networked activity.

Outside schools: multi-agency, partnership, extended schools, schools as a social centre and community engagement (Figure 2.1).

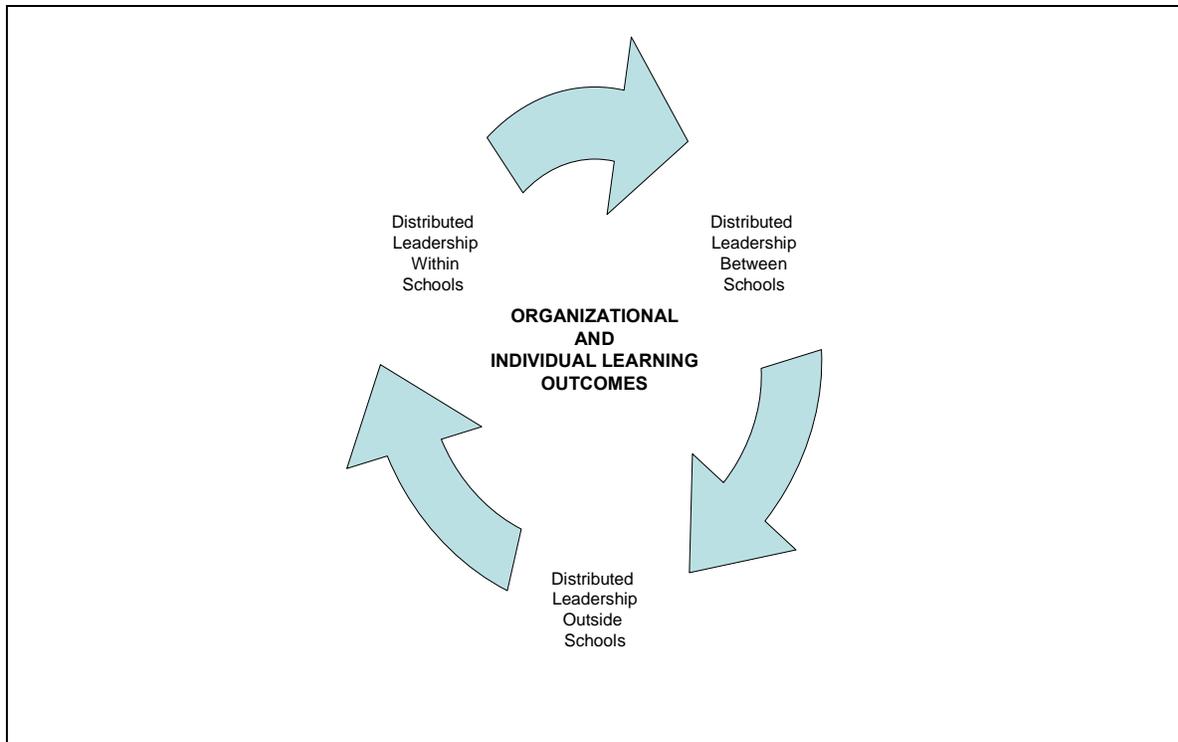


Figure 2.1 Model of distributed leadership (Harris 2008:74)

The model is linked to the idea of system redesign (Hargreaves 2007:75), which suggests that there is a need to build capacity within the system in order to transform it. Harris (2008:74) argues that by creating more leadership opportunities and by increasing the surge of information between and across organisations, the potential for knowledge creation, change and system transformation increases. In order to release the potential within the system, both lateral and vertical forms of leadership will be required, and that will depend on the transformational needs of the school or system.

Although the idea of distributed leadership overlaps substantially with shared (Pearce & Conger 2003), collaborative, democratic (Gastil 1997) and participative (Vroom & Yago 1998) leadership, the central notion thereof is that leadership is

not the preserve of an individual, but results from multiple interactions at different points in the organisation – a dynamic organisational entity (Spillane 2006). The model emphasises the active cultivation and development of leadership abilities within the organisation, with the core assumption that each member has leadership capability that will be needed by the group at some time (Barry 1991).

Distributed leadership is also seen as a form of relational leadership. It involves being attuned to and in touch with the “intricate web of inter- and intra-relationships that influence an organisation” (Youngs 2007:3). Wenger (1998) referred to the ‘meaning’ and ‘identity’ that are created when people work together.

It is evident that, within the *distributed leadership model of practice*, leadership capability and capacity can be extended and developed. Leadership functions can be offered or granted to different people in schools. This may result in the gradual development of a dynamic, fluid, flexible and adaptive source of distributed leadership; and, as the leadership needs of the school shift and change over time, these needs can be met accordingly.

For schools to move forward, it is necessary for those in formal leadership roles (Harris 2008:40-41):

- to create the cultural and structural conditions or spaces where distributed leadership can operate best and flourish;
- to develop informal leaders and to maximise opportunities to develop their leadership potential;
- to move away from the leader-follower relationship, which implies a power imbalance, to a focus upon the interactions between different leaders of various types and at various levels within the organisation, where all relationships are perceived as important and leadership can only be enacted if there is mutual trust and agreement about the way tasks are undertaken; and

- the relationship between distributed leadership and learning should be scrutinised in an attempt to determine whether and in what form it can promote positive learning outcomes.

From the afore going information it is evident that the changing leadership landscape of schooling needs a practice of leadership which is widely distributed to ensure school improvement through capacity building. A distributed leadership perspective provides a conceptual framework to study leadership activities in schools.

It can be concluded that in order to support the policies and strategies of the Department of Education in relation to whole school development and improvement of teaching and learning in South African schools, a focus on school-wide leadership development appears to be timely. The challenge in school leadership and management is the collaborative development of a shared vision and strategy, in line with government imperatives, by all members of the organisation; and the implementation of a shared, distributed practice of leadership and management throughout the school or organisation in order to realize the educational goals of the school. Multiple school-wide benefits could be a possibility, amongst others, enhancement of teacher ownership; commitment, motivation and moral; creation of opportunities for teacher professional development and teacher and school leadership development; teamwork; development of school networks; as well as the improvement of school climate and culture.

The afore-going sections highlighted educational leadership as a shared or distributed professional responsibility. The role of formal leaders in schools, for example principals and school management teams, to enable teacher participation in classroom and school-wide leadership practices, is of significance. This implies that formal school leaders and teachers need to work in closer co-operation and collaboration with one another. Parallel leadership

provides for a link between school-based leadership, the improvement of school outcomes and also presents a model to explain the dynamics of that link. Parallel leadership, with the focus on the formal leader (principal) and teacher leaders, will now be discussed.

## **2.7 PARALLEL LEADERSHIP**

Crowther *et al.* (2009:53) defined parallel leadership as “a process whereby teacher leaders and their principals engage in collective action to build school capacity”. Three distinctive qualities underpin the relationship and collective activity between teacher leaders and principals, namely mutualism, a sense of shared purpose and the allowance for individual expression.

Of significance in the parallel leadership relationship is the development of an enabling environment or school culture for distributed leadership practice, holistic learning and improvement of student outcomes; and the opportunity for individual teachers to share their views and opinions openly, participate in decision making processes.

Earlier, the relationship between school leadership and school improvement had been described as “a black box mystery”, because the findings of the empirically tested relationship revealed little of the way in which leadership operates (Hallinger & Heck 1996:8). The decade-long research of Crowther and colleagues resulted in the construction of a leadership (parallel) relationship, between competent principals and teacher leaders, which they claim, reveals the mystery of the black box. They assert that the process of parallelism can constitute sustainable school improvement only through the dynamic interplay of effective teacher leadership and effective principalship (Crowther *et al.* 2009:59).

Although the concept of parallel leadership derives from research in the field of educational leadership as a shared or distributed professional responsibility, it differs from the most conceptions of distributed leadership as mentioned in the

first part of this chapter. Crowther *et al.* (2009:47) argue that firstly, parallel leadership suggests that “the leadership of principals and teachers in school development varies in form and method, but is similar in significance”; and secondly, that it proposes “an inextricable link between school-based leadership and the enhancement of educational outcomes and also provides a model to explain the dynamics of that link”.

In their research, Crowther *et al.* (2009:54) focus on the ways that parallel leadership might contribute to changes in the school environment which may result in improved student outcomes. They identified three intersecting processes, namely holistic professional learning, distinctive culture-building and school wide pedagogical development. These three processes, linked to parallel leadership, will be explored briefly.

*Holistic professional learning* involves principals and teachers in comprehensive joint professional development activities that enhance the alignment of the school's vision with school wide approaches to teaching, learning and assessment (Crowther *et al.* 2009:60). As suggested by recent research, a school's ability to improve and sustain improvement will be depending on its ability to develop the capacity of educators by fostering and nurturing professional learning communities (Holden 2002; Morrissey 2000; Smoker 2004:432).

An effective professional learning community has the capacity to promote and sustain the learning of all professionals in the school community with the collective purpose of enhancing pupil learning. While definitions of what constitutes a professional learning community vary, international research suggests that it is characterised by:

- shared values and vision;
- collective responsibility for pupils' learning;
- reflective professional inquiry;

- collaboration; and
- the promotion of group, as well as individual learning (<http://www.bristol.ac.uk/education/eplc/>).

Hord (2004) provides a very popular definition of a professional learning community and referred to the following dimensions:

- shared values and vision;
- collective learning and application;
- supportive and shared leadership;
- supportive conditions;
- shared personal practice; and
- an unwavering focus on student learning.

A professional learning community can also be defined as a “community where teachers participate in leadership activities and decision-making, have a shared sense of purpose, engage in collaborative work and accept joint responsibility for the outcomes of their work” (Harris & Lambert 2003; Newman & Wehlage 1995:30). Senge (2000:6) recognises schools as a meeting ground for learning and is dedicated to the idea that all those involved with it, individually and together, will be continually enhancing and expanding their awareness and capabilities.

A professional learning community seeks to energise the whole staff into taking responsibility for student learning and to share concepts, techniques and, perhaps most importantly, responsibility for the success of all students (Maxfield, Wells, Keane & Klocko 2008:6).

A *professional learning community* implies a commitment to teachers sharing learning, as well as the generation of a school-wide culture that makes teacher leadership an expectation (Muijs & Harris 2003:440). Effective principals in professional learning communities regard themselves as leaders of leaders,

rather than leaders of followers, and in the process, teaching practice is improved by prioritising, empowering and supporting teacher leadership (McLaughlin & Talbert 2001:118). Kouzes and Posner (1996:106) state that “fostering collaboration is the route to high performance”.

Embedded in the definitions provided, are the facts that distributed, parallel and teacher leadership are inextricably linked to the nurturance of democracy through learning communities; linked to teacher professional learning; personal and professional growth of teachers; increased sense of responsibility and accountability; continuous assessment practices; whole school development and improvement; and enhanced student outcomes.

Following on the discussion of the three intersecting processes in which parallel leadership plays a significant role, distinctive culture-building requires that school-based leadership be approached as a shared leadership responsibility. Culture, a multidimensional concept, includes artefacts, values and assumptions and these should be linked to the school vision and to teachers’ work. Culture building should also be an integral part of teachers’ work, which is fostered by parallel leaders and actions. In culture building, both the issues of cultural barriers and the language of hierarchy should be addressed. Also, the development of an identity that reflects individual context and uniqueness is an important process (Crowther *et al.* 2009: 62-63).

*School wide pedagogical development* is defined as ‘the process in which teachers engage as a professional learning community to synergize their personal teaching talents in relation to their school’s distinctive vision. In so doing, they create the means for complementing and extending each other’s successful practices and for building shared responsibility for the quality of their school’s teaching, learning and assessment practices’ (Leadership Research Institute 2007).

It is asserted that a three-pronged strategy is needed by a committed professional community over an extensive period of time to improve a school's effectiveness. Figure 2.2 reflects this strategy: "the school's professionals must engage in shared learning, focused reflection and in-depth problem-solving (outer circle), while refining and deepening the school's culture and identity (middle circle) and simultaneously designing and implementing school-specific pedagogical principles and associated strategies (inner circle)" (Crowther *et al.* 2009:59).

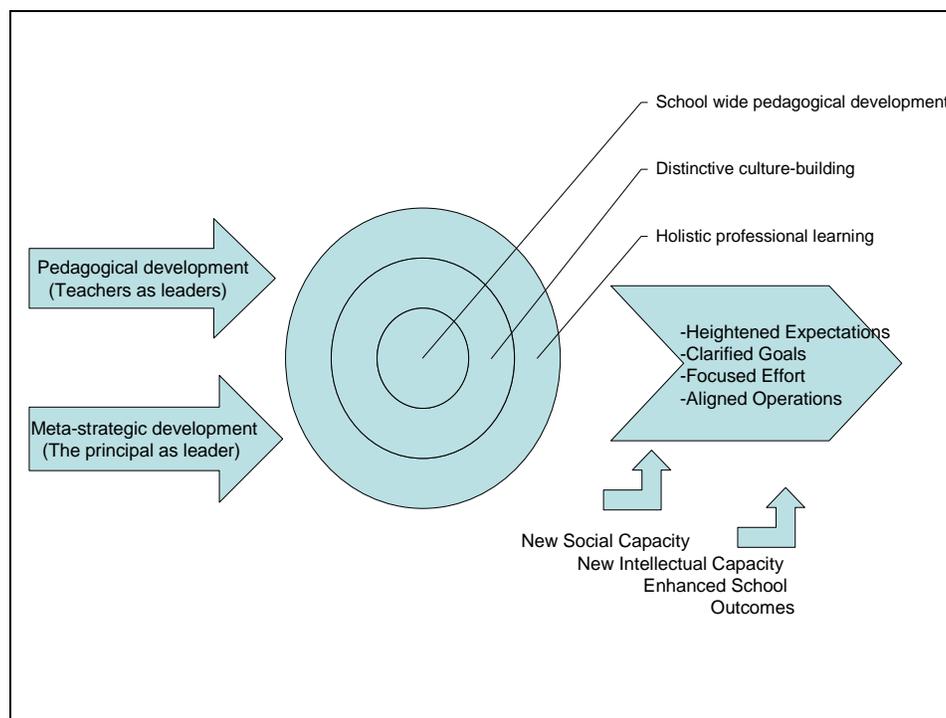


Figure 2.2 Linking parallel leadership and successful capacity building (Crowther *et al.* 2009:60)

For these three complex processes to transpire, three essential qualities, which are equally important for teacher leadership to flourish, are required: mutual trust, shared purpose and opportunity for individual expression.

Mutual trust may entail values such as dignity, respect, care and nurturing. Bryk and Schneider (in Fleming & Leo 2000:4), referred to relational trust, which

“creates a climate where individuals share a moral commitment to act in the interests of the collective, and this ethical basis for individual action constitutes a moral resource that the institution can draw on to initiate and sustain change”.

A sense of shared purpose is fostered by collaborative action and helps to define roles and responsibilities. Licata and Harper (2001:8) highlight the dramatic content of a school vision, where the discrepancy between the challenges facing the school in the present and a more desirable future motivate teachers and others towards ongoing action in accomplishing that future.

Allowance for individual expression implies that, for teacher leadership to be successful, strong and skilled, autonomous individuals are to be recognised and collaboration to take place among the leaders, rather than consensus (Crowther *et al.* 2009:56).

Due to the fact that leadership researchers for many years focussed their attention only on the work of principals, the integrity of teacher leaders had not been accepted and the dynamics of the relationship between teacher leaders and principals were not understood. With the work done by researchers in the field of teacher leadership, this has now changed (Crowther *et al.* 2009:66).

In the view of the afore going discussion of parallel leadership and professional learning communities, collaboration between principals, school management teams and teachers is the ‘new rule of the game’ and new and different relationships need to be established in schools in order to bring about positive and sustainable improvement. It is evident that adjustments are needed in relation to the traditional roles of the principal as, according to Barth (2001:447), “the principal has a disproportionate influence upon teacher leadership – for better or for worse”. Dana (1992:5) and Whitaker (1997:14) offer four lines of activities to ensure that these new relationships are supportive of teacher leadership practices, namely principals have to review and reset their

understanding of their leadership role; the interpersonal dimensions of the principal-teacher relationship need to be established and reinforced; power in school has to be redefined; and structures need to be reconfigured to support the emergence of productive relationships and effective teacher leadership.

Parallel leadership is relevant to this study as educators' perceptions in relation to tenets of teacher and parallel leadership will be under the magnifying glass (cf 5.4.1.2; cf 5.4.1.3). Furthermore, the aspects of a positive school culture, relevant to parallel and teacher leadership will also be examined (cf 4.2.1.7; cf 5.4.1.9).

It is asserted that teacher leadership in and of itself cannot engender sustained school improvement and that it is only possible through the dynamic interplay of effective teacher leadership and effective principalship in a process of parallelism. In the next section the focus will be placed on teacher leadership.

## **2.8 TEACHER LEADERSHIP**

### **2.8.1 Definitions**

In direct contrast to the 'great man' theory of leadership, consistent findings from recent studies of effective leadership show that authority to lead can be dispersed within the school in between and among people (Day, Harris & Hadfield 2000; Harris 2002; Muijs & Harris 2007:112). As one of the manifestations of distributed leadership, teacher leadership suggests three implications:

- it implies a different power relationship within the school where the distinctions between leaders and followers tend to become less obvious;
- the division of labor within the school will be affected, particularly when the tasks facing the school as organisation are shared more widely; and
- it creates opportunities for all teachers to become leaders at various times (Muijs & Harris 2007:113).

The implications of teacher leadership as highlighted in the paragraph above, suit the profile of a decentralised, self-managing school, where capacity is build from within the school by recognizing, promoting and supporting the potential of all stake holders and thus stimulate active participation in school transformation.

Teacher leadership has a primary concern regarding enhanced leadership roles and decision-making powers for teachers without taking them out of the classroom. Frost and Durrant (2003:178) state that teacher leadership is “about empowering teachers, increasing professional status and nurturing local autonomy and control” and argued that empowerment and ownership positively impact on the commitment, efficacy and motivation of teachers. These variables are linked to school improvement, enhanced classroom conditions and student learning. Teacher expertise, in other words, effective teaching and learning, provides the influence that allows teachers to take on roles as leaders.

Teacher leadership is further seen as a model of leadership in which teaching staff at various levels within the organisation have the opportunity to lead, with the focus on improving the teaching and learning practice and is premised on the principles of professional collaboration, development and growth (Harris & Lambert 2003:43). Crowther *et al.* (2009:26) suggest that teacher leadership may perhaps be the most fundamental ingredient of successful school reform.

The teacher leadership movement had been based on a set of guiding principles that define, give meaning and serve as a template to assess collaborative leadership efforts in schools. Murphy (2005:67-68) presents eight principles as revealed by the literature and reflected in the definitions discussed below.

Teacher leadership:

- is grounded in classrooms (Fay 1992; McLaughlin & Yee 1988; Wasley 1991);
- is collaborative work (Liebermann 1987; Suleiman & Moore 1997);
- is community anchored (Fay 1992:59; Lieberman 1987:403);

- is a service function (Little 1985);
- is co-constructed, it is a co-learning process (Kilcher 1992);
- makes a difference (Johnson & Hynes 1997:108);
- effective teaching is a prelude to teacher leadership (Odell 1997:122); and
- context is important (Lieberman 1987).

Although it was initially difficult to define teacher leadership, the following initial definitions of teacher leadership, spotted in the literature, highlighted core components of teacher leadership, namely the sense of vision, the relational component and enabling conditions (Murphy 2005:15). A few of these definitions are:

Teacher leaders, thus, are those teachers, who influence the behavior of both students and adults, in the school setting (Brownlee 1979:120).

Teacher leaders were identified as those who reached out to others with encouragement, technical knowledge to solve classroom problems, and enthusiasm for learning new things (Rosenholtz 1989:208).

We characterize teacher leaders as individuals who are actively involved in promoting change, effectively communicate with multiple constituents, possess a global understanding of school and district organisations, and continue to grow professionally (Harrison & Lembeck 1996:102).

Teacher leadership is essentially an ethical stance that is based on views of both a better world and the power of teaching to shape meaning systems. It manifests in actions that involve the wider community and leads to the creation of new forms of understanding that will enhance the quality of life of the

community in the long term. It reaches its potential in contexts where system and school structures are facilitative and supportive (Crowther 1997:15).

Murphy (2005:15) reflects on the three core components of the definitions on teacher leadership in the literature at the time. In relation to the sense of vision, definitions highlight three values goals, namely the promotion of social sustainability and quality of life in the school community; change, which is the pathway to school reform, classroom practice improvements and enhanced instructional performance; and the more tangible outcomes of goal attainment and enhanced student learning. It should be noted that the literature does not reveal the direct impact of the teacher leader on the vision of a school, and the outcomes, for example enhanced student learning, are generally, presented as givens (Heller & Firestone 1994).

As influence forms the heart of the teacher leadership model, the relational component of the definitions in the literature refers to the development of new relationships, in which power is exercised either more directly or in more subtle ways. Yarger and Lee (1994) refer to the strong action verbs: 'directing' and 'telling'; the partially muted ones, 'facilitating' and 'guiding'; and softer conceptions of influence, namely 'reaching out', 'encouraging' and 'collaborating', which are often associated with leadership.

Murphy (2005:16) also notes that throughout the assortment of definitions, references are made to *conditions that provide an enabling* environment for teacher leadership to develop, namely the beliefs that a teacher leader should be someone who is a practicing teacher; works and has influence outside his classroom; does not engage in managerial and supervisory activities; is chosen by teacher colleagues; and wields considerable autonomy in undertaking his work.

Lately a number of definitions emerged in the literature and emphasis is placed on *pedagogy and professional influence*. With these definitions, the view is shared by researchers in the field, that teacher leadership now possesses identifiable conceptual qualities, as well as an established role in practical processes of sustained school improvement (Crowther *et al.* 2009:28).

Katzenmeyer and Moller (2001:5; 2009:6) define teacher leaders as those:

...who lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, influence others toward improved educational practice and accept responsibility for achieving the outcomes of their leadership.

York-Barr and Duke (2004:287-88) similarly referred to teacher leadership as:

The process by which teachers, individually or collectively, influence their colleagues, principles and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement.

The work of teacher leaders includes three intentional development foci: individual development, collaboration or team development and organisational development. Yuoitt (2007:1) elaborates on teacher leaders and the way in which they impact on teaching and learning practices by embracing new methods of teaching and learning, implementing new technologies in the teaching practice, resourcing flexibility to support educational innovation, as well as their understanding of the importance of the teacher student relationship. Miller, Moon and Elko (2000:4) focus on three different aspects of teacher leadership in defining teacher leadership and refer to actions of teachers outside the classroom “that involve an explicit or implicit responsibility to provide professional development to their colleagues, to influence their communities’ or districts’ policies, or to act as an adjunct staff to support changes in classroom practices among teachers”. Teacher leadership is thus perceived as a leadership practice

of collective action, empowerment and shared agency (Horton, Green & Duncan 2009:71).

Considering the most recent definition of teacher leadership, as developed by Katzenmeyer and Moller after reviewing the literature, their experiences and many conversations with teachers, teacher leaders, principals and others, four dimensions can be highlighted and will be discussed briefly. Teacher leaders

- lead within and beyond the classroom;
- contribute to a community of learners and leaders;
- influence others toward improved practice; and
- accept responsibility for achieving outcomes.

The four dimensions overlap with both the principles of teacher leadership, as developed over the years, as well as the aspects reflected in early and more recent definitions of teacher leadership, namely a sense of vision, the relational component, pedagogy and enabling conditions.

For teacher leaders to lead within and beyond the classroom, they do not have to divorce themselves from focusing on teaching and learning to be leaders. They can be leaders of change beyond their classrooms by accepting responsibility for helping colleagues to achieve success for all of the students and for the total school programme.

In accepting leadership roles and responsibilities beyond the classroom, teachers have the opportunity to interact with other adults in the school setting. Barth (2001:445) suggests that there is a powerful relationship between leading and learning. In working with peers, teacher leadership develops naturally among professionals who learn, share and address problems collaboratively. This activity constitutes a professional learning community where teachers are learning in a social context, rather than only learning individually (Lieberman & Miller 2004:22; cf 2.7).

Katzenmeyer and Moller (2009:10) emphasise that leadership is influence and states that teacher leaders who are credible to their peers, who are continuous learners and who pass relevant information about best practices to others, influence their colleagues. It is also true that when teacher leaders are working in professional learning communities, they are, in turn influenced by their peers.

The new component of the definition – accepts responsibility for achieving outcomes – implies that it is crucial for leaders to take responsibility for their leadership, in other words, assumes accountability for results. For teacher leadership to be taken seriously, follow-through on leadership responsibility is important for ensuring that colleagues have trust in the teacher leader.

The definition provided by Crowther *et al.* (2009:28) highlights two aspects of teacher leadership, namely views of a better world and the power of teachers to shape meaning systems, which manifest in “new forms of understanding and practice that contribute to school success and to the quality of life of the community in the long term”. York-Barr and Duke (2004:67) describe these leaders as teachers who have significant teaching experience, are known as excellent educators, are respected by their colleagues, are learning orientated, willing to take risks and to assume responsibility.

In defining teacher leadership, three main facets can be identified:

- leadership of students or other teachers: facilitator, coach, mentor, trainer, curriculum specialist, creating new approaches, leading study groups;
- leadership of operational tasks: keeping the school organised and moving towards its goals, through roles such as head of department, action researcher, member of task forces; and
- leadership through decision-making or partnership: membership of school improvement teams, membership of committees; instigator of partnerships with business, higher education institutions, district offices and parent-teacher associations (Katzenmeyer & Moller 2001:12-13).

Also evident from the definitions is that teacher leadership is conceptualised as a set of behaviors and practices that are undertaken collectively and is centrally concerned with the relationships and connections among individuals within a school (Muijs & Harris 2007:112). This means that in contrast to traditional notions of leadership, teacher leadership is characterised by a form of collective leadership in which teachers develop expertise by working collaboratively (Boles, Katherine & Troen, in Muijs & Harris 2003:4). It can also be stated that teacher leadership for school capacity building is broad-based, skillful involvement in the work of leadership. Broad-based involvement implies that many people, teachers, parents, pupils, community members, district officials, universities, are involved in the work of leadership. Skillful involvement refers to a comprehensive understanding and demonstrated proficiency by participants of leadership dispositions, knowledge and skills (Lambert 1998).

Groves (2009:34) elaborates on current definitions of teacher leadership by stating:

I think a teacher leader is someone who seeks opportunities to grow and develop as a professional, someone who tries new methods, takes risks, and is willing to share his/her learning with others. He/She is not necessarily someone who has been officially designated a coach, mentor, or teacher leader. Teacher leaders communicate their knowledge and experience to others. They have a willingness and motivation to nurture collegial relationships and to share both the ups and the downs of their own stories.

From the afore going it can be concluded that teacher leaders are teachers who take on leadership roles and responsibilities inside and outside the classroom, develop new, collaborative relationships with the principal, school management team and colleagues, empower themselves and others and influence others towards realising a shared vision for improved teaching and learning in the

school. Teacher leadership can be achieved within an enabling school environment where it is valued, developed, nurtured, supported and rewarded.

With the emergence of assertive definitions on teacher leadership and a growing number of scholars and researchers, teacher leadership provides a new paradigm for the teaching profession, acknowledging both the capacity to provide desperately needed revitalisation and the untapped potential to provide new forms of leadership in schools and communities. A conceptual framework for teacher leadership had been developed and provides a helpful explanatory model to describe the extraordinary work that ordinary people are doing. The next section will provide an overview of this framework.

### **2.8.2 A conceptual framework**

The refined *Teachers as Leaders Framework* emanated from the extensive research of Crowther *et al.* (2009:3-4). It has characteristics of a role-based model and is grounded in a worldview that schools are social systems that have clearly defined roles and expectations and are managed and worked by individuals with personalities and needs-dispositions. The intention of the framework is to enable schools to realise their goals at the same time as its teachers achieve heightened personal reward and actualisation.

The *Teachers as Leaders Framework* is presented below (Figure 2.3).

### Teacher Leaders

***Convey convictions about a better world by***

articulating a positive future for all students; and  
contributing to an image of teaching as a profession that makes a difference.

***Facilitate communities of learning by***

encouraging a shared, school wide approach to core pedagogical processes;  
approaching professional learning as consciousness-raising about complex issues; and  
synthesizing new ideas out of colleagues' professional discourse and reflective activities.

***Strive for pedagogical excellence by***

showing genuine interest in students' needs and well-being;  
continuously developing and refining personal teaching gifts and talents; and  
seeking deep understanding of significant pedagogical practices

***Confront barriers in the school's culture and structures by***

standing up for children, especially disadvantaged and marginalized individuals and groups;  
working with administrators to find solutions to issues of equity, fairness, and justice; and  
encouraging student 'voice' in ways that are sensitive to student's developmental stages and circumstances.

***Translate ideas into sustainable systems of action by***

working with the principal, administrators, and other teachers to manage projects that heighten alignment  
between the school's vision, values, pedagogical practices, and professional learning activities; and  
building alliances and nurturing external networks of support.

***Nurture a culture of success by***

acting on opportunities to emphasize accomplishments and high expectations;  
encouraging collective responsibility in addressing school wide challenges; and  
encouraging self-respect and confidence in students' communities.

Figure 2.3 Teachers as Leaders Framework (Crowther *et al.* 2009:3)

When comparing the characteristics of distributed leadership (cf 2.6) and the goals of teacher leadership as reflected in the Teacher leadership *Framework*, many similarities are evident, among others, having a clear vision which is shared among all members, working collaboratively in teams, groups or communities, enquiry and striving for pedagogical excellence, ownership of the developmental process and leaders have expert, rather than formal authority.

According to Crowther *et al.* teacher leadership is a professional construct, based on five premises, which encapsulate the theoretical foundations on which the *Teacher as Leaders Framework* is based (2009:26-45). The five premises, which will be discussed below, are:

- Teacher leadership is a conceptual and practical entity in its own right;
- Teacher leadership is grounded in authoritative theory;
- Teacher leadership is integrally linked to pedagogical excellence;
- Teacher leadership is versatile and adaptive; and
- The development and sustainability of teacher leadership is inseparable from strong principalship and supportive systemic frameworks.

#### Teacher leadership is a conceptual and practical entity in its own right

A successful teacher leader should reflect the following characteristics:

- reflect a combination of significant professional values and processes on the one hand, and clearly identifiable personal convictions and capabilities on the other hand;
- be perceived by other teachers and leaders in school as an effective teacher practitioner;
- demonstrate a capacity to explain and project the vision;
- demonstrate management capabilities; and
- contribute to school improvement.

#### Teacher leadership is grounded in authoritative theory

Crowther *et al.* (2009:29; cf 2.4.2) place teacher leadership in the realm of the following theories of educational leadership, namely transformational, strategic, educative and organisation-wide leadership. These theories will be discussed briefly.

Traditionally, transformational leadership refers to the significance of the person and personal traits to bring about social and cultural change. Transformational leadership was highlighted as the most appropriate approach for school

principals, who as individuals motivate followers to work for transcendental goals instead of immediate self-interest, and for achievement and self-actualisation instead of safety and security. Very recently, however, researchers such as Hallinger (2003) began to refer to transformational leadership as an organisational and collective, rather than an individual entity. The 'hero paradigm' is limited in representing the work of a professional school community, because teacher leaders' work may include aspects such as challenging the process, inspiring the vision, enabling others to act, modelling the way and encouraging the heart (Kouzes & Posner 2002:45).

Strategic leadership in education evolved mainly around the leadership approach of principals in self-managing schools, emphasizing aligning the school as organisation with external forces. Strategic leadership is an essential element of teacher leaders' work (Crowther *et al.* 2009:31). Caldwell (1992:16-17) describes the role of the principal as one of developing and implementing a cyclical process of goal-setting, need identification, priority setting, policy making, planning, budgeting, implementing and evaluating in a way which will facilitate the appropriate involvement of the staff and community. Teacher leaders exhibit skills that bear some resemblance to Caldwell's strategic principalship, namely building trust and rapport, organisational diagnosis, dealing with the process, using resources, managing the work and building skills and confidence in others (Liebermann, Saxl & Miles 1988:153). Hoy and Smith (2007) value the concept of 'influence' and proposed ten principles for principals to expand their school-based and community influence. The principles of attraction, reciprocity, collegueship, commitment, demonstrated expertise, scarce resources, trust, fairness, self-efficacy and optimism are relevant to the elements of the *Teacher as Leaders Framework*.

Educative leadership implies a responsible involvement in the politics of the organisation and is equated with the term 'advocacy'. MacBeath (2006:7) refers to the creation of a climate in which critical enquiry is stimulated in order to work

effectively in a school or organisation. It is evident that the school principal is unable to exercise this type of leadership on his/her own and with the development of the *Teachers as Leaders Framework* the function of teacher leaders is emphasized as being 'educative' or 'advocacy'. Teacher leaders are fulfilling this function through the articulation of clear value positions relating to an improved world, professional learning as a conscious-raising process, confronting barriers to just educational practices and student well-being, and encouragement of self-respect in students' communities (Crowther *et al.* 2009:32).

Organisation wide leadership, which implies that leaders today can come from many places and assume many forms, is also integrated in leadership concepts like distributed, multiple-role, co-leadership, collective intelligence and community of leaders. Crowther *et al.* (2009:33) name two reasons for regarding organisation-wide leadership as reflective of emerging constructions of teacher leadership:

- it implies that leadership capabilities are evident throughout organisations and it shifts the focus of leadership from positional authority onto core organisational processes; and
- it relates to the important process of nurturing democratic processes and institutions in modern societies.

Mulford (2004:635-6) emphasise that, in order to nurture deep democracy, schools need to become professional learning organisations, with students, parents, teachers and leaders in relationships which are grounded in trust, collaboration, shared mission, risk taking and ongoing professional learning. This statement highlights the fundamental need to facilitate teacher leadership practices in schools in order to enhance democratic values in young people. It also emphasizes the importance of facilitating teacher engagement, participation and involvement in whole school development, ongoing professional development and teacher leadership practice, not only to bring about sustainable

change, but also to facilitate a new teaching paradigm, in which teachers will demonstrate high levels of motivation, moral and job satisfaction.

Miller (in Murphy 2005:56) provides the following illumination of how a new image of the teaching profession might contribute to the enhancement of significant democracy:

When teachers feel valued as members of a coherent community, and empowered as decision-makers, they are able to empower their students by offering them choices and by including them in decision affecting their own instruction.

Crowther *et al.* (2009:35) also links teacher leadership with the concept of emotional intelligence. Goleman, Boyatzis and McKee (2002:5-6) refer to the emotional task of the leader as “driving the collective emotions in a positive direction and clearing the smog created by toxic emotions”. In order for this action of the leader to play out successfully within the modern organisation, the leadership competencies of emotional intelligence are the key. How leaders handle themselves and their relationships, emotional intelligence can be analysed by considering two emotional intelligence domains, four competencies and twenty capabilities (Goleman *et al.* 2002:39):

Personal competence domain (how individuals manage themselves):

- Self-awareness (four capabilities)
- Self-management (six capabilities)

Social competence domain (how individuals manage relationships):

- Social awareness (three capabilities)
- Relationship management (seven capabilities)

Self-awareness capabilities, as incorporated in the *Teachers as Leaders Framework*, are:

- refining personal teaching gifts and talents;
- seeking pedagogical meaning; and
- emphasising accomplishments.

Self-management capabilities, as incorporated in the framework, are:

- articulating positive futures;
- contributing to positive professional image;
- standing up for children's rights;
- encouraging school wide pedagogy;
- professional learning as conscious-raising; and
- synthesising new ideas.

Social awareness capabilities, as incorporated in the framework, are:

- encouraging student 'voice'; and
- encouraging self-respect in communities.

Relationship capabilities, as incorporated in the framework, are:

- showing genuine interest in students;
- facilitating alignment of school activities;
- building networks;
- encouraging collective responsibility; and
- collaborating on justice issues.

From the analysis of Goleman's domains, associated competencies and capabilities of emotional intelligence with the six elements and sixteen descriptors of the *Teachers as Leaders Framework*, it is evident that the main tenets of teacher leadership coincide with core principles of emotional intelligence. See Figure 2.4 below.

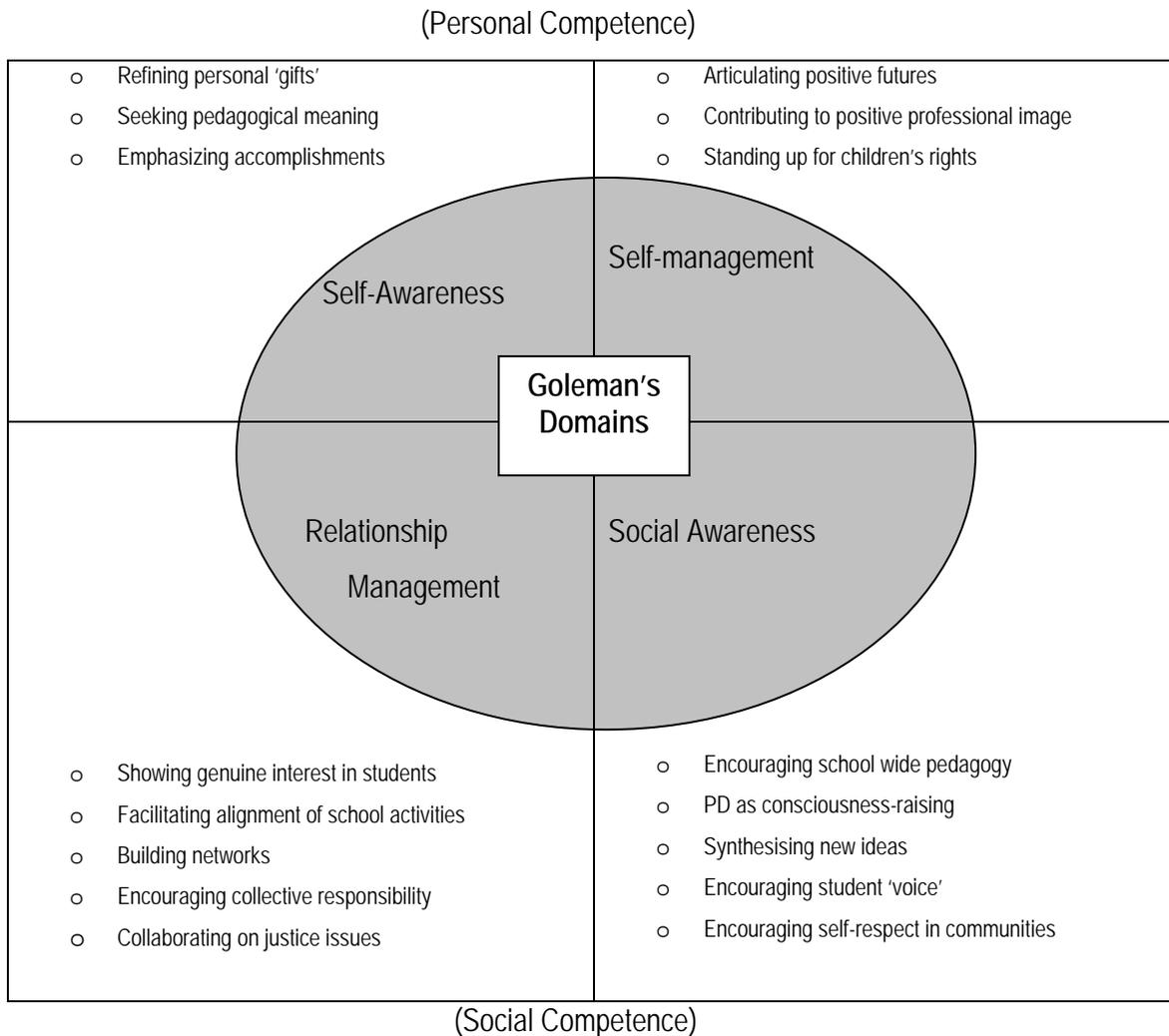


Figure 2:4 The intersection of the sixteen teacher leadership descriptors and Goleman's EI domains, competencies and capabilities (Crowther *et al.* 2009:35)

The important task of the leader in education today, also the teacher leader in and outside the classroom, requires a high level of emotional intelligence in order to facilitate collaborative practices amongst role players and unleash the potential of every participant in the school community to ensure sustainable and successful school development.

Following on the discussion of the first two premises on which the construct teacher leadership is based, the final three aspects of the theoretical framework will now be discussed.

### Teacher leadership is integrally linked to pedagogical excellence

The research of Crowther *et al.* (2009:37) generated a three-dimensional image of pedagogical excellence, namely:

- Personal pedagogy – the talents, values and specialized expertise that shape and define the work of teachers as individual professionals.
- School wide pedagogy – the school's approach to teaching, learning and assessment. This approach is aligned to the school's vision, student values and needs, most successful practices of teachers and agreed upon by all stakeholders.
- Authoritative pedagogy – establishes theories and rationales for teaching, learning and assessment of excellence.

The complex relationship between individual classroom quality, school wide pedagogical practices and teacher leadership had been confirmed by ongoing research. Elmore (2000) and Lambert (2003) found that overall school outcomes are determined significantly by the efficacy of school wide approaches to pedagogical enhancement. Leadership that includes teachers has increasingly been recognized as essential to the development of meaningful school wide pedagogical processes (Hord 2004:1-4; Mulford 2007:16; Harris 2004:1; Leithwood & Jantzi 2000:115-117). The recognition of teacher leaders, as part of a new school-based leadership function, is of essence if synergistic outcomes for students that are associated with 'pedagogy of excellence' are to be achieved.

### Teacher leadership is versatile and adaptive

Crowther *et al.* (2009:42) believe that all teachers are potential leaders, as recent constructions of teacher leadership tend to be more reflective of individual capabilities and convictions than of personality factors and more focused on the dynamics of school-based pedagogical enhancement than on prescribed technical skills.

The development and sustainability of teacher leadership is inseparable from strong principalship and supportive systemic frameworks

The importance of network resources for teacher leadership, specifically from principals or other senior managers was highlighted by Crowther *et al.* (2009:43). Their research concluded that potential teacher leaders benefit greatly from external relationships such as university-based critical friends and cluster opportunities with the focus on collaborative sharing and problem-solving.

Firestone, Mangin, Martinez and Polowsky (2005:414) indicate that districts can play a role in supporting instructional reform if they cope with numerous pathways through which teaching and learning can be influenced. Rusch (2005:87) concludes that school districts have the potential to both encourage and inhibit school improvement. Crowther *et al.* (2009:45) agree with this notion by stating that networks that are created for district purposes and managed by district officials may inhibit professional growth, while networks that emerge from shared collegial need and are led by teacher leaders, have the potential to be very effective and impact on positive school outcomes.

York-Barr and Duke (2004:269) claim that optimal or minimal conditions in three key areas can facilitate or challenge the nurturance of teacher leadership: school culture and context, roles and relationships, and structures. These influences are interrelated and cannot likely be separated meaningfully. The authors offer a conceptual framework for improving or expanding a teacher leadership program in schools (Figure 2.5).

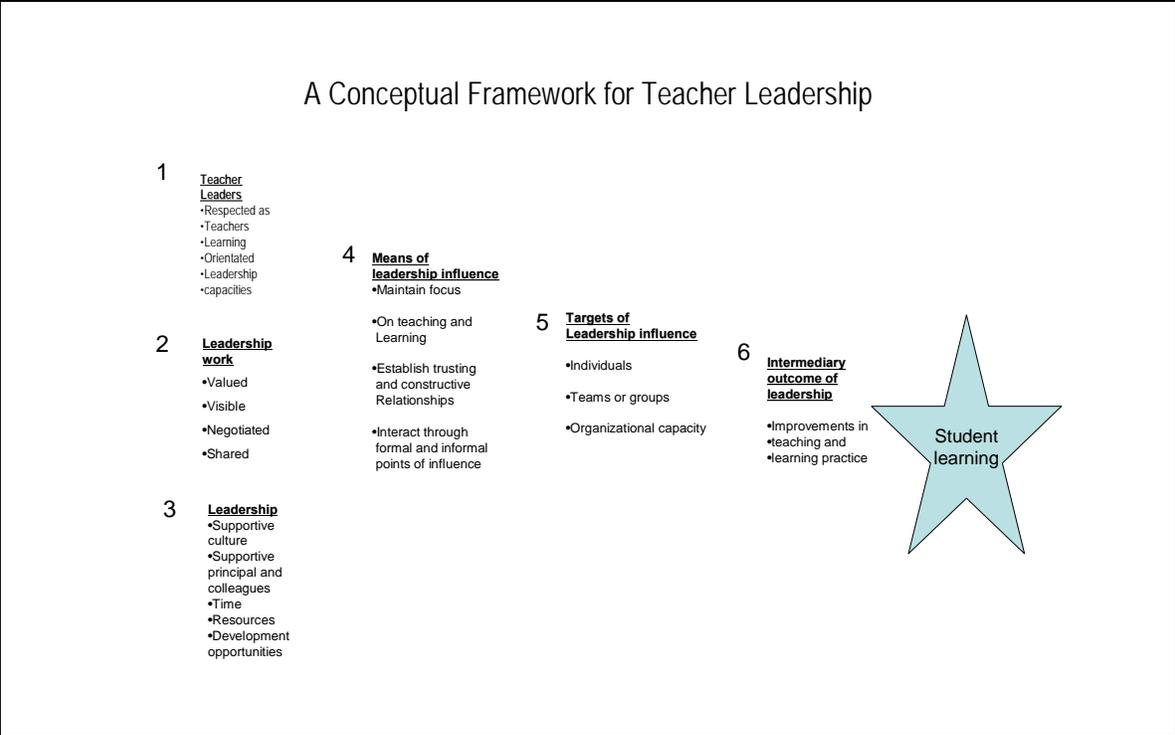


Figure 2.5 A conceptual framework for teacher leadership (York-Barr & Duke 2004:289)

The framework suggests a pathway towards achieving high student achievement. The first three components form the foundation of teacher leadership and describe the conditions that would enable teacher leadership practices in schools: (1) they are respected as teachers, want to learn leadership skills and have the capacity to develop such skills; (2) their leadership work is valued by peers, visible in the school, continually negotiated through feedback and assessment and shared among teachers; and (3) the culture within the school supports teacher leaders, supervisors and colleagues encourage leadership and teachers are provided the time, resources and opportunities to develop leadership skills.

When these conditions in the school are provided, teacher leaders are in the position to (4) focus on the teaching and learning process and establish trusting and constructive relationships. This could take place in both formal and informal situations and by collaborating on a continuous basis with peers, school leaders

and managers, influence is build and skills are shaped. The kinds of work that teacher leaders engage in are called 'targets of leadership influence' (5). This may include adequate continuous professional development, the establishment of collaborative team structures within the school and or focusing on organisational capacities such as policies and the allocation of resources that can contribute to improved teaching and learning in the classroom. The final component of the framework (6) refers to the outcomes of enhanced teacher leadership, namely improved teaching and learning practices. This may include outcomes such as creating positive learning relationships between teachers and students and among students, establishing classroom routines and expectations direct student energy, engaging students in the learning process and improving curricular, instructional and assessment practices. All of these ultimately result in high levels of student achievement (York-Barr & Duke 2005:288-289).

The context necessary for the emergence and nurturance of teacher leadership, as referred to by York-Barr and Duke in their conceptual framework for teacher leadership, will form an important part of this research project, as educators' perceptions of their school cultures will be assessed (cf 4.2.1.7; cf 5.4.1.9).

In providing an environment in which teacher leadership could flourish, the principal is a significant role player. The role of the principal, as reflected in a conceptual framework, will be discussed in the last part of this chapter.

## **2.9 THE ROLE OF THE PRINCIPAL IN TEACHER LEADERSHIP**

Katzenmeyer and Moller (2009:20) state that there will be considerable implications for principals and school management teams (SMT's) with the emergence of teacher leadership. Principals will need to accommodate and facilitate new ways of power sharing, become more aware of the relationship between school-based leadership and school outcomes, become co-learners with teacher leaders to enhance classroom practices and also acquire skills and expertise in developing both parallel and teacher leadership. Except modelling

effective leadership strategies and skills, principals and school management teams will need to create a supportive environment for the nurturance of teacher leadership by removing barriers, providing necessary resources and communicating effectively with all relevant role-players.

Although principals and members of school management teams will be respondents in this study, the focus of this research is not specifically on the role of the principal or the SMT. Therefore the following information on the role of the principal in parallel leadership will be included to provide the reader with an overview of an important component of the teacher leadership equation.

Crowther *et al.* (2009:74-79) propose a framework which implies a new role for principals to achieve school success in the twenty-first-century, a role which could be as exciting and welcome as teacher leadership is for teachers. This role emphasises the central importance of the school as a generator of new knowledge to build its capacity; it reinforces the image of teaching as a leading profession; as well as contributes to principal effectiveness.

Crowther *et al.* (2009:70) refer to the two separate educational value systems which have shaped the evolution of the principalship, namely the bureaucratic and democratic theory. In the view of issues such as clarity of purpose, accountability and duty of care, the place of bureaucratic theory in defining the role of the principal is still valid in the twenty-first century school. Hoy and Sweetland (2001:296; Adler & Borys 1996; Hoy & Miskel 2001) note the origins and continuing importance of bureaucratic theory in educational management and leadership:

Like it or not, schools are bureaucracies – they are structures with hierarchy of authority, division of labour, impersonality, objective standards, technical competence and rules and regulations. The dark side reveals a bureaucracy that alienates,

breeds dissatisfaction, hinders creativity and demoralizes employees. The bright side shows a bureaucracy that guides behaviour, clarifies responsibility, reduces stress and enables individuals to feel and be more effective.

The theory of democracy in schooling, on the other hand, is also of importance. Mulford (2004:639) states that “deep democracy involves respect for the work and dignity of individuals and their cultural traditions, reverence for and proactive facilitation of free and open inquiry and critique, recognition of interdependence working for the common good, the responsibility of individuals to participate in free and open inquiry, and the importance of collective choices and actions in the interest of the common good”. Katzenmeyer and Moller (2001:27) extend this line of thinking by including leadership as “a democratic community [which] assumes that all participants are equal and contribute through their participation. This matches our notion that all teachers should assume leadership roles within the school.”

Crowther *et al.* (2009:70) assert that the concept of parallel leadership, grounded in the values of shared purpose, mutual trust and allowance for individual expression, and also its links with enhanced organisational and community capacity-building, represents key principles associated with a democratic practice. Their concept of meta-strategic leadership appears to be closely linked to both bureaucratic and democratic traditions and will be discussed in the next section.

### **2.9.1 The principal’s five meta-strategic functions**

The functions of the principal are responsive to the challenges of both enabling bureaucracy and significant democracy. It is however of importance to note that none of the functions is easily realized without shared leadership with teachers (Crowther *et al.* 2009:80). These functions are:

- to envisage inspiring futures;

- to align key institutional elements;
- to enable teacher leadership;
- to build synergistic alliances; and
- to build culture and generate identity.

According to Leithwood and Riehl (2005), the first function of the educational leader is to play a significant role in the generation and establishment of a shared vision which is inspirational, futuristic, educational and reflective of the school's contextual features. Vision statements need to meet the following criteria, namely:

- they need to be developed within the school community;
- they need to be widely endorsed; and
- they need to provide a vehicle for shaping school-based educational practices and enhancing school outcomes (Crowther *et al.* 2009:74).

This function of the principal's role will require moral courage, intellectual ingenuity and well-developed collaborative capabilities (cf 2.8.2).

Crowther *et al.* (2009:76; cf 2.6) argued that when organisations are aligned both internally and externally, they develop enhanced identity, effectiveness and value-adding capability. Harris (2004:1) referred to the impact of the alignment function of meta-strategy as follows: "Effective principals impact on the achievement levels of students through a mediating influence on the work conditions, functions and practices of teacher leaders". School outcomes are postulated to be high when the following elements are interrelated in the school:

- the school's vision and values;
- the expectations and aspirations of the school's various communities;
- the school infrastructures (e.g. use of space, time, curricula, technologies);
- the school's priority pedagogical practices; and
- the school's professional learning strategies (Crowther *et al.* 2009:76).

As the teaching profession has not yet reached the maturity for teacher leadership to be a self-sustaining entity and education systems to have found ways to recognise, nurture and promote teacher leadership, the role of the principal in advancing the cause of teacher leadership, promoting the professional image of teachers, democracy and the successful revitalisation of schools is of significant importance. Crowther *et al.* (2009:77) emphasises the importance of principal direct intervention in facilitating teacher leadership which has the potential of enriching the work of the principal in various dynamic ways.

Crowther *et al.* (2009:78) refers to the synergistic alliance building role of the principal in demonstrating to their different communities how new knowledge is created and how that could be linked to other community-building initiatives and problem-solving processes. This role is closely linked to the model of distributed leadership developed by Harris (2008:4), as referred to in a previous section (cf 2.6). Three examples of productive alliances were identified, namely:

- consortia – schools pool their resources to gain a benefit which they could not acquire alone;
- joint ventures – several schools pursue an opportunity that requires a special capacity from each; and
- value chain partnerships – organisations in different industries with different complementary skills link their capabilities to create value for ultimate users.

The meta-strategic function of distinctive culture building was seen by Crowther *et al.* (2009:80) as an important leadership response. This entails the public assertion of definitive values as the basis for a school's core operations and also its ongoing analysis of the values dimension of school processes and activities. It can be asserted that these meta-strategic functions provide a sound basis for principals to lead their schools in an era of major social and technological transformation, in close collaboration and partnership with teacher leaders. The

question now is: What is the role of the principal in enabling the development and maturation of teacher leadership?

### **2.9.2 Enabling teacher leadership: the seven challenges**

Individuals in leadership roles exercise considerable influence in determining the success of change initiatives in general and work redesign efforts in particular. The role of the principal in teacher leadership was highlighted by Blegen and Kennedy (2000:4) who state that “the greatest influence on teacher leadership is the principal” and Barth (2001:448) who captured this by stating “principals are crucial to the health and performance of teacher leaders”.

Murphy (2005:131) asserts that the emergence of teacher leadership necessitate a redefining of working relationships in schools between principals and teachers, which implies changes in the traditional roles of the principal. Four sets of activities were highlighted, namely for principals to examine and reset their understanding of their leadership role, building and reinforcing the interpersonal dimension of the principal-teacher relationship, redefining power in the school and reconfiguring structures to support these new, productive relationships and effective teacher leadership.

In their research, Crowther *et al.* (2009:80) identify seven broad challenges that principals will encounter in their developmental work with teacher leaders, namely:

- to communicate strategic intent;
- to incorporate the aspirations and views of others;
- to pose difficult-to-answer questions;
- to make space for individual innovation;
- to know when to step back;
- to create opportunities from perceived difficulties; and
- to build on achievements to create a culture of success.

By communicating educational purpose both public and professional, strengthened by words and deeds and by also encouraging teachers and students to develop their own personalized versions of the school motto, principals demonstrate that visioning is an important strategy for all leaders, both practicing and aspiring, whether they are in formal or informal leader roles. This will also enhance professional respect for the position and role of the principal.

It is of importance that the principal creates a climate in which leadership potential, specifically those of teachers, is encouraged, acknowledged and nurtured. By creating a participatory environment, where 'anyone can lead', commitment and trust are build and role players in the school community are motivated to contribute. In the generation of new knowledge, the principal's proficiency in the area of communication is of immense importance. He or she needs to facilitate professional dialogue, implement careful listening, synthesize messages and accommodate diverse value systems (cf 2.8.2).

By posing difficult-to-answer questions, the principal takes the position of 'leader of the future' by questioning and raising consciousness, rather than inculcation imposition of dictates (Crowther *et al.* 2009:83). In this manner individual expression, which is fundamental to parallel and teacher leadership, is valued and respect for individuality is highlighted. In encouraging questioning and creative thinking, the principal lays the foundations for the emergence of leaders who might otherwise remain obscured and for the development of new insights and understandings that would not otherwise be possible.

Case studies done by Crowther *et al.* (2009:84) revealed three ways in which principals encourage innovative action and nurture teacher leadership by creating an environment of trust, security and confidence:

- to act as mentor to identified individual teachers or a small group of teachers for leadership of priority school projects;

- to encourage staff members to nominate colleagues to develop creative ideas and then provide the support for them to follow through on their ideas; and
- to support teacher teaching and learning initiatives by offering advice in relation to overcoming infrastructural barriers and to link the initiatives to the school vision.

By facilitating change from within the school, the principal aligns the key school processes (vision, teaching practices and infrastructure); broadens the leadership capacity of the school; enhances the stature of teachers; and contributes to sustained school success (Crowther *et al.* 2009:85). As the concept of empowerment is inseparable from teacher leadership, Argyris and Schon (1979) states that principals, who would like to see their schools develop as learning organisations, have to empower their teachers in meaningful ways. In facilitating teacher empowerment and encourage distributed, parallel and teacher leadership, stepping back is a critically important capacity for principals to develop. This implies a mature professional stance from the principal that may present as a major challenge on an individual basis as well as within the dominant conceptions of principalship.

Crowther *et al.* (2009:87) advocate an educational environment in which the principal's role contains a significant culture-building dimension. In order to create educational opportunities from errors and difficulties, a 'no blame' climate, in which processes, not people, are scrutinized when things go wrong, is of immense importance. This is more important in a setting where leadership is distributed and held together by trust and shared purpose. The effects of having a focus on opportunities, rather than difficulties are:

- the efforts of agitators can more easily be turned to advantage;
- creative thinking and problem solving are encouraged; and
- underlying institutional barriers are highlighted and professional dialogue is increased.

Again, Crowther *et al.* (2009:88) advocate that schools develop a culture of celebration of their achievements. In doing so, a culture of hope, aspirations, recognition of success and directing students towards success, is developed. This may provide potential teacher leaders with concrete experience in transposing their personal values into symbols that might enhance the school's distinctiveness and identity. Figure 2.6 provides a summary of the principal's role in enhancing teacher leadership.

**Communicate a clear intent**

Engage in futuristic thinking activities

Articulate and justify personal value positions on school-specific and other educational issues

**Incorporate the aspirations and ideas of others**

Demonstrate confidence in teachers' contributions to school visioning and valuing processes

Explore with teachers the alignment between strategic goals and teaching and learning goals

**Pose difficult-to-answer questions**

Adopt a motto such as "Leaders of the future will be people who know how to ask rather than tell."

Heighten the level of professional dialogue and critique regarding "hidden" educational practices

**Make space for individual innovation**

Create opportunities for individual entrepreneurship

Encourage identification and confrontation of institutional barriers to teacher leadership

**Know when to step back**

Demonstrate trust in the concepts of teacher leadership and parallel leadership

Attest to the central place of teachers' pedagogical work in school planning and decision making

**Create opportunities out of perceived difficulties**

Describe ways in which new knowledge has been created out of problem situations

Draw attention to examples of thinking outside the box

**Build on achievements to create a culture of success**

Cite examples of "Success breeds success" in school initiatives

Explore with staff the concept of teachers as guardians of the school culture

Figure 2.6 Summary of the principal's role in promoting teacher leadership  
(Crowther *et al.* 2009:93)

In addition to the challenges and role of the principal described in the afore-going section, the principal also has a role to play in promoting teacher leadership. Murphy (2005:141) refers to the following five functions, namely to craft a vision and delineating expectations for teacher leadership in the school, identifying and selecting teacher leaders and linking them to leadership opportunities, legitimizing the work of teacher leaders, providing direct support, developing the leadership skill set of teacher leaders and managing the teacher leadership process at school level. Katzenmeyer and Moller (2001:90) place continuous professional development at the core of these functions by stating that in the area of teacher leadership, professional development is the key component in all efforts to deepen leadership in schools. The focus of professional development is to provide teacher leaders with support and training to develop new skills and abilities. The development of teacher leaders was included in this research project by assessing the professional development needs of educators in the area of teacher leadership (cf 3.10; cf 4.2.1.5; cf 5.4.1.7).

Schools are situated within a larger organisation, the school district. The principal sets the tone for change in the school. Decision-makers at district level influence the teaching and learning processes in schools and thus set the tone for change in schools. The district has a role to play in teacher leadership. That role will be explored in Chapter 3 (cf 3.7).

To conclude: In this chapter evidence has been provided that teacher leadership *is* embedded in a distributed leadership perspective and closely linked to the distributed and parallel leadership models. Furthermore a variety of definitions had been reviewed and analyzed and the dimensions of these definitions were identified. These included that teacher leaders lead within and beyond the classroom, contribute to a community of learners and leaders, influence others towards improved practice and accept responsibility for achieving outcomes. From the *Teachers as Leaders Framework*, which serves as a theoretical framework for teacher leadership and provides information on the goals, roles

and characteristics of teacher leaders, similarities between distributed and teacher leadership are evident. Similarities include having a shared vision, working collaboratively with others, striving toward pedagogical excellence, ownership of and commitment to developmental processes and the fact that leaders have expert, rather than formal authority.

Both a conceptual and theoretical framework had been established and teacher leadership can be viewed as a professional construct providing for the development of leadership practices which are distributed, shared and democratic. The conceptual framework for teacher leadership offers clear guidelines for the improvement and expansion of teacher leadership practices in schools. Specific focus is placed on the conditions that would enable and sustain teacher leadership. The ultimate goal of leadership practices is to improve student outcomes. Significant links between teacher leadership and the concepts *professional learning community* and *emotional intelligence* had also been highlighted.

The principal, the school management team, the school governing body and the district have significant roles to play in the promotion of teacher leadership. It is evident that for the principal to establish a shared vision in collaboration with all role-players, align the school both internally and externally, enable teacher leadership, build alliances and establish a healthy school culture for teacher leadership, he/she will encounter many challenges. In supporting the cause of teacher leadership, the district needs to set the tone for change, with the most important tasks of modelling democratic leadership practices and creating a climate in which teachers will be motivated, skilled and committed to embark on leadership activities, to allow schools to be courageous, take risks and develop new ways of working together and provide for adequate professional development opportunities.

## **2.10 SUMMARY**

It is evident that the time has come for new leadership models to be introduced in educational institutions. Distributed leadership, more specifically parallel and teacher leadership may be the answer to a re-conceptualization of leadership in education. Empirical research of the past twenty years and ongoing work with teachers and schools culminated in a theoretical framework for teacher leadership to guide schools into a new paradigm of deep democracy and collaboration. In this manner the potential and expertise of each teacher and staff member can be utilised in the best interest of every individual professional, the school organisation, as well as to the benefit of each learner. For this to become a reality, districts have to provide the leadership, legislation and resources for teacher leadership, principals and school management teams have to be orientated towards and prepared for teacher leadership, school structures and cultures will need to be analyzed and teachers should be provided with relevant continuous professional development in the area of teacher leadership.

As every school is a unique entity and decentralised leadership and management in schools are possible, schools are in the position and have the human resources and potential to transform teaching and learning in a sustainable and effective manner. In order to further substantiate the importance and relevance of teacher leadership, the next chapter will provide a detailed review of the literature on specific aspects of teacher leadership, as relevant to this study. These aspects will include the origins of teacher leadership; the roles, responsibilities, characteristics and capabilities of teacher leaders; readiness of and preparation of teacher leaders for teacher leadership; the benefits of and barriers to teacher leadership; and the role of the principal, school management team, district and policy makers in teacher leadership.

## CHAPTER 3

# TEACHER LEADERSHIP IN INTERNATIONAL PERSPECTIVE: THE ORIGIN, BENEFITS AND RESPONSIBILITIES OF ROLE PLAYERS

Until spaces are made for teacher leadership and the culture is created to support teacher leadership, there will be few stories of successful....teacher leadership.

(Silva *et al.* 2000:802)

### 3.1 INTRODUCTION

In the previous chapter the first aim of the study was addressed, namely to clarify the concept teacher leadership and essential related concepts (cf 1.3; cf 2). Definitions of teacher leadership, which will guide this study, as well as a detailed theoretical and conceptual framework developed over the last two decades were presented. Teacher leadership is strongly based within a distributive, participative, collegial, transformational and organisational leadership perspective (cf 2.4.2). Teacher and parallel leadership practices are closely linked and the important role of school principals to enable and realise the potential of human resources available in schools was emphasised (cf 2.9).

Effective school leadership is widely accepted as one of the key determinants of achieving whole school development and improvement. The relevance and importance of the SSE and WSE processes in the South African context, in conjunction with other policies, as vehicles to enable leadership, and more specifically teacher leadership activities, are evident (cf 1.1). International literature is clear about the indirect impact of effective leaders on school effectiveness and student outcomes (Muijs & Harris 2003:1; Day, Sammons, Harris, Hopkins, Leithwood, Gu, Penlington, Mehta & Kington 2007:125; Berry, Daughtrey & Wieder 2010:9). Sergiovanni (2001) found that the quality of teaching strongly influences levels of student motivation and achievement, whilst the quality of leadership is paramount in teacher motivation and the quality of teaching in the classroom. Fullan (2002: x) asserts that the school leader's

“efforts to motivate and energize disaffected teachers and forge relationships among otherwise disconnected teachers can have a profound effect on the overall climate of the organisation” (cf 1.1).

However, despite the shift towards leadership as empowerment, transformation and community building, the ‘great man’ theory of leadership prevails in schools as organisational structures, remains largely unchanged and continues to see leadership as equal to status, authority and position (Darling-Hammond, Bullmaster & Cobb 1995:103; Collarbone 2005:827; Crowther 1997:5). Recent studies of effective leadership, consistently found that authority to lead not be located in the person of the leader, but can be dispersed within the school in between and among people (Macbeath 2005:365; Day *et al.* 2007:87; Harris 2002). This implies that leadership practices for today’s schools are a distributed entity that is primarily concerned with and facilitated through human interactions. The spotlight is on ‘interpersonal networks’ and ‘the interaction not the act becomes the basic building block of organisational leadership’ (Donaldson 2001:7; Ogawa & Bossert 1995:236; cf 2.6).

Muijs and Harris (2003:2) refer to distributed or teacher leadership which is well developed in countries such as the USA, Canada and Australia and grounded in research evidence. As this model of leadership represents a redistribution of power and a re-alignment of authority within the organisation, teachers are given authority and they are empowered to lead. By working and learning together, they create and refine their own meaning and a shared purpose or set of goals are developed. Hopkins (2001) suggests that where such conditions are in place, leadership is a much stronger internal drive for school improvement and change. This is congruent with the notion of distributed, shared, collective and teacher leadership, where the distinction between leaders and followers becomes less obvious and opportunities are created for all teachers to become potential leaders at various times in different situations (Muijs & Harris 2003:2; cf 2.5). In the United Kingdom, and also in South Africa, the conventional notion of

leadership tends to prevail, which is associated with a role of responsibility and is viewed as a singular rather than a collective endeavour (Muijs & Harris 2003:1). Although the concept of teacher leadership is strongly developed in the USA, the attempt of this review is to report findings from an international perspective.

The review of the research literature in this chapter is undertaken to address the second aim of the study (cf 1.3). The focus is the interrogation of the international research literature relating to the following aspects of teacher leadership:

- the origin of teacher leadership;
- the roles and responsibilities of teacher leaders;
- the characteristics and abilities of teacher leaders;
- the role of the principal and school management team;
- the role of the district;
- the benefits of teacher leadership;
- the barriers to teacher leadership;
- continuous professional development programmes for preparing teachers for teacher leadership; and
- the implications of teacher leadership for policy makers.

### **3.2 THE ORIGINS OF TEACHER LEADERSHIP**

The origins of teacher leadership can be attributed to a number of sources. According to Maxfield *et al.* (2008:2), a growth of research studies since the 1980's showed that individual school buildings are the most promising focus for fostering instructional improvement. This led to a growing focus on the principal's leadership role in improving student learning in the school. Superintendents became aware of the importance of the principal being skilled in leadership, as well as playing an active role in decision-making processes which would contribute to school development. The literature on the principal as instructional leader developed from there (Lambert 1995; Wasley 1992) and then the literature about teacher leadership started to emerge (Angelle 2007; Crowther, Kaagen,

Ferguson & Hann 2002; Danielson 2006; Katzenmeyer & Moller 2001; Lieberman & Miller 2004; Murphy 2005; York-Barr & Duke 2004). It was, however, evident that the principal could not be an expert in all areas, as affirmed by Brown (2008:29), "Given the expanded roles and responsibilities of principals, it is crucial that district and school administration cultivate teachers to successfully share leadership responsibilities". By fostering teacher leadership, the principal has access to more minds, hearts and hands to address the complex task of improving learning for everyone. Leadership has thus evolved from a personal characteristic to an organisational one, from an individual function to a collective function (Elmore 2000:15). Historically teachers had to make a choice between being a teacher or and administrator. At this stage, the shift from some teachers with defined leadership roles to many teachers with leadership responsibilities was emerging. Businesses and companies learnt during the years that the distribution of responsibility to lower levels of the hierarchy enables organisations to draw on the knowledge, talents and skills of a large proportion of staff. This concept was easily extrapolated to school districts (Maxfield *et al.* 2008:2).

Silva *et al.* (in York-Barr & Duke 2004:260) describe the evolution of teacher leadership in three waves. In the first wave teachers served in formal, individualized roles, for example department heads, union representatives. They fulfilled an administrative function which served to ensure the effectiveness of an existing system and not to bring about change in the practice. The second wave intended to tap from teacher instructional expertise and they were appointed to roles such as mentors of new teachers, curriculum leaders and or staff developers. The third wave focused on the re-culturing of schools, where teacher leaders and their instructional expertise could be utilised. Instructional improvement could be promoted within an organisational culture where collaboration and continuous development were embraced and teachers were acknowledged as primary creators and re-creators of school culture.

Pounder (2006:533) suggests a possible fourth wave of teacher leadership during which teachers would be viewed as transformational leaders in schools, who embrace both classroom and university contexts. For this to be realised a fundamental system transformation would be crucial. Wells and Maxwell (2010:2) emphasise that systems thinking is a key element in creating districts where leadership is shared and cultures are dynamic and interconnected.

It is evident that the notion of systems thinking are being endorsed by scholars, researchers and superintendents, thus by considering all elements, internal and external factors, that may have an impact on learning, it is a task too large for one person and requires the involvement of everyone in decision-making if a school is to achieve the goal of developing as a learning organisation. Drucker (1992:108) articulated this notion: “Every enterprise has to become a learning institution and a teaching institution. Organisations that build in continuous learning in jobs, will dominate the 21<sup>st</sup> Century”.

In a comprehensive literature review, York-Barr and Duke (2004:255) refer to the increased recognition of teacher leadership, the expanded roles teacher leaders take on and the hope for the difference that these contributions could make in school improvement. Katzenmeyer and Moller (2009:121) assert that the variety of roles and responsibilities increases as schools and school systems recognise the value of teacher leaders in improved student outcomes.

The extent to which teacher leadership in South African schools are practised, appears to be limited and restricted (Grant, Gardner, Kajee, Moodley & Somaroo 2008:1). It is also apparent that the evolution of teacher leadership in South African schools is trapped in the second wave, where teachers are involved in leadership, but mainly in their classrooms, to a lesser degree beyond their classrooms and substantially less in relation to school-wide and community issues.

During the evolution of teacher leadership, various definitions emerged in the literature (cf 2.8). After considering all these definitions, it was concluded that teacher leaders are teachers who take on leadership roles and responsibilities inside and outside the classroom, develop new, collaborative relationships with the principal, school management team and colleagues, empower themselves and others and influence others towards realising a shared vision for improved teaching and learning in the school. Teacher leadership can be achieved within an enabling school environment where it is valued, developed, nurtured, supported and rewarded. The question now is: What are the roles and responsibilities of teacher leaders?

### **3.3 ROLES AND RESPONSIBILITIES OF TEACHER LEADERS**

The literature review completed by York-Barr and Duke (2004:266) suggests that teacher leadership is practised through a variety of formal and informal positions, roles and channels of communication. Leadership practices, possibilities and opportunities are numerous and varied. The following dimensions of practice were identified: coordination; management; school or district curriculum work; professional development of colleagues; participation in school change or improvement; parent and community involvement; contributions to the profession; and pre-service teacher education.

A number of different roles suggested for teacher leaders further explain the distinctive nature of the leadership activity. These roles, according to Katzenmeyer and Moller (2001:11-12), separate into the three leadership functions:

- *Leadership of students or other teachers:* facilitator, coach, mentor, trainers, curriculum specialist, creating new approaches, leading study groups;
- *Leadership or operational tasks:* keeping the school organised and moving towards its goals through roles as Head of Department, action researcher, member of task forces;

- *Leadership through decision-making or partnership:* membership of school improvement teams, membership of committees, instigator of partnerships with business, higher education institutions, district offices and parent-teacher associations.

Gehrke (1991:2) identified similar functions of teacher leaders, namely:

- to improve their own classroom teaching on a continuous basis;
- to organise and lead reviews of school practice;
- to provide curriculum development knowledge;
- to participate in in-school decision-making;
- to offer in-service training to colleagues; and
- to participate in the performance evaluation of teachers.

Crowther *et al.* (2002: xx) completed a study and focused on “illuminating the work of extraordinary teachers whose impact on their schools and communities had won the acclaim of their principals and colleagues”. On the basis of their findings, a framework for teacher leadership, capturing the essence of how teachers lead, regardless of position or title, was developed. The refined framework which emanated from their research has characteristics of a role-based model and is grounded in a worldview that schools are social systems that have clearly defined roles and expectations and are managed and worked by individuals with personalities and needs-dispositions. Teachers perform highly complex, formal educational functions in conjunction with, and on behalf of, their peers and their principals (Crowther *et al.* 2009:4; cf 2.8).

The *Teachers as Leaders Framework* describes teacher leaders as conveying convictions about a better world; facilitating communities of learning through organisation-wide processes; striving for pedagogical excellence; confronting barriers in the school’s culture and structures; translating ideas into sustainable systems of actions; and nurturing a culture of success (Crowther *et al.* 2009:3; cf 2.8.2).

Harris (in Muijs & Harris 2003:5) postulates four discernable dimensions of the teacher leadership role: the brokering, participative, mediating and relationship building role. The brokering role, as central responsibility of the teacher leader, concerns the way in which the teacher translates the principles of school improvement into classroom practices. This ensures that links within the school are secure and that teachers have maximum opportunity for meaningful development. The participative role refers to the teacher leader's collaborative approach to assist, guide and work with other teachers to achieve a collective goal. This approach is invitational, inclusive and enhances teacher ownership. As teacher leaders are important sources of information and expertise, they also need to draw on additional resources and expertise if required. This will represent the mediating role of the teacher leader. The final and most important role of the teacher leader is that of building close relationships with individual teachers through which mutual learning takes place.

In their literature review, Muijs and Harris (2003:6) summarise the role of the teacher leader as follows: Teacher leaders are expert teachers who spend the majority of their time in the classroom, but also take on different leadership roles at different times and work in close collaboration with their peers. The motivation for this is to transform schools into professional learning communities and to empower teachers to become involved in decision-making processes in the school and in this manner contribute to democratic practices in the school.

Some authors reflect on the role of teacher leaders and are of the opinion that teacher leaders take the place of senior management, while others view them as working in collaboration with senior management. Barth (1999) refers to the following roles of teacher leaders, which are traditionally undertaken by members of the senior management team of the school, namely choosing textbooks and instructional materials; shaping the curriculum; setting standards for student behaviour; deciding on tracking; designing staff development programmes;

setting promotion and retention policies; deciding school budgets; evaluating teacher performance; selecting new teachers; and selecting new administrators.

Grant *et al.* (2008:9) identified four zones in which teacher leadership might occur, namely in the classroom, outside the classroom working with teachers and learners in curricular and extra-curricular activities, outside the classroom in whole school development activities and leading between neighbouring schools in the community. The majority of teachers believed that they critically reflect on their teaching with the purpose of improving their classroom practice; although teachers were involved in curricular activities, as well as extra-curricular activities, the majority of them did not provide curriculum development knowledge to colleagues nor did they lead in-service sessions and neither did they participate in peer performance evaluation. With reference to zone 3, teachers only defined themselves as leaders when participating in school level decision-making on the issue of learner discipline. Little evidence was found for teacher leadership in zone 4 beyond some involvement in cluster meetings and extra-mural activities.

Teachers assume roles as administrators, district leaders, school board members, department chairs, team and grade leaders and heads of curriculum committees. Gordon (2004) argued that these roles can be incorporated into three models, namely the

- lead teacher model;
- multiple leadership roles model; and
- every-teacher-a-leader model.

In the lead teacher model, teachers assume leadership roles in either grade level or subject area team leadership positions and these roles may include advising teachers, staff development and or teacher mentoring. The multiple leadership roles model provides for different school level specialists to fulfil specific leadership roles for example those of peer coaches, action researchers,

beginning teacher mentors, teacher trainers and programme developers. Finally, the every-teacher-a-leader model provides for the principal distributing leadership responsibilities to all teachers in the school.

A recent study, done by Horton *et al.* (2009:78), found that the roles and responsibilities that teacher leaders most often assume, relate to using data, providing professional development to teachers and enhancing school-wide instructional improvement. Teacher leaders also reported that the ability to collaborate, coordinate and communicate with individuals inside and outside the school, are crucial capabilities in fulfilling their roles. It was evident from the study that the leadership role of teacher leaders is centred on instructional improvement and relative to teaching. The most significant roles were those of developing opportunities to improve student motivation and achievement and working collaboratively during professional development activities.

The literature highlights the central role of teacher leaders as one of supporting peers to experiment with new ideas and to encourage them to take on leadership roles (Lieberman 1987:403; Snell & Swanson 2000:7; Muijs & Harris 2003:7). Research has consistently underlined the importance of strong collegial relationships based on mutual trust and support, for collaboration, the development of collective ideas, change and school improvement to take place.

A study which was completed by Acker-Hocevar and Touchton (1999:26) described the work of teacher leaders as “within and across school boundaries and structures to establish social linkages and networks among their peers and within the community”. The teachers who participated in the study described the means through which they accomplished change, namely advocacy, fairness, enabling others, teacher professionalism, relationships and innovation. Hargreaves and Fink (in Harris 2008:58) emphasise the importance of collaboration among teachers for successful school re-structuring and school

improvement to occur and asserted that “collaboration and networking are the means of achieving system-wide transformation”.

Teacher leadership represents a distributed model of leadership in which power is re-distributed and authority dispersed within the school and teaching community and therefore moves away from hierarchical to collegial control. This federal view of leadership, according to Muijs and Harris (2003:8), is both tight and loose: tight on values, but loose on the “freedom to act, opportunity to experiment and authority to question historical assumption”.

It can be concluded that according to the literature, teacher leaders fulfil a variety of formal and informal leadership roles and responsibilities, exercise a variety of leadership practices and use different channels of communication. In relation to the roles teacher leaders take on, three models, namely lead teacher, multiple leadership and every-teacher-a-leader were discussed. Three leadership functions, namely leadership of students and colleagues, operational tasks and leadership through partnership were identified and the brokering, participative, mediating and relationship building roles, as dimensions of the teacher leader’s role, were highlighted. The *Teachers as Leaders Framework* (Crowther *et al.* 2009:3) provides a role-based model with clearly defined roles and expectations which serves as goals for principals, school management teams and teacher leaders to aspire to. The roles and responsibilities of teacher leaders were linked with professional learning communities, collaborative decision-making, improvement and democratic practices in schools.

Although knowledge, skills and attitudes are important for teacher leadership, it is necessary to point out that behavioural and trait approaches to leadership are incomplete because situational and context dimensions are often ignored and insufficient attention is devoted to cognitive, moral and collaborative aspects of leadership (Crowther *et al.* 2002:32). However, while there is no particular set of characteristics that can be used to describe the teacher leader, it is evident that

the work of successful teacher leaders reflects a combination of significant professional values and processes and distinctive personal convictions and capabilities. These will be discussed briefly in the next section.

### **3.4 CHARACTERISTICS AND ABILITIES OF TEACHER LEADERS**

York-Barr and Duke (2004:268) list characteristics of teacher leaders as reported in the literature. The characteristics of teacher leaders as teachers, and those as leaders, are listed separately to emphasize that teacher leaders seem to come from the ranks of effective classroom teachers:

As teachers, teacher leaders demonstrate significant experience in their teaching fields and excellent teaching skills (Fullan 1994; Katzenmeyer & Moller 2001; Lieberman *et al.* 1988; Sherrill 1999); have extensive knowledge of teaching and learning, curriculum and content area (Fullan 1994; Katzenmeyer & Moller 2001; Lieberman *et al.* 1988; Sherrill 1999; Yarger & Lee 1994); have a clearly developed personal philosophy of education (Katzenmeyer & Moller 2001); are creative, innovative, seekers of challenge and growth, take risks, lifelong learners and have enthusiasm for teaching (LeBlanc & Shelton 1997; Wilson 1993; Yarger & Lee 1994); assume individual responsibility for actions (Crowther *et al.* 2002; Yarger & Lee 1994); are respected and valued colleagues, viewed as competent (Acker-Hocevar & Touchton 1999; Little 1988); show sensitivity and receptivity to the thoughts and feelings of others (Yarger & Lee 1994); are cognitively and affectively flexible (Yarger & Lee 1994); are hard-working, able to manage workload; and have strong administrative and organisational skills (Lieberman *et al.* 1988; Wilson 1993).

As leaders, teacher leaders build trust and rapport with colleagues, establish solid relationships, work collaboratively, influence school culture through relationships (LeBlanc & Shelton 1997; Lieberman *et al.* 1988; Sherrill 1999); are supportive of colleagues, promote growth among colleagues (Lieberman *et al.* 1988; Wilson 1993); are effective in communicating, including good listening

skills (Yarger & Lee 1994); handle conflict, can negotiate and mediate (Weiss, Cambone & Wyeth 1992; Yarger & Lee 1994); have the ability to deal with process, effective group processing skills (Lieberman *et al.* 1988; Yarger & Lee 1994); have the ability to assess, interpret and prioritise district and teacher needs and concerns (Sherrill 1999); show solid understanding of organisational diagnosis and of the 'big picture' issues in an organisation; and can envision impact of decisions made by administrators and teachers (Acker-Hocevar & Touchton 1999; Lieberman 1988).

A variety of analysts (O'Conner & Boles, in Killion 1996; Hatfield, Blackman & Claypool 1986; Liebermann *et al.* 1988) provided representative examples of skills found in the teacher leader toolkit. When tested against the research of other analysts, four broad domains of skills emerged, namely visioning, interpersonal, collaborative and management skills. Snell and Swanson (2000:10) maintain that vision is essential for teacher leadership. The teacher leader needs to articulate a 'clear view of a better world' for education and for children (Crowther *et al.* 2009:11), and have an understanding of school and district operations (Harrison & Lembeck 1996:113) in order to match local needs and capabilities (Lieberman *et al.* 1988:158) and solve problems in context (Katzenmeyer & Moller 2001:88).

Strong interpersonal skills are also at the core of teacher leadership (Snell & Swanson 2000:3). Yarger and Lee (1994:229) assert that the key skills of the teacher leader are the ability to work with colleagues and that these social interaction skills distinguish effective teachers of teachers, from effective teachers of children. Elements include skills such as being proactive, confident, assertive and clear communication with adults (Crowther 1997:12); fluency in communicating with multiple constituents (Harrison & Lembeck 1996:113); being visible in the school (Leithwood, Jantzi, Ryan & Steinbach 1997:21) and to bring out the best in others.

Other interpersonal skills include adeptness at solving problems, resolving conflicts, negotiating rough terrain; leading diverse participants to shared decisions; building trust and rapport and knowing how to be strong, but caring and compassionate (Lieberman *et al.* 1988; Smylie 1996; Yarger & Lee 1994; Lieberman 1987:403).

The third skill domain, collaborative proficiencies, includes being proactive in their search for and creation of opportunities for collaboration (Snell & Swanson 2000:13); modelling collegiality as a mode of work (Wasley 1991:25); employing interactive skills to develop network support (Crowther 1997:12); developing a 'critical mass' of support for change and building support among administrators (Miller *et al.* 2000:7). Snell and Swanson (in Murphy 2005:73) state that collaboration prefers cooperation over competition and transparency and accessibility over privacy and signals that collective work offers the promise of solving complex problems.

The final domain of skills which define teacher leadership, relates to administrative proficiencies. These may include managing time, prioritising, delegation of tasks and authority, taking initiative, monitoring progress and coordinating strands of work taking place in the school (Lieberman *et al.* 1988:158). Skills in confronting and overcoming human and structural barriers, building supportive structures, securing and using resources and to conduct an organisational diagnosis are also important proficiencies for the teacher leader (Murphy 2005:73).

Danielson (2008:1) refers to the skills that teacher leaders will need, namely to:

- recognize an opportunity and take initiative;
- mobilise people around a common purpose;
- marshal resources and to take action;
- monitor progress and adjust the approach as conditions change;
- sustain the commitment of others;

- anticipate and deal with negativity; and
- use evidence and data in decision-making.

In this section some of the distinctive convictions and capabilities of teacher leaders were highlighted. From studying the literature it became evident that teacher leaders display specific characteristics when they operate as teachers and other specific characteristics when they are fulfilling leadership roles. It can be concluded that four significant skills areas are representative of a teacher leader's toolkit, namely visioning, interpersonal, collaborative, and management or administrative proficiencies.

In order for teachers to assume the roles and responsibilities of teacher leaders, they have to reach a stage of readiness. Teachers' readiness for teacher leadership might be influenced by a variety of factors. These will be discussed in the following section.

### **3.5 TEACHER READINESS FOR TEACHER LEADERSHIP**

In their ongoing work in schools, Katzenmeyer and Moller (2001:70; 2009) focus on developing teacher leaders and they suggest factors that influence a teacher's readiness to assume the role and responsibilities of a teacher leader. These factors include excellent professional teaching skills, a clear and well-developed personal philosophy of education, being in a career stage that enables a teacher to give to others, having an interest in adult development and being in a personal life stage that allows time and energy to assume a position of leadership. Many of the readiness factors imply that teacher leadership is best suited for teachers in mid career and midlife, assuming that such teachers also demonstrate high levels of teaching competence. Three key descriptors are suggested to support districts, principals and school management teams to identify potential teacher leaders: competency, credibility and approachability (Katzenmeyer & Moller 2009:14).

Although teacher leadership research is a relatively unknown area of research in South Africa, Grant *et al.* (2008:1) reported on a study in relation to teachers' perceptions and experiences of teacher leadership, in a delegated rather than distributed leadership framework. The results of the study suggested that teachers perceived themselves to have the ability to lead, that the ability to lead is not gender dependent and that leadership and decision-making should be shared and did not belong only to those in official positions of power. The study interestingly supported the research of Katzenmeyer and Moller (2001:80) by providing evidence for teachers to resist teacher leadership from other teachers due to egalitarian values.

In order to raise awareness about teacher leadership, individual or group discussions could be helpful. An individual teacher's awareness about his or her potential for leadership could be highlighted in a conversation or the potential of colleagues could be recognised within such a conversation. Answering the following questions may indicate a readiness of teachers to explore their own development as leaders and support the development of their colleagues: 'Am I a teacher leader?', 'Do I have the potential to be a teacher leader?', 'What characteristics do teachers need to have to become a teacher leader?' and 'Which of my colleagues might also be identified as leaders?' (Katzenmeyer & Moller 2009:15).

The Teacher Leadership Readiness Instrument (TLRI), as developed by Katzenmeyer and Moller (2001:49-52), will be used in this study to determine educators' readiness for teacher leadership in schools in the Eden and Central Karoo Education District (cf 4.2.1.6; cf 5.4.1.8).

In a group setting The Teacher Leadership Readiness Instrument (TLRI) provides an indication of participants' individual and collective perceptions of leadership and their readiness for teacher leadership. It serves as an activity to enhance participants' self-knowledge in relation to readiness for teacher

leadership, but also to generate discussion and determine how much agreement there is amongst the group regarding dimensions and dynamics of leadership.

Readiness for teacher leadership is indicated by participants' attitudes, values and beliefs which parallel those related to teacher leadership, for example they contribute to a community of learners and leaders, influence others toward improved practice and accept responsibility for achieving outcomes (Katzenmeyer & Moller 2009:6; cf 4.2.1.6).

It can be concluded that readiness for teacher leadership can be indicated by a teacher's attitude, values and beliefs in relation to tenets of teacher leadership, but also his/her competency, credibility and approachability. These are reflected in the teacher's professional teaching skills, personal philosophy of education, career and life stage and interest in adult education. These readiness aspects are closely linked to the four role dimensions of teacher leaders, namely the brokering, participative, mediating and relationship building, as previously discussed (cf 3.3).

Teacher leaders in schools need the support of other role players. In the next section attention will be shifted to the role of the principal and school management team.

### **3.6 THE ROLE OF THE PRINCIPAL AND THE SCHOOL MANAGEMENT TEAM IN TEACHER LEADERSHIP**

The relationship established between teacher leaders and their principals is consistently identified as a strong influence on teacher leadership (Barth 2001; Childs-Bowen, Moller & Scrivner 2000; Crowther *et al.* 2002; Hart 1994; Kahrs 1996; Lieberman 1988; Little 1988). The obligation of school leaders to enable teacher leadership, to provide them with opportunities to innovate, develop and learn together, is of significant importance (cf 2.9). Barth (2001:448) states the

significant role of principals in promoting teacher leadership by stating that “good principals are more hero-makers than heroes”.

York-Barr and Duke (2004:273) summarised the literature of ways in which principals can promote teacher leadership in their schools. It is important to note that these suggestions are not the result of empirical study. The principal could:

- build a school culture and environment which is conducive to teacher leadership, including both formal structures and informal behaviours (Bishop, Tinley & Berman 1997; Kahrs 1996; Lieberman 1988);
- expect leadership, relinquish authority, trust and empower teachers, include others, protect teacher leaders from their colleagues, share responsibility for failure and give credit for success (Barth 2001);
- redefine the role of the principal from instructional leaders to developer of a community of leaders (Troen & Boles 1994);
- create opportunities for teacher to lead; build professional learning communities; provide quality, results-driven professional development; and celebrate innovation and teacher expertise (Childs-Bowen *et al.* 2000);
- provide a school environment in which teachers engage in reflective practice and can implement ideas that grow from reflection (Terry 1999);
- pay attention to the change process and to human relationships, listen well, communicate respect, perpetuate ongoing dialogue about teaching and learning, and encourage teachers to act on shared visions (Conzemius 1999); and
- offer “diligent, supportive, visible and frequent reinforcement of the real power of teacher leaders” (Hart 1994:494-495).

Danielson (2008:1) emphasises the critical role that school administrators will play in developing teacher leaders and indicated that they need to:

- embrace a culture of risk-taking;
- demonstrate democratic norms;

- treat teachers as professionals;
- ensure opportunities for teacher involvement in school governance are present;
- introduce mechanisms for proposing ideas;
- offer time for teacher collaboration; and
- present opportunities for skills acquisition.

The work of Leithwood and Jantzi (1990) provides descriptions of how school leaders could provide opportunities for teachers to participate in decision-making processes and lead school development. School leaders can:

- distribute the responsibility and power for leadership widely throughout the school;
- share decision-making power with staff;
- allow staff to manage their own decision-making committees;
- take staff opinion into account;
- ensure effective group problem solving during staff meetings;
- provide autonomy for teachers;
- alter working conditions so that staff have time for collaborative planning;
- ensure adequate involvement in decision-making related to new initiatives in the school; and
- create opportunities for staff development (Leithwood *et al.* 1999:811-812).

Buckner and McDowelle (2000:36) refer to the role of the principal in enabling teacher leadership by saying that to identify, develop and support teacher leaders in school, the principal need to encourage teachers to become leaders, help teachers to develop their leadership skills and provide positive and constructive feedback. Childs-Brown *et al.* (2000:45-49) highlight the importance of principals to provide the infrastructure, create opportunities for teachers to lead, to build professional learning communities and to celebrate creative ideas and teacher expertise.

The following dimensions were found to be of importance in supporting teacher leadership in schools. Firstly, Barth (1999), Seashore Louis, Kruse *et al.* (1996) and Ovando (1996) similarly found that time should be made available for teacher leadership to be successful. Time to plan together, build teacher networks and visit classrooms is important. Boles (1992) identified the following factors for teacher leadership to flourish: the support of the principal, significant communication and administration skills, an understanding of organisational culture and a re-examination of traditional patterns of power and authority in school systems.

Secondly, in order to develop their teacher leader role, opportunities for continuous professional development should be created. Katzenmeyer and Moller (2001:46) highlight professional development for teacher leaders which should focus on ongoing improvement of teaching skills, involvement in school decision-making and professional development of others, as well as aspects specific to their leadership role. Leading groups and workshops, collaborative work, teaching adults and action research should be incorporated in professional development activities. The researcher strongly agree with Hackney and Henderson (1999) who advocates that principals and teachers should participate in professional learning together in order to minimise the boundaries between the two leadership groups. This will lead the way for all school staff members to participate in truly democratic school structures.

Thirdly, it is of significant importance to prepare teacher leaders with excellent interpersonal skills. The following skills were identified by Lieberman, Saxl and Miles (2000) in their study of teacher leaders, namely:

- to build trust and rapport with colleagues;
- to undertake organisational research through data collection;
- to understand and manage change processes;
- to utilise resources (people and equipment) in the pursuit of common goals, managing their work; and

- to build skills and confidence in others.

Pellicer and Anderson (1995) and Snell and Swanson (2000) add the following to the list of skills:

- to assist colleagues plan instruction and make curriculum decisions;
- to assist colleagues improve their teaching;
- peer coaching;
- to demonstrate high levels of pedagogical and subject knowledge;
- to work with others in a collaborative manner;
- to reflect on own practices; and
- to empower themselves and others.

A final dimension, of importance in supporting teacher leadership in schools, concerns teachers' motivation to participate in teacher leader activities. It is evident that both intrinsic and extrinsic rewards are of importance, should this significant source of leadership energy be fostered. Muijs and Harris (2003:20) refer to the intrinsic rewards obtained through teacher leadership, as shown by research, namely increased effectiveness, influence and collegiality. Due to the increased responsibility of the role, they suggest that a form of remuneration or reward is of essence. Support for teacher leadership will be discussed in more detail later in the chapter.

By advancing the concept of parallel leadership, principals and teacher leaders often engage in new roles (Crowther *et al.* 2009:74-80). Teachers assume primary responsibility for leading improvement in teaching and learning, whilst the principals assume primary responsibility for strategic leadership, involving alignment of resources to support improvement in teaching and learning. The new role of the principal comprises of five functions and is shaped into a meta-strategic framework for principal leadership. The functions are:

- to establish an inspiring, shared vision and foster acceptance of group goals;

- to align key institutional elements;
- to enable teacher leadership;
- to build synergistic alliances; and
- to focus on distinctive culture-building and identity generation (cf 2.9.1).

Performing these new roles may pose difficulties to principals. Crowther *et al.* (2009:80-89) highlight the seven challenges for school principals in enabling teacher leadership:

- to communicate strategic intent;
- to incorporate the aspirations and views of others;
- to pose difficult-to-answer questions;
- to make space for individual innovation;
- to know when to step back;
- to create opportunities from perceived difficulties; and
- to build on achievements to create a culture of success (cf 2.9.2).

Katzenmeyer and Moller (2001:85) sum up the role of the principal in providing supportive conditions, in encouraging shared leadership and nurturing teacher leadership roles within professional learning communities as follows: “School principals who devote energy to teacher leadership make capital gains in their own power. More is accomplished, students do better, the community is less critical of the school and teachers are more satisfied. The result is better use of people and this in turn influences student outcomes. Teacher leadership benefits the principals and the teachers, but most important, it benefits the students in the building.”

The role of the principal, in collaboration with the school management team, is clear. They should provide the infrastructure, climate and conditions; create opportunities for teachers to lead; build learning communities; and celebrate teacher expertise. In addition, they should provide time, continuous professional development and intrinsic and extrinsic rewards to motivate teachers to assume

leadership roles and responsibilities. The new roles of principals and school management teams, reflecting strategic leadership practices, may present with challenges.

In order for school principals and school management teams to enable, enhance and sustain teacher leadership activities, they will need the support of the district and its officials. This is to be investigated in the following section.

### **3.7 THE ROLE OF THE DISTRICT IN TEACHER LEADERSHIP**

The influence of decision-makers at district level is paramount and has the potential to impact on the entire school system. According to Maxfield *et al.* (2008:4), the principal's enthusiasm to utilise teacher leadership in the school, will depend on three factors, namely:

- the extent to which a principal has been trained in the concept of teacher leadership;
- the extent to which district officials embrace the concept of teacher leadership and encourage its support; and
- the extent that the teacher union embraces the concept of teacher leadership as well as the concept of teacher leadership that it favours.

It was further highlighted by Senge (1990) that it is important for all leaders at all levels of the organisation to be focussed on the goals and working toward them, to enable a chief officer to achieve the goals that he/she is committed to. A recent study completed by Leithwood and Jantzi (2008:26) focusing on the extent to which district leadership and district organisational conditions impact on school leader efficacy, emphasise the importance of a holistic approach. Four dimensions of district leadership practice were highlighted, namely to provide a vision for the district organisation, to provide opportunities for capacity building, to put structures and cultures in place which foster collaborative work and to manage the instructional programme of the district.

Katzenmeyer and Moller (2009:141) note that although teacher leadership is becoming more widely recognised, many schools and districts still do not understand and are hesitant to promote, or are not committed to teacher leadership. In South Africa, teacher leadership is only slowly emerging. The question is: What should change in terms of policy, practice, norms, organisational structures and use of resources to enable teacher leadership?

Muijs and Harris (2003:14-15), in their review of the literature, refer to the role of policy makers, which include the school district:

- to create a climate which will promote teachers' motivation, skill and commitment to assume leadership roles and responsibilities in school level innovation and change;
- to allow schools to take risks and work together in new ways;
- to support research efforts to monitor the effectiveness of different types of collaboration or networking, as differentiated approaches to collaboration within and between schools may be necessary due to the considerable variability in the individual needs, contexts and internal capacity of schools;
- to provide guidance in relation to the most productive ways of collaboration;
- to encourage schools to create a climate which will enable and sustain teacher led improvement; and
- to provide professional development opportunities.

In forwarding the cause of teacher leadership, these aspects should be incorporated into relevant policy, the strategic plan of the district, the circuit and the individual school's improvement plan.

Katzenmeyer and Moller (2009:157) envisage the important role of the school district. The district should be committed to instituting teacher leadership by

- understanding the concept;

- increasing the awareness of teachers themselves of their leadership potential;
- providing for the development of teacher leadership;
- career opportunities should become part of the organisational structure, in order for additional leadership responsibilities to be rewarded and recognised as legitimate;
- a comprehensive compensation plan should parallel multiple career paths; and
- the school context should reflect working conditions in which teachers can develop and be sustained in leadership roles.

Of importance for the district is, therefore, to legitimise the efforts of developing teacher leadership by establishing relevant policy. Policy provides a framework for schools, their leaders and teachers to engage in the process of teacher leadership development activities actively and freely, to allocate and request resources for the specific purpose and liaise with district officials to support the efforts. The district is also responsible for the establishment of a district culture for enhancement of teacher leadership, by advocating for teacher leadership, supporting schools' efforts and encouraging teachers, principals and school management teams to invest in teacher leadership (Katzenmeyer & Moller 2009:20). The focus of support is therefore shifting from control and monitor to meeting the needs of schools by supporting schools in developing their own capacities for change. By providing time and materials and engaging in conversation, coaching and problem solving with teachers may be more appropriate than to prescribe and checking up on teachers. In this manner teachers can begin to perceive district officials as a resource and working collaboratively on a professional basis (Katzenmeyer & Moller 2001:15).

It is evident that prospects for teacher leadership will be directly influenced by district practices, values and policies. Little (1988:102) emphasises the need for

enabling policies for teachers to believe that they are empowered when their actions were to be protected by formal policies.

Katzenmeyer and Moller (2001:90) refer to the abundance of evidence in school reform literature, indicating that professional development is the main link between policy and practice. The role of the district in building teacher quality through teacher leadership professional development activities is highlighted by Childs-Brown *et al.* (2000:32), and of significance is that these activities should not be confined to the individuals assuming new roles, but also to include the peers, as their support is of importance for teacher leadership to flourish.

A brief overview of studies that point to the superintendent's and district's role in encouraging instructional leadership on the part of the principal and those that mention the role of the superintendent in fostering teacher leadership will be discussed.

Murphy (2005:145) emphasises the role of the district in providing professional learning opportunities for teacher leadership to become part of the culture of schools and referred to studies, which consistently demonstrated if these opportunities are not provided teachers will not learn to effectively assume leadership roles and it may result in failure and despair (Lieberman & Miller 1999:91; Smylie 1996:575; Mitchell 1997:13; Little 1988:98). In addition, two additional resources – material and human capacity and time - are also critical in the supportive framework bracing teacher leadership. The district has an important role to play in facilitating these resources.

The district also has a role in providing incentives and recognition for teacher leadership work. Hart (1994:492) refers to recognition which will energise teacher leaders, namely the “actions of persons of status and influence” which carry considerable weight; and the importance of peer acceptance and

recognition which could negatively affect the development of shared leadership should it be absent (LeBlanc & Shelton 1997).

Ash and Persall (2000:17) refer to the role of the district in developing principals as chief learning officers, which contributes to the establishment of leadership in the district as a distributed responsibility with teachers. Spanneut and Ford (2008:29) reflect on the superintendent's role in encouraging principals to "grow people" by providing training sessions for principals to learn to be instructional leaders; to learn to develop professional learning communities; and to foster teacher leadership. King (in Maxfield *et al.* 2008) emphasises the need of district leaders to be receptive of the views of teachers and other staff members, but did not mention the concept of teacher leadership as a vehicle for that purpose. White (2007:58) referred to the study of Waters and Marzano (2006) that has found "a substantial and positive relationship between district-level leadership and student achievement when the superintendent, district office staff and school board members share the leadership role with boards, administrators and teachers".

Firestone and Martinez (2007:32-34) conducted a study to learn more about the distribution of leadership in different districts and gained two useful insights. Firstly, teacher leaders could complement district leadership efforts and contribute to an overall district reform effort by procuring and distributing resources, monitoring progress and developing people. It was evident from the research that district officials lead from their position of formal authority, using the curriculum and testing to exercise influence, whilst teacher leaders worked on a more personal level, attempting to cultivate necessary relationships with others. The second insight was that district may be in the position to have more impact on teaching than had been thought in the past. Of importance was the implementation of a long-term programme of professional development, which was combined with a variety of leadership tasks, as well as in-class support to implement changes.

The preliminary study done by Maxfield *et al.* (2008:11) confirmed what the literature states about teacher leadership, namely, that district leaders are significant to the success of promoting teachers leadership within the district. The study also aligned with the literature regarding the importance of a variety of knowledge, skills and dispositions of building teacher leadership, as well as placing teacher leadership front and centre among various district initiatives. The importance of a trusting relationship between role players was highlighted, as well as the importance of the district official to be a knowledgeable instructional leader, an expert on best practice and the process of change.

The study also aligned the knowledge, skills and dispositions listed, within the literature about change in professional learning communities. In promoting teacher leadership, trust, advocacy, support, vision, consistency of action, acknowledgement of personal factors and shared decision-making are important considerations.

Maxfield *et al.* (2008:6) states that literature on the negative effects of superintendent behaviour on the fostering or expansion of teacher leadership seemingly does not exist. The researchers conclude by stating: “A new vision for democratic participation in schools would mean that leaders lead powerfully when they distribute leadership”. The relevant question to ask, specifically in the South African context, is: Should there be a way of nurturing democracies in schools, how do we train and retrain principals, superintendents and other district personnel to let go of the reins and allow these democracies to flourish?

Katzenmeyer and Moller (2009:142) reflect on the role of district leaders in the future and state the importance of engaging teachers as legitimate partners in substantive decision-making. In their study (Katzenmeyer & Moller 2009:139), Andrew Davis, an English teacher leader, reflected on the challenges of school districts by stating:

Part of the dilemma facing school districts that find themselves confronting previously unimagined challenges is not only learning how to use teacher as part of the leadership team that transforms our schools, but knowing with at least a limited degree of certainty what they are getting with 'teacher leaders', particularly if funding for these positions is to ever become sustainable.

Teacher leaders should also receive the time and resources to mentor potential and new teacher leaders in an effort to build leadership capacity throughout the system.

In conclusion, the district has to set the tone for change and be a role model in demonstrating democratic leadership. In the researcher's opinion, change needs to happen on district level first and the focus of support should be shifted from control and monitor to supporting schools in building their own capacities for change. Training and development of district officials in relation to new conceptions of education leadership practices are crucial. This should be sanctioned and legitimised by the relevant education department on provincial and national level through clear policy.

The role of the school district in promoting teacher leadership includes embracing the concept, advocating for and encouraging its support in schools. The district needs to establish relevant policy and provide the necessary resources. Continuous professional development opportunities, time, incentives and development of principals and school management teams are some of the key aspects that need to be addressed by the district.

With the support of the district, principal, school governing body and school management team, teacher leadership can benefit the teaching and learning process in many ways. The benefits of teacher leadership will be explored in the following section.

### 3.8 THE BENEFITS OF TEACHER LEADERSHIP

Barth (1988:132) states, “When teachers are enlisted and empowered as school leaders, everyone can win”. Smylie (1992:53) refers to the ‘logic of benefits’ chain that defines teacher leadership and is linked together in reciprocal relationships: the professionalisation of teaching, the strengthening of the school organisation, and the promotion of classroom and school improvement. This is illustrated by Figure 3:1.

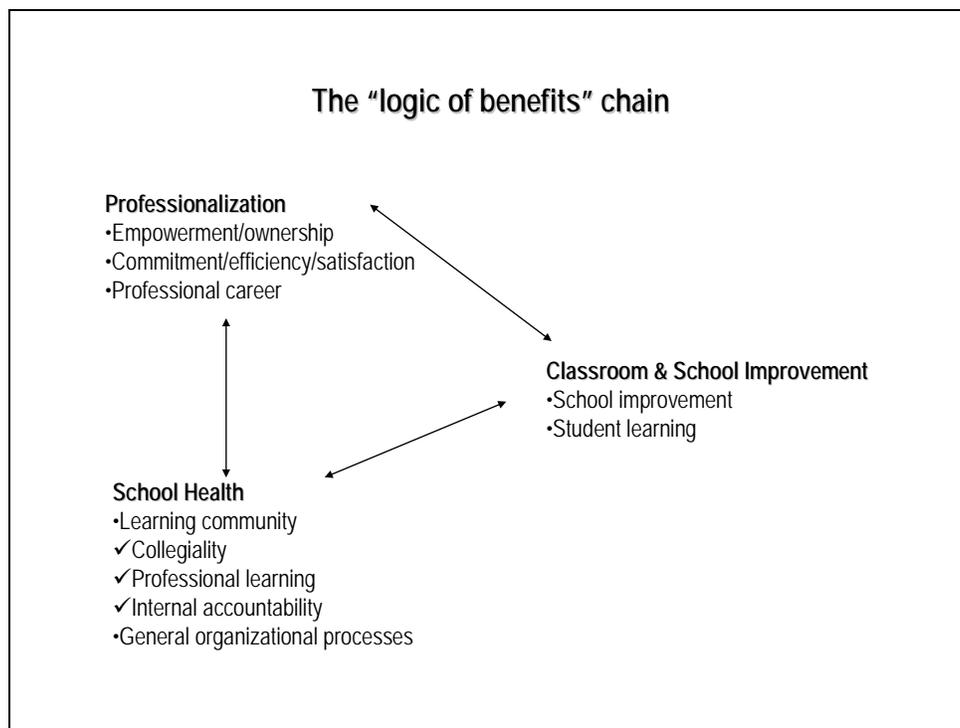


Figure 3.1 The embedded logic of teacher leadership (Murphy 2005:51)

The benefits of teacher leadership, as reflected in the literature, will be discussed by using this framework. Murphy (2005:50; Midgley & Woods 1993; Stone, Horejs & Lomas 1997) analysed the impact of teacher leadership and found that it strengthens the professional nature of teaching for both the individual educator and teaching as an occupation. According to the literature, teacher leadership raises teachers' sense of empowerment (Klecker & Loadman 1998:367; Wall & Rinehart 1997), expands teachers' professional status (Smylie & Denny 1989:4),

supports local autonomy (Whitaker 1997) and control so that teachers can realise their professional potential (Katzenmeyer & Moller 2001:16). Smylie (1996:574) reported that substantial evidence exists that the new teacher leadership roles alter authority relationships in schools and districts and increased teachers' influence over curricular and instructional, as well as administrative matters. As schools gain more authority, decisions affecting personnel, curriculum and the use of resources can be made by the people who are in the best position to make them (Clune & White 1988:3). Broad-based involvement in decision-making promotes participation in the formulation of collective viewpoints and a general sense of ownership and responsibility (Etheridge, Valesky, Horgan, Nunnery & Smith 1992:10; Barth 1988; Lindelow 1981). Ownership is crucial for sustainable school improvement efforts and reform (Copland 2003:3).

According to Murphy (2005:53), empowerment and ownership impact on organisational processes and outcomes through their influence on three important variables, namely commitment, efficacy and satisfaction/motivation. As teachers show a greater level of support for decisions in which they have meaningfully participated (Burke 1992:39), teacher leadership is a promising antidote to 'drift and detachment' (Duke 1994:255), reduces alienation (Carnoy & MacDonnell 1990) and promotes a sense of connectedness (Short & Greer 1989). This, in turn, nurtures commitment to organisational decisions (Duttweiler & Mutchler 1990; Smylie 1992) and to the organisation itself (Smylie & Denny 1989). Commitment leads to teachers to work harder to implement decisions (Imber 1983; Rothstein 1990; Smylie 1992) and to take greater responsibility for activities (Burke 1992; Katzenmeyer & Moller 2001).

Teacher leadership also enhances teachers' individual and collective (Smylie *et al.* 2002:170) sense of efficacy (Lieberman 1992; Morris & Nunnery 1994), professional confidence (Duttweiler & Mutchler 1990:35; Rallis 1990) and self-esteem (Wasley 1991:25). This will enable teachers to perceive themselves as

better able to promote change (Smylie *et al.* 2002:169) and to produce better academic results (Burke 1992).

Finally, it is suggested that the elevated levels of commitment and efficacy resulting from autonomy and empowerment, will enhance the motivation (Hart 1990:504), morale (Keiser & Shen 2000:118) and satisfaction (Conley 1997:331; Leithwood *et al.* 1997; Katzenmeyer & Moller 1996:1) of teachers.

In relation to the benefits of teacher leadership on teaching as a professional career, Murphy (2005:54) reported that there are indications in the research that teacher leadership promotes the professional development of teaching as a career (Crowther *et al.* 2002; Troen & Boles 1994; Yarger & Lee 1994; Hart 1994), fosters professional recognition, involvement (Little 1987:497) and opportunities (Hatfield 1989:11). Teacher leadership also has a major role to play in the recruitment, retention, motivation and rewarding of teachers. By acknowledging teachers' expertise and contributions and providing opportunities for growth and influence, these objectives could be realised (Hart, in York-Barr & Duke 2004:259). Crowther *et al.* (2002:10) conclude that teacher leadership is indicated as strategy to "dramatically reshape the status of the teaching profession".

The second link in the 'logic of benefits' of teacher leadership focuses on organisational health, where two trends are identified, namely the emergence and reinforcement of aspects of learning communities and improvements in general organisational processes such as decision-making and change. It is asserted that teacher leadership leads to the development of professional learning communities and a more 'democratic and communal school system for schools and schooling' (Hart 1995:10-11) are created where cooperation, cohesion, collaboration and collegiality will expand (Fay 1992; Hart 1994; Morris & Nunnery 1994). Barth (2001:445) states that "the most reliable, useful, proximate and professional help resides under the roof of the schoolhouse with

the teaching staff itself". Teacher perspectives, as shared with management, could result in more effective decision-making. It reduces the amount of teacher isolation often found in schools (Manthei 1992:2) and supports closer cooperation between teachers and administrators (Smylie & Denny 1989:11). The development of learning communities via teacher leadership nurtures democracy (Barth 2001; LeBlanc & Shelton 1997), which in turn provides a model of a democratic society for students (Blegen & Kennedy 2000:5). Personal and professional growth (Wigginton 1992:171) and an increased sense of accountability (Boles & Troen 1996:52; Katzenmeyer & Moller 2001:38) are significant outcomes of professional learning, thus it is of importance to encourage and nourish potential leaders.

The positive outcomes of teacher leadership and participation in decision-making are evident from the following studies. Glover, Miller, Gambling, Gough and Johnson (1999:331-344) found that leadership was more effective where subject leaders and department heads were more involved in decision-making processes; Pellicer and Anderson (1995) similarly found that most effective schools were representative of a shared approach towards leadership between teachers and heads; Rosenholtz (1985) and Sickler (1988) reported a decrease in teacher absenteeism and an increase in school effectiveness in schools where teachers were involved in decision-making; and Wong (1996) found that strong collaborative teacher-principal leadership resulted in significant improvement in student learning and achievement. A study done by Jones (1997) found no relationship between shared decision-making and improved teacher effectiveness.

Muijs and Harris (2003:11) highlight the importance of democratic leadership in schools by stating that if schools are to support democratic values and encourage students to become critical and active citizens in society, schools should model democracy through collaborative and democratic leadership. Blegen and Kennedy (1999) point out the powerful impact of actions, rather than

what is said. Thus, for schools to foster democratic learning, would require moving away from traditional top-down management and leadership towards a shared, distributed and collaborative leadership practice where teachers are actively involved in management and leadership activities in and amongst schools.

In relation to general organisational processes, the literature asserts that teacher leadership increases involvement, broadens dialogue, establishes a more diverse information base (Burke 1992:39; Broyles 1991:39), stimulates creativity (LeBlanc & Shelton 1997:33) and thus contributes to an enhanced decision-making process in schools, which are more responsive to community and student needs (Duttweiler & Mutchler 1990:42). Teacher leadership furthermore contributes to 'institutional capacity building' for the organisation to function effectively (Smylie 1995:4; Crowther *et al.* 2002; Frost & Durrant 2003; Whitaker 1997). Expanded leadership opportunities allow the school to draw on teachers' expertise and experience (Doyle 2000:15) for school improvement. The literature also highlights the special dimension of capacity building via teacher leadership by referring to attracting and holding teachers (Lynch & Strodl 1991; Smylie 1995, 1996). Katzenmeyer and Moller (2001:32) refer to the importance of creating new leadership roles for teachers to provide challenges and opportunities that some teachers need to remain in the profession, to promote teaching as a more desirable career, to retain outstanding teachers for the complex tasks of school change and to attract bright new teachers.

Lieberman (1996) assert that the participation of teachers in leadership activities and practices may be the most critical aspect of the entire process of change. This view is supported substantially in the literature which avers that teacher leadership "holds the potential for significant school change" (Katzenmeyer & Moller 2001:20; Conley 1997). Teacher leaders are perceived as critical in fostering change, hastening the pace of change (Urbanski & Nickolaou 1997:253; Troen & Boles 1994), overcoming resistance to change (Katzenmeyer & Moller

2001:33), making implementation of decisions more probable (Datnow & Castellano 2002; Short & Greer 1989) and by promoting the development of a culture of continuous improvement (Copland 2003).

The final link in the logic of benefits, as described by Murphy (2005:61), entails the connection between teacher leadership and classroom and school improvement. A significant effect of teacher leadership is the growth and development of teacher leaders themselves. Barth (2001:445) states, "Teachers who assume responsibility for something they care desperately about ... stand at the gate of profound learning". Reviewers of the literature assert that teacher leadership "will bring out the very best in teachers; and the very best from teachers will bring out the very best in the students" (Barth 1988:134). York-Barr and Duke (2004:258) refer to their knowledge and expertise in relation to classroom issues, the school culture and the support they need to do their work to the best of their ability which are at the centre of increasing teacher quality and advancements of teaching and learning. Several writers (Barth 2001; Hart 1995; Lieberman & Miller 1999; Talbert & McLaughlin 1994) refer to the process of creating a more professional work environment in which teacher expertise becomes widely available as teacher leaders model effective instructional practices, encourage others to share best practices, mentor new teachers and collaborate with peers.

York-Barr and Duke (2004:282) refer to additional effects of teacher leadership on teacher leaders, namely further development of leadership skills and organisational practices (Ryan 1999); change and improvement in instructional practices (Ovando 1996; Porter 1986); and minimising the 'drift and detachment' experienced by teachers and increasing the meaning of their work, motivation, as well as higher degrees of engagement (Duke 1994).

Finally, teacher leadership is perceived as instrumental of school improvement (Smylie *et al.* 2002:164), connected to more effective schools and improved

school performance (Stone *et al.* 1997:51). Hargreaves (1991; Little 1990; Rosenholtz 1989) found that collaboration between teachers is a necessary aspect in school improvement and change, as well as a contributory factor to school effectiveness. Teacher leadership, which has at its core shared goals and values, is an important influential factor in generating effective schools (Teddle & Reynolds 2000). Both Ovando (1996) and Katzenmeyer and Moller (2001) suggest that where a democratic leadership model is in place, teachers are in a better position to impact on development and change directly. In a study of over 600 teachers, Taylor and Bogotch (1994) found that teacher participation in decision-making was directly related to school effectiveness. Similarly, a longitudinal study of teachers who had taken on teacher leadership roles in restructuring schools, found that teachers responded positively to their increased participation in decision-making and this directly contributed to school effectiveness (Muijs & Harris 2003:10).

Muijs and Harris (2003:13) refer to the body of evidence that supports the fact that collegial relations and collective practice are at the core of building capacity for school improvement (Hargreaves 1994; Hopkins 2001). Communication and relationships between staff members offer the best indicator of organisational health (Hopkins 2001; De Villiers 2006).

A view of the school as a learning organisation, where professional development and learning are based upon collaboration, co-operating and networking, is of importance in building capacity for school improvement. Research done by Mitchell and Sackney (2000:78) suggest school improvement is more likely to occur where teachers are confident in their own capacity, the capacity of their colleagues and in the capacity of the school to promote professional development.

Teacher leadership also has negative effects on teacher leaders. LeBlanc and Shelton (1997) and Ovando (1996) found that teacher leaders may find it difficult

to switch between the roles of teacher and leader. Stress may result from fulfilling the roles of both a teacher and leader (Porter 1986). Relationships with colleagues can be problematic in two distinct ways: the assigned work of the teacher leader may result in peer relationships that are more hierarchical; and a comfortable, social relationship between peers may shift to include implicit or explicit instructional, professional or organisational expectations (Cooper 1993; Duke 1994; Little 1988; Smylie 1992; Wasley 1991). This may have an impact on whether and if teachers are to be allowed to lead or it may diminish their desire to lead. Weiss *et al.* (1992:350) reported on a significant finding in relation to conflict which was present between, among and within teachers involved in decision-making.

Effects of teacher leadership on colleagues and their classroom practices have been reported by Ryan (1999:26). Teacher leaders supported colleagues in areas such as instructional practice, dealing with challenging students, planning new programmes and offering advice on personal matters. Variables identified as being crucial for teacher leaders, were principal leadership and school cultures. Smylie (1994) concludes that changes in classroom practice are more likely to occur among teachers whose work is redesigned by teacher leaders and also when initiatives are collective, as opposed to individual.

The message from the literature is clear: school improvement is more likely to occur when leadership is distributed and teachers have a vested interest in the development of the school (Muijs & Harris 2003:151; Jackson 2002).

Although research evidence regarding the effects of teacher leadership on student outcomes is relatively scarce, students benefit in many other ways, namely the observation and experience of democratic leadership, higher teacher morale, better decisions about student life, other forms of leadership and the fact that when teachers learn, students learn. Research done by Leithwood and Jantzi (2000:61), which explored the effects of school and teacher leadership on

students' engagement with school, concluded that teacher leadership far outweighs principal leadership, specifically in relation to student engagement, and that the distribution of leadership activity to teachers, would have a positive impact on both teacher effectiveness and student engagement. From their research, Katzenmeyer and Moller (2001) highlighted the impact of teacher empowerment through teacher leadership on teacher self-efficacy in relation to student learning. By communicating realistic expectations to students, achievement is improved. They concluded that "teacher leadership benefits the students in the building" (2001:85-86).

It can be concluded that, although much more quantitative studies are needed to establish a clear relationship between teacher leadership and student outcomes, it is evident from the findings of studies of the last two decades that there is much to be gained from teacher leadership: a richness in benefits that affect students, parents, schools, teacher colleagues and most importantly, the teacher leaders themselves. The most important of these benefits are: increased teacher participation promotes ownership in change initiatives; empowerment and ownership impact positively on teacher commitment, efficacy and motivation; enhanced levels of commitment and efficacy enhance teacher morale and job satisfaction; teacher leadership promotes the growth and professional development of teachers, but also teaching as a career; attracts and holds teachers to fill the leadership gap in the teaching profession; improves organisational climate and health; develops democratic professional learning communities; and is instrumental in school improvement. Teacher leadership practices also result in negative effects, which may serve as barriers to teacher leadership (cf 1.1).

For teacher leadership to flourish, an enabling school culture, context and structure are of significant importance (cf 2.8.2). Barriers do exist at all levels in organisations, are interrelated and need to be identified and resolved. Possible barriers to teacher leadership will be investigated in the following section.

### **3.9 BARRIERS TO TEACHER LEADERSHIP**

In the literature it is argued that teachers would be unable to sustain the conditions for productive development of students if those conditions do not exist for teachers (Silns & Mulford 2002). As teacher leadership surfaces, continuous efforts are needed to resolve issues and remove barriers in the school context to ensure a healthy context for teacher leadership (Katzenmeyer & Moller 2001:124). Hargreaves and Fullan (1998:88) assert that “hope is rooted in the confidence that the direction one is taking, makes sense even if the obstacles seem insurmountable”.

York-Barr and Duke (2004:269) claim that optimal or minimal conditions in three key areas can facilitate or challenge the nurturance of teacher leadership: school culture and context, roles and relationships, and structures. The authors offer a conceptual framework (see Figure 2.5) for improving or expanding a teacher leadership programme in schools. The first three components of the framework describe the conditions for enabling teacher leadership (cf 2.8.2).

Doyle (2000:22) argued that the barriers exist at all levels and clustered them into three broad organisational components, namely:

- structural conditions in schools;
- support for teacher leadership; and
- occupational and professional norms/culture.

These influences are interrelated and cannot likely be separated meaningfully. The three components, as indicated by Doyle, will be used to guide the discussion regarding barriers to teacher leadership, simultaneously it serves as a framework for the study of an enabling school environment, culture and context.

In relation to the structural conditions in schools, Katzenmeyer and Moller (2001) identify one of the main barriers to teacher leadership in the literature, namely structural barriers which concern highly bureaucratic top-down models, with its

hierarchical culture of authority which still dominates in many schools, also in South Africa. Boles (1992) indicates that teachers' ability to take on leadership roles in schools are hindered by their perceived lack of status within their schools, as well as the absence of formal authority. Little (2002) and Magee (1999) found that teacher leadership is dependent upon whether the senior management team sanctions, supports and creates an environment in which real power is handed to teachers, as well as the extent to which teachers accept the leadership of colleagues in specific areas within the school. The results of the study done by Grant *et al.* (2008:10) provided strong evidence that school management teams act as an impediment to teacher leadership as they demonstrate a lack of trust in teacher leadership potential and do not distribute leadership, but instead autocratically control the leadership process. Studies which were done by Singh (2007), Rajagopaul (2007) and Ntuzela (2008) supported the notion of principal and or school management team as barrier to teacher leadership, by controlling decision-making processes and being afraid to delegate authority. Singh (2008:14) found that principals delegated unwanted tasks and administrative work to teachers, while school management teams used formal positions to delegate management and administrative tasks to teachers they perceived as having the expertise for the role, and in the process restrict teacher access based on their seniority, experience and expertise.

Challenges such as overly hierarchical relationships with colleagues, where teacher leaders exercise authority instead of working collaboratively, the appointment of a teacher leader without teacher input and inadequate communication between all relevant parties, as well as traditional top-down leaderships structures, may also hinder the development of teacher leadership (York-Barr & Duke 2005:276).

In their literature review York-Barr and Duke (2005:275-277) summarise structures that can facilitate or hinder the development of teacher leadership:

- structures that support learning and leading as embedded aspects of teachers' roles, for example professional development schools (Darling-Hammond *et al.* 1995);
- site-based, participatory decision-making structures and processes (Fessler & Ungaretti 1994);
- hierarchical structures in schools and districts (Stone *et al.* 1997); and
- access, time and space (LeBlanc & Shelton 1997; Ovando 1996; Troen & Boles 1994).

The structural aspects that could hinder teacher leadership are:

- traditional top-down leadership structures (Institute for Educational Leadership 2000);
- lack of clarity about process and locus of decision-making and channels of authority (Pellicer & Anderson 1995);
- isolation of teachers caused by traditional schedules and structures (Coyle 1997);
- inadequate time for collaboration, learning, leading (LeBlanc & Shelton 1997; Ovando 1996); and
- a lack of incentives or rewards for engaging in leadership activities (Little 1988).

With regard to support for teacher leadership, Frost and Durrant (2003:4) state that, in addition to new structures, “teachers are unlikely to be able to engage in such leadership without a framework of support”. Katzenmeyer and Moller assert that to support teacher leadership, means to understand the concept, to create awareness in teachers of their own leadership potential and to provide opportunities for the development of teacher leadership (2001:123-124). Pellicer and Anderson (1995:8) found that a lack of time, unsatisfactory relationships with teachers and administrators and a lack of money were factors that hinder development.

Murphy (2005:105-117) built on the work of colleagues (Little 1987; Hart & Baptist 1996) and described support under six broad dimensions, namely values and expectations, structures, training, resources, incentives and role clarity.

Barth (2001:446) states that there must be a vision about the “significance of teacher leadership as well as an accompanying set of values that accepts and expects teachers to participate in leadership”. As prospects for teacher leadership will be directly influenced by district practices, values need to be incorporated in formalised policy statements (Lieberman & Miller 1999:28).

The creation of new leadership structures is of importance in supporting teacher leadership. Lieberman (1992:116) argue that “structure must enable teachers to experiment, to talk about what they are learning, and to rearrange resources to support student learning”. Two key issues highlighted by researchers in relation to support structures are the selection processes used to identify teacher leaders (Little 1988:101; Hart 1990:515) and the extent to which teacher leaders continue to teach or are pulled full-time from their classrooms (Katzenmeyer & Moller 2001; Wasley 1991). It was concluded that new structures will be supportive to the degree to which they deepen opportunities for teachers to lead and facilitate school wide leadership (Barth 1988:133). Other examples of support structures are common planning periods, regularly scheduled team or subject-area meetings and judicious use of release time (Little 1987:511). Murphy (2005:108) advocates for the flexibility and endurance of supportive structures to keep key people in those structures over extended periods of time (Copland 2003:29; Murphy & Datnow 2003). Moller (1999) emphasises that it is essential to gain the confidence and support of staff in order to maximise growth and development and to create a sense of cohesiveness.

Due to the facts that teacher leaders have to assume roles for which they have little or no training (Smyser 1995:132), pre-service programmes omit leadership training (LeBlanc & Shelton 1997:34) and district and schools do little to

overcome these initial skills deficiencies, it is evident that much more opportunities in terms of professional learning are needed if teacher leadership is to become part of the culture of schools. Studies consistently indicate the need for professional development to help teachers to more effectively assume leadership roles (Lieberman & Miller 1999:91; Smylie 1996:575; Mitchell 1997:13; Little 1988).

Murphy (2005:110) lists material and human capacity and time as critical resources in the support framework bracing teacher leadership. Ainscow and Southward (1996) found that funding for teacher leadership is most effective when used to purchase other critical resources such as time, training and materials and to provide remuneration for extra work (Engel 1990:45).

Important findings in the literature on the time issue, which is the most significant barrier to teacher leadership, as summarised by Murphy (2005:110-112) are:

- the scarcity of this critical resource (Wasley 1991; Barth 2001:445; Donaldson 2001:12);
- the “plates of good teachers are full” (Blegen & Kennedy 2000:5; Barth 1988:133; Coyle 1997:239; Katzenmeyer & Moller 2001:66);
- teachers who assume new leadership roles end up spending more time than they are contracted for, which contribute to increased stress levels (Wasley 1991:133; Katzenmeyer & Moller 2001:105);
- time for teacher leadership collides with classroom obligations (Hart & Baptist 1996; Hatfield *et al.* 1986; Killion 1996; Leithwood *et al.* 1997; Smylie 1996:548);
- time usage in schools is a key barrier in promoting and developing teacher leadership (Katzenmeyer & Moller 2001:119);
- the more people involved in teacher leadership, the more time is required (Blegen & Kennedy 2000:5);
- extra time which is provided, often proves not to be adequate (Leithwood *et al.* 1997:5);

- to find time for teachers to fulfil leadership roles requires resources (Katzenmeyer & Moller 2001:118); and
- time in the workday must be restructured for it to become a resource (Boles & Troen 1996:59).

Formal scheduled time for the role of the teacher leader is essential and is needed for professional development, to engage in collaborative relationships, to plan extensively for high-level learning and for performing leadership responsibilities (Katzenmeyer & Moller 2001:108). Time can support teacher leadership in a variety of ways: time to learn, time to talk with one another; time to get new materials or make them; time to experiment, reflect, talk about it; time to create, time to deal with the inevitable conflict that comes with a clash of values; time to build collegial relationships where there have been none (Lieberman 1992:161); time to get teacher leadership started (Duke 1994); to develop own set of values and beliefs (Harrison & Lembeck 1996:108); and time to take part in the leadership process (Katzenmeyer & Moller 2001).

Katzenmeyer and Moller (2001:127) assert that “meeting the monetary and non-monetary needs of teachers profoundly affects the chances of making a difference in their willingness to assume leadership roles”. Crowther *et al.* 2002:34) indicate limited and no real incentives for teachers to lead. A study completed by Kahrs (1996:33) indicated that teachers desire recognition in the form of respect, appreciation and accolades for their work as teacher leaders. Katzenmeyer and Moller (2001:124) add the acknowledgement of the importance of teacher leadership within the educational system, as another type of recognition. Two types of recognition were highlighted in individual districts and schools, namely the actions of persons of influence and status which carry significant weight (Hart 1994:492); and peer acceptance and recognition (LeBlanc & Shelton 1997).

Although it is agreed that incentives and rewards should be provided by school districts (Boles & Troen 1996:60), principals should also identify ways to reward teachers in ways teachers will value. Katzenmeyer and Moller (1996:13-14) identified three ways for principals to reward teacher leaders: to provide access to information and resources and give personal time to support teacher leaders; to honour requests for professional development, initiate opportunities for teachers to attend conferences or represent the school at meetings; and to offer time, cover their classes, provide substitute teachers or assign support staff to assist them.

Support in relation to role clarity is needed and the literature highlights two dimensions of role ambiguity and conflict which teachers experience when they assume school wide leadership responsibilities. Firstly, teachers have had difficulty in separating their conventional classroom teacher roles from their additional teacher leadership roles (Odell 1997:120); and secondly the issue of changed working relationships between teacher leaders and their peers (Whitaker 1997:10). The literature, according to Murphy (2005:116), is clear about the consequences of role ambiguity and role confusion: individual teacher leaders have to develop identities and build support from teachers and administrators on a case-by-case basis (Little 1988:92); personal identities often become blurred (Smylie 1996); fears around social sanctions and peer ostracism often surface (Hart 1990:519; Pellicer & Anderson 1995:13; Yarger & Lee 1994); mistrust emerges (Whitaker 1997); confusion forms (Hart 1994); friendships are subject to strain (Little 1990:513); and as norms and understandings change with the introduction of teacher leadership roles, conflict increases and results in teacher leaders experiencing loneliness and isolation (LeBlanc & Shelton 1997:34).

Assistance is not only required to navigate through role conflicts, but also to help teachers negotiate the role overload that accompanies their new work (Broyles 1991; Hart 1995). The following supportive strategies are recommended in the

literature: to facilitate professional acceptance of the existence of teacher leaders in the profession and in schools (Crowther *et al.* 2002:32); to deepen trust among teachers and between teachers and administrators through collaborative work (Blase & Blase 2001; Crowther *et al.* 2002); to tighten expectations and clarify roles by developing specific job descriptions (Miller 1992; Whitaker 1997); and provide teachers with a vision and reliable guidelines to follow (Darling-Hammond *et al.* 1995:104).

The third organisational component, which may hinder the birth and development of teacher leadership, relates to school culture and climate. As the teaching profession is not a profession that values or encourages leadership in its ranks, the current culture in schools represents the norms of privacy, autonomy, equality, egalitarianism and cordiality which could counter interventions to distribute leadership and neutralise attempts to create new roles for teacher leaders to support and work collaboratively with colleagues (Keedy 1999:788; cf 1.1).

Katzenmeyer and Moller (2001:71) state that each school's culture and climate directly encourages or impedes teacher leadership. Smylie (1996:555) refers to the "specific social relationships and norms of individual schools which appear to be more influential than the general professional norms". It is evident that the first dimension towards recognition and promotion of teacher leadership is to establish an appropriate school culture (Bishop *et al.* 1997:78) and to create a school culture, which is committed to provide a supportive environment in which teachers are encouraged to collaborate, to participate in school-site decision-making, to engage in ongoing learning and to reflect upon their pedagogy (Snell & Swanson 2000:2). Harris (2001) emphasises the importance of shared values for teacher leadership to flourish, which are developed through shared pedagogical discussion, observation and team teaching. Studies completed by Zinn (1996) and Little (2000) found that in schools, where collaborative practices

were well established and peer networks were strong, teacher leadership was well supported.

A number of studies indicated the fact that the teacher leaders may be ostracized by colleagues as a significant barrier to teacher leadership. Lieberman *et al.* (2000), Troen and Boles (1992) and Little (2002) reported on teacher leaders who felt isolated and less connected from peers; while teachers were willing to acknowledge a highly effective colleague, they were less inclined to accept the colleague as leader.

York-Barr and Duke (2005) summarised that as far as roles and relationships are concerned, the following are important in promoting teacher leadership:

- colleagues recognise and respect teacher leaders who have subject-area and instructional expertise (Little 1988);
- high trust and positive working relationships exist both among teacher peers and with administrators (Silva *et al.* 2000);
- teacher leadership work that is central to the teaching and learning processes (as opposed to administrative or managerial tasks) is routinely assigned (Hart 1994; Little 1988);
- teacher-leader and administrator-leader domains are clearly defined, including their shared leadership responsibilities (Smylie & Brownlee-Conyers 1992);
- aspects in relation to interpersonal relationships between teacher leaders and the principal are prioritized (Smylie & Brownlee-Conyers 1992);
- recognition of ambiguity and difficulty in teacher leadership roles (Stone *et al.* 1997); and
- principal support for teacher leadership through formal structures, informal behaviour, coaching and feedback (Buckner & McDowelle 2000; Kahrs 1996).

Aspects in relation to roles and responsibilities that may hinder teacher leadership are:

- hierarchical, instead of horizontal relationships with peers, for example teacher leaders exercise authority instead of work collaboratively in learning and decision-making situations (Cooper 1993; Darling-Hammond *et al.* 1995);
- appointment of teacher leader by administrator without teacher input (Wasley 1991);
- change in the nature of relationships between teacher leaders and peers, from social to organisational and instructional purposes (Little 1995);
- ambiguities about teacher leaders' roles and expectations (Ovando 1996; Smylie & Brownlee-Conyers 1992);
- uncertainty about teacher leader versus principal domains of leadership (Smylie & Brownlee-Conyers 1992); and
- inadequate communication and feedback among teacher leaders, principal and teacher staff (Hart 1994).

Murphy (2005:121-122) refers to the following norms about teaching and leading, which could contribute to a lack of enthusiasm for shared leadership in schools, namely the norm of:

- legitimacy, which confirms that teaching is defined as a classroom-orientated and student-centred activity (Doyle 2000);
- the divide between teaching and administration, where teacher leaders have to cross the border and violate the norm of “principals lead; teachers teach” (Barth 2001:445; Whitaker 1997:12);
- managerial prerogative, which refers to the traditional patterns of the principal's authority and autonomy over action outside of classrooms (Smylie 1992:55);
- followership, which refers to the belief that “teachers are followers, not leaders” (Katzenmeyer & Moller 1996:3); and

- compliance, which emphasises that teachers are to comply with the directives from the school hierarchy (Wasley 1991).

In relation to norms about the nature of the work, autonomy, privacy and non-interference, egalitarianism, civility, conservatism and aversion to risk taking are highlighted as aspects of school culture which may hinder the growth and development of teacher leadership (Murphy 2005:123-127). The norm of autonomy again defines the teaching profession and highlights that most teachers (prefer to) work alone and in isolation from their peers (Smylie & Hart 1999:430) and thus sacrifice their “prospects for influence at the school level and beyond” (Urbanski & Nickolaou 1997:245). The norm of privacy and non-interference refers to the ‘culture of privacy of practice’ in which teachers are perceived as self-sufficient in their classrooms, which free them from scrutiny and allows them to make independent judgements about their classroom practice (Little 1988:94; Smylie 1992:63). This culture proves to be detrimental to shared leadership and collaboration. As the egalitarian norm contends that all teachers are equal, teacher leadership introduces status differences in knowledge, skills and initiative, which teachers may experience as socially and professionally illegal (Little 1988:98; Yarger & Lee 1994; Smylie & Brownlee-Conyers 1992:156). The ‘crab bucket culture’ was highlighted as a possible factor that may slow the progress of school improvement. The standard that often impedes on the development of teacher leadership is the norm of civility, which relates to the strong pressure for ‘cordiality’ which prevails in schools (Hart 1990:516). Finally, Murphy (2005:127) refers to the norms of conservation and aversion to risk taking that make it easier for teachers to maintain the status quo in the face of change.

According to the literature review, school culture and context can facilitate teacher leadership when the following are present:

- a school wide focus on learning, inquiry, and reflective practice (Katzenmeyer & Moller 2001);

- encouragement for taking initiative (Katzenmeyer & Moller 2001);
- an expectation for teamwork and shared responsibility, decision-making and leadership (Katzenmeyer & Moller 2001; Pellicer & Anderson 1995);
- teaching professionals being valued as role models (Little 1988); and
- a strong sense of community among teachers that fosters professionalism (Caine & Caine 2000; Talbert & McLaughlin 1994).

School culture and context as conditions which can influence teacher leadership, on the other hand, can be challenged by:

- a lack of clarity about organisational and professional direction and purpose (Duke 1994);
- norms of isolation and individualism (Hart 1994);
- socialisation of teachers to be followers, to be private, to not take on responsibilities outside the classroom (Little 1988; Moller & Katzenmeyer 1996);
- reluctance by teachers to advance and violate egalitarianism norms (Little 1995);
- a view of teacher leadership as career advancement (Little 1995); and
- the 'crab bucket culture' wherein teachers drag each other down instead of supporting and inspiring one another (Duke 1994).

Horton *et al.* (2009:71) conclude from their literature review that more personal challenges could also hinder teacher leadership, for example to balance responsibilities of families, students and leadership responsibilities. The pressure of time, the stress of building new relationships with peers, the possible resistance to change and overall support are key factors in undermining teacher leadership.

In promoting teacher leadership and creating a culture to support teacher leadership, it was suggested that schools and teachers identify and come to terms with factors and forces that might prevent teacher leadership from

germinating and proliferating in their schools and professions. Crowther *et al.* (2009:43-44; cf 4.2.1.4) developed a portfolio of factors to minimize barriers and obstacles to the successful practice of school wide teacher leadership. As a result of their extensive research and work in schools, a recent analysis of barriers to teacher leadership within the teaching profession as well as the school was presented and includes information on ways to overcome the barriers as a result of their extensive research and work in schools. This is presented in Table 3.1. The listed barriers and suggestions to overcome them reflect the three organisational components, namely structural conditions in schools, support for teacher leadership and occupational and professional norms, as noted by Murphy (2005:98). Teachers' self-esteem, lack of training and resources, time constraints, incentives, support systems and norms are some of the barriers included in the portfolio.

This analysis of barriers to teacher leadership will be used as part of this research project to find out which of the listed barriers are relevant to educators in the Eden and Central Karoo Education District (cf 4.2.1.4; cf 5.4.1.6).

Barriers to Teacher Leadership	Ways to Overcome the Barriers
"I'm just a teacher" mindset	Draw attention to ways in which teachers exhibit leadership in school activities and processes
Lack of confidence	Ask teachers to take a lead role where they will be comfortable
Unclear understanding of the concept	Engage in professional dialogue and analysis, using the Teachers as Leaders Framework and snapshots
"I just want to teach" mindset	Explore three-dimensional pedagogy and its links to the Teachers as Leaders Framework
No time for development	Highlight developmental opportunities in daily operations
System that expects only principals to be leaders	Encourage mentoring from teacher leaders (TL) models
Possible encouragement of rabble rousers	Insist that the school's vision and values be used as guide to action
Belief that too many cooks spoil the broth	Discuss how to make 1 + 1 = 3
No rewards for extra effort	Highlight intrinsic reward systems
Open to abuse by manipulators	Make projects transparent and accountable
Previous failures with lead teachers	Create new labels, without attached baggage
Language that reinforces teachers as subordinates ("bosses" and "staff")	Devise lists of appropriate and inappropriate language
Not taught in pre-service education	Make sure that beginning teachers become aware of TL and its relevance for their careers
Peer pressure	Reiterate that TL is voluntary but a commitment to school success should be obligatory
Lack of principal support	Ask the principal to explore (and critique) meta-strategic leadership concepts

Table 3.1 Overcoming barriers to teacher leadership (Crowther *et al.* 2009: 44)

In conclusion, as teacher leadership emerges in schools, both organisational and personal barriers may hinder the promotion and development of teacher leadership. The most significant of these barriers are the structural conditions in schools, namely traditional hierarchical leadership structures; the lack of clarity about process and locus of decision-making and channels of authority; isolation of teachers because of traditional schedules and structures; inadequate time for collaboration, learning and leading; and the lack of incentives and or rewards for participation in leadership activities. In relation to support for teacher leadership the following dimensions were highlighted, namely values that accept and expect teachers to engage in leadership activities; continuous professional development opportunities to help teachers to be more effective in their leadership roles; resources in the form of time, training materials, incentives and rewards and clarity on roles. The aspects identified with regard to the school culture and climate that may prevent leadership activities were a lack of clarity about professional and organisational direction and purpose; norms of isolation and individualism; the perception that teachers should be followers, private and not take on responsibilities beyond the classroom; reluctance of teachers to challenge egalitarian norms; the view of teacher leadership as career advancement; and the 'crab bucket culture'. Personal factors, such as balancing responsibilities, time pressures and possible resistance to change, may also prevent teachers from assuming teacher leadership roles. It is evident that a school's culture can either promote or hinder teacher leadership practices and that an assessment of the school context is of importance should more democratic, collaborative, distributed and teacher leadership activities be considered. The assessment of the school culture forms a significant part of this research project and will be discussed in the next chapter (cf 4.2.1.7).

Schools and teachers need to be prepared for teacher leadership and continuous professional development is an important strategy to ensure the further development of all educators' knowledge, skills and attitudes. Teacher leadership development models will now be explored.

### 3.10 PREPARATION FOR TEACHER LEADERSHIP

From their literature review, York-Barr and Duke (2004:277) were very clear on the need for both principals and teachers to be formally trained and prepared for teacher leadership (Griffen 1995; Ovando 1996; Crowther *et al.* 2002; Hart 1994). Others argued for the preparation of the school itself for teacher leadership (Griffen 1995; Little 1998; Smylie & Denny 1990). Katzenmeyer and Moller (2001:53) emphasise the importance of professional development not to be confined to potential teacher leaders, but to include other teachers, because their support will determine teacher leaders' success; and principals and district officials, as "we cannot assume that they how to do these things particularly well". Thus, the development of both individual and organisational capacities is highlighted.

Killion (1996:74) argues that "to realise the potential of teacher leadership, careful attention to the continuous professional development of teachers' leadership knowledge, skills and attitudes are required". Murphy (2005:146-48) developed a *General Framework for Professional Development*, which highlights characteristics of most effective professional development programmes and should guide the development of teacher leadership:

- participants' current paradigms should be seriously challenged by their professional learning experiences;
- learning activities must be highly valued at the school by both participating teachers and the principal;
- activities should be part of a long-term, carefully thought-out plan that involves regularly scheduled exercises;
- continuous and intensive support over time is essential;
- networks of support and judicious critique are important to ensure that insularity is avoided; and
- a trusting context for learning is important in order to encourage risk taking and innovation.

Research on teaching, school improvement and professional development highlights the significance of professional learning communities (Murphy 2005:149; cf 2.7). Lyons and Pinnell (1999:216) assert that “effective teacher development depends in large on building a community of learners”. Elements of communities of practice as they relate to professional development, as summarised by Murphy (2005:149), are:

- teachers are viewed as co-professionals, their views are taken into account and professional development is cooperatively planned by teachers;
- teachers share knowledge, openly discuss issues, and collectively shape their thinking;
- teachers solve problems cooperatively and collaboratively; and
- from following through on the above, shared ownership and collective responsibility are expected to be the significant outcomes.

The literature on teacher leadership emphasises key components of development work, namely that programmes should:

- entail a continuous process of enquiry and learning (Killion 1996:70);
- be purposeful and provide opportunities to develop and practice skills (Swanson 2000:21); and
- provide opportunities to build “collegial relationships with peers and mentors while working on collaborative projects” (Smyser 1995:133).

Mentorship, teamwork and learning from a range of colleagues outside of the school are three strategies indicated in the literature on the development of teacher leadership, which promote collaboration (Swanson 2000:7; Crow & Pounder 2000).

Forster (1997:93) asserts that “the right and responsibility of teachers to fulfil their role as educational leaders must be equally embraced by all segments of the education field and profession”. It is thus important that efforts to develop

teacher leaders should begin with teacher education programmes (Carr 1997; Hart 1995; Stigler & Hiebert 1999); and that districts need to incorporate leadership training in their portfolios of ongoing professional development opportunities (Carr 1997).

In the development of models and frameworks for teacher leader development, knowledge and skills are captured and examined. Zimpher (1988:55) suggests five broad knowledge domains: local district needs, interpersonal and adult development, classroom processes and school effectiveness, instructional supervision and observation and a disposition towards inquiry. The model developed by Katzenmeyer and Moller (2001) features three categories: teachers understanding themselves, their colleagues and their schools. On the other hand, Wasley (1991:25) highlights five categories of skills: trust and rapport building, organisational diagnosis, dealing with process, managing the work and building skills and confidence in others.

Three teacher leadership development frameworks will be discussed below. York-Barr and Duke (2004:278) refer to the content focused frameworks developed by Rogus (1988) and Sherrill (1999). Rogus developed a framework which aligned content development needs for teacher leaders with specific leadership functions. Although this framework was grounded in previous research, it lacked empirical support. Developmental areas that were targeted, include demonstrating skills of effective instruction, demonstrating an inquiry orientation to teaching, working with others, creating community, leading curriculum review and improvement, articulating and communicating vision, fostering ownership among peers for programmes, empowering self and others, developing political support for change and demonstrating patience and persistence.

The second framework put forward the idea that skills required of teacher leaders would vary depending on the career stage of the teachers with whom the teacher

leaders worked. The three career stages would be the pre-service preparation stage, induction and ongoing professional development. A set of core competencies and a set of specialised competencies to be drawn upon, depending on the career stage, were developed by Sherrill (1999). The core expectations included:

- demonstrating exemplary teaching and learning;
- understanding theory and research about teaching and learning;
- understanding theories of adult development;
- cultivating desired dispositions in teachers;
- demonstrating knowledge of clinical supervision; and
- guiding colleagues by means of reflection and an inquiry orientation (York-Barr & Duke 2004:278).

Some of the additional expectations for assisting pre-service teachers included:

- knowing the teacher preparation curriculum;
- valuing collaboration with higher education faculty;
- facilitating feedback conferences with university staff present;
- providing feedback related to learning theory; and
- analysing their own leadership work through the lens of adult learning theory (York-Barr & Duke 2004:278).

In supporting teachers during the induction phase, it was expected from teacher leaders to:

- have an understanding of the unique concerns of teachers in their early career years;
- develop relationships with and nurture growth and development of teachers; and
- collect data from classroom observations to use as a basis for feedback (York-Barr & Duke 2004:278).

Dierks, Dillard, McElliot, Morgan, Shultz, Tipps and Valentine (in York-Barr & Duke 2004:278) conducted a study in which teacher leaders had to indicate their leadership training needs. Interestingly, the content needs identified by these teacher leaders, were more organisationally focused than those described by Rogus (1988) and Sherrill (1999) and included topics such as budget and finance, school law, multicultural education, current educational research, change processes and participatory decision-making.

Katzenmeyer and Moller (2001:48) developed a comprehensive developmental model for teacher leadership and acknowledged that teachers need to learn leadership skills in addition to their teaching and learning skills. Three criteria were suggested to assist in the identification of teacher leaders: competence, credibility and approachability. Within this model, teachers first need to understand themselves, then their colleagues and finally their school. The leadership development model itself is organised around four components, namely:

- examination of the teacher's personal beliefs in the educational context ("Who am I?");
- understanding of the predictable stages of change within the school ("Where am I?");
- developing leadership skills ("How do I lead others?"); and
- identifying targets and plans for application of leadership knowledge and skills in the classroom and school ("What can I do?").

Specific aspects of this framework will form part of this research project in determining the readiness of teachers, school management teams, principals and district officials for teacher leadership. The Teacher Leadership Readiness Instrument (TLRI) will be used to assess educators' personal values, attitudes, beliefs in relation to teacher leadership (cf 4.2.1.6).

Crowther *et al.* (2009:107-148) developed the CLASS (Creating Leaders to Accelerate School Successes) Plan during their multi-year involvement and association with significant teacher leadership initiatives in the United States, Australia, Singapore and Sicily. Their approach to leadership development focuses on school-based processes rather than development of a particular set of values or personal characteristics and engages both teachers and administrators. The CLASS Plan reflects three significant international features about education leader development, namely the belief that professional learning and development occurs effectively when action learning, experiential learning and reflective practice are used; the incorporation of key professional development features, as proposed by Murphy (2005:146-48); and the endorsement of the concept of professional learning communities in which principals, teachers and other staff members lead and learn together in improving school effectiveness (Crowther *et al.* 2009:100; cf 2.7).

The CLASS Plan entails four components, namely orientation towards and readiness for teacher leadership, stimulating and nurturing teacher leadership capabilities, developing parallel leadership relationships and strategies and sustaining teacher leadership into the future (Crowther *et al.* 2009:101). The Plan, as part of the IDEAS Project, has been evaluated by authoritative researchers in a large-scale research-based evaluation and the integrity of the underlying concepts, including those of teacher and parallel leadership, as fundamental to successful school reform, has been substantiated (Chesterton & Duignan 2004, in Crowther *et al.* 2009:160).

Again, aspects of this model will be incorporated in this research project to determine participants' individual and collective perceptions of leadership, language of leadership used in schools, preliminary perspectives on teacher leadership, barriers to, as well as overall readiness for teacher leadership (cf 4.2.1).

It can be concluded that continuous professional development for teacher leaders is placed within a General Framework for Professional Development. It includes characteristics such as a trusting context in which teachers can share, have open discussions and current paradigms can be challenged; learning activities which are valued by both participating teachers and the principal as purposeful: opportunities to develop and practise skills; activities which are part of a long-term development plan and continuous process of enquiry and learning; continuous support over time; networks of support; and judicious critique.

It can be derived that the continuous professional development of a whole staff component, including both formal leaders and teachers, for school-based teacher leadership processes is of importance, unifies staff in a shared vision and purpose, fosters the development of a learning community and unifies the school team towards achieving school development goals. Professional learning and development need to be reflective of international features of educational leadership development.

Teacher leadership needs to feature clearly and explicitly in education policies and be high on the agenda of education departments and policy makers. The numerous benefits that teacher leadership could offer to education demand the further attention of policy makers. The implications of teacher leadership for policy makers will be considered in the final section of this chapter.

### **3.11 IMPLICATIONS FOR POLICY MAKERS**

The literature review of Muijs and Harris (2003:22) proved that teacher leadership has the potential to directly and positively impact on school improvement and effectiveness. It is also evident that collaboration and shared, distributed leadership responsibilities contribute to the significant enhancement of teacher expectations, moral, confidence and job satisfaction (cf 3.8).

in a very recent policy document, the Teachers Network and Centre for Teaching Quality (CTQ) in the USA offered the following model of policy leadership from the classroom and how such teacher leadership may be an important part of successful school models (Berry *et al.* 2010:9-10; cf 3.8):

- Teacher leadership is a critical component of effective teaching and school success.
- Accomplished teachers tend to seek out leadership opportunities, but require supports to fulfil their promise as leaders.
- Expanding leadership roles and advancement opportunities for teachers may be an excellent and cost-effective strategy for retaining the most effective teachers.
- Professional networks for teachers offer a means by which teacher leadership can be nurtured and expertise can be spread.
- More research needs to be conducted into teacher leadership and how it can be cultivated under different contexts and demands

Katzenmeyer and Moller (2009:141) state that norms, organisational structures, policy and practice, and use of resources need to change to pave the way for teacher leadership. The implications for policy makers concern issues of teacher professionalism, recruitment, retention and performance. As there are many problems facing the teaching profession, the literature on teacher leadership highlights collaboration, learning, artistry and reflection as being at the core of teachers' professionalism and professional learning.

Muijs and Harris (2003:23) summarised the steps to be taken by policy makers in the United Kingdom, namely:

- to investigate models of effective teacher leadership and to identify examples of good practice;
- to share and disseminate the principles and practice of good practice with schools and teachers; and

- to evaluate the impact of introducing models of teacher leadership into different school contexts with a view to judging the effect upon teachers' professionalism and moral.

In the South African context it might be essential for policy makers to start at the beginning: clear policy. Teacher leadership should be communicated via policy in a clear and comprehensive manner. In order for policy to be implemented and teacher leadership to become a leadership practice in schools, continuous professional development should be prioritised. Teacher leadership needs to become the norm, rather than the exception, and thus accepted throughout the teaching profession. The evidence in relation to the benefits of teacher leadership, as provided in the literature, is evident (cf 3.8) and the time for teacher leadership to be placed on the centre stage has come. Katzenmeyer and Moller (2009:158) assert that the status of teachers will be improved and that principals, members of school governing bodies, district officials, departmental representatives or teachers themselves ever again “utter the phrase *just a teacher*”.

Policy makers furthermore need to create a climate in which teachers will be encouraged and supported to take the lead in school based innovation and change. This will be refreshing as teachers are traditionally recipients of change and not drivers of change. In addition, teachers should be allowed to take risks with innovation and change and find new ways of working together. Policy makers also need to encourage schools to create conditions in schools where teacher led improvement can thrive and be successful, as well as promote professional development strategies which are likely to enhance collaborative ways of working.

Three key aspects of concern for policy makers in relation to the sustainment of teacher leadership in the future, were noted by Cochran-Smith (2006:20), namely career opportunities for teacher leaders, provision of adequate compensation and

improvement of working condition: “In order to stay in teaching, today’s (and tomorrow’s) teachers need: school conditions where they are successful and supported, opportunities to work with other educators in professional learning communities rather than in isolation, differentiated leadership and advancement prospects over the course of the career, and good pay for what they do”.

Muijs and Harris (2003:24) suggest that teachers have the strongest potential for advocacy and should be engaged in a meaningful and timely debate about professionalism and issues of professional conduct as they are realistic about current difficulties and potential barriers and still find ways to work with colleagues and others in productive ways. Katzenmeyer and Moller (2009:157) state that “teachers’ voices and views must be heard in the school and at the policy level of districts and states if teachers are to move out of roles of technicians and into professional leadership roles”.

The implications for practitioners are threefold, namely:

- to generate the possibilities and expectation of collaboration;
- to provide time and support to work collaboratively and to reflect on practice; and
- to create an environment which will allow for real distribution of power and the agreement to uphold ‘no blame’ innovation for teachers to take risks and to be innovative (Muijs & Harris 2003:24).

### **3.12 SUMMARY**

The focus of the literature review in this chapter was to address the second aim of the study, namely to find out more about the origins, roles, responsibilities, characteristics and abilities of teacher leaders, the role of the principal, school management team, district and policy makers in teacher leadership, the benefits of and barriers to teacher leadership and finally on the readiness and preparation of teachers for teacher leadership.

It was asserted that leadership in schools evolved in four waves from an individual characteristic and personal function to an organisational characteristic and a collective function.

In relation to the roles and responsibilities of teacher leaders the literature revealed that teacher leaders fulfil a variety of formal and informal leadership roles and responsibilities, exercise a variety of leadership practices and use different channels of communication. The roles and responsibilities of teacher leaders were linked with professional learning communities, collaborative decision-making, improvement and democratic practices in schools. From the literature review it also became evident that teacher leaders display distinctive convictions and capabilities. These characteristics differ significantly from when they operate as teachers. It was also established that four significant skills areas are representative of a teacher leader's toolkit, namely visioning, interpersonal, collaborative, and management or administrative proficiencies.

Readiness for teacher leadership is indicated by a teacher's attitude, values and beliefs which parallel those related to teacher leadership and also the teacher's competency, credibility and approachability. These are reflected in the teacher's professional teaching skills, personal philosophy of education, career and life stage and interest in adult education.

The principal, school management team and district have important roles to fulfil in teacher leadership: The principal and school management team should provide the infrastructure, climate and conditions; create opportunities for teachers to lead; build learning communities; and celebrate teacher expertise. In addition, they should provide time, continuous professional development and intrinsic and extrinsic rewards to motivate teachers to assume leadership roles and responsibilities. The school district should embrace the concept, advocate for and encourage its support in schools. The district also needs to establish

relevant policy and provide the necessary resources, more specifically continuous professional development opportunities, time and incentives.

In relation to the benefits of teacher leadership, a richness in benefits were spotted in the literature that affect students, parents, schools, teacher colleagues and most importantly, the teacher leaders themselves. Smylie (1992) referred to the 'logic of benefits' chain with three inter-related benefits: the professionalization of teaching, the strengthening of the school organisation, and the promotion of classroom and school improvement. The most important of these benefits are: increased teacher participation promotes ownership in change initiatives; empowerment and ownership impact positively on teacher commitment, efficacy and motivation; enhanced levels of commitment and efficacy enhance teacher morale and job satisfaction; teacher leadership promotes the growth and professional development of teachers, but also teaching as a career; attracts and holds teachers to fill the leadership gap in the teaching profession; improves organisational climate and health; develops democratic professional learning communities; and is instrumental in school improvement.

Teacher leadership can also be hindered by organisational and personal barriers. Organisational barriers to teacher leadership can include structural, support and cultural conditions. The structural conditions in schools can include: traditional hierarchical leadership structures; the lack of clarity about process and locus of decision-making and channels of authority; isolation of teachers because of traditional schedules and structures; inadequate time for collaboration, learning and leading; and the lack of incentives and or rewards for participation in leadership activities. In relation to support for teacher leadership the following dimensions were highlighted, namely values that accept and expect teachers to engage in leadership activities; continuous professional development opportunities to help teachers to be more effective in their leadership roles; resources in the form of time, training materials, incentives and rewards and

clarity on roles. The aspects identified with regard to the school culture and climate that may prevent leadership activities were a lack of clarity about professional and organisational direction and purpose; norms of isolation and individualism; the perception that teachers should be followers, private and not take on responsibilities beyond the classroom; reluctance of teachers to challenge egalitarian norms; the view of teacher leadership as career advancement; and the 'crab bucket culture'. Personal factors, such as balancing responsibilities, time pressures and possible resistance to change, may prevent teachers from embarking on leadership activities.

In relation to the preparation of teacher leaders, it is evident that continuous professional development needs to be school-based, developmental, long-term, reflective, supported over time and inclusive of all role-players in a school. Furthermore it should be characterized by a trusting context in which teachers can share, have open discussions and current paradigms can be challenged. Knowledge, attitude and skills development are crucial aspects of professional development activities.

Finally, implications for policy makers were discussed. Policy makers need to acknowledge the importance of teacher leadership in effective teaching and learning in schools; facilitate more research to be conducted into teacher leadership; create career opportunities for teacher leaders; improve working conditions; and to provide for adequate compensation for teacher leaders. In the South African context, policy makers have a significant role to play to enable teacher leadership practices in schools.

In conclusion: Crowther *et al.* (2009:2-4) asserts that teacher leadership now have significant understandings in place: it is a 'theory in action'; facilitates community development and nurtures democracy (Barth 2001); teachers begin to believe in their leadership capabilities and are more prepared to take on increased responsibilities, which affect teaching and learning throughout the

school (Murphy 2005:53); teacher leadership makes multiplicative contributions to school improvement and student outcomes (Murphy 2005:50); the impact of principals' leadership on student outcomes is mediated through the exercise of teacher leadership (Harris 2004:1); it contributes to whole school reform (Durrant 2004:27); and teacher leaders exhibit both pedagogical and social capabilities, which impact on student participation both in and outside the classroom (Katyal & Evers (2004:51).

It is the researcher's opinion that teacher leadership is of significance, specifically in relation to the opportunity for growth and development of individual teachers, school teams, whole staff components and school communities. This will serve the effective development of the school as organisation and site where learner needs be accommodated and addressed in a responsive manner in order for them to realise their potential. In creating a healthy school culture and opportunities for teachers to fulfil new roles and responsibilities and participate actively in whole school development, the landscape of teaching and learning will be re-energised in the best interest of the profession and teacher morale, motivation and job satisfaction will be enhanced.

In the next chapter, the third aim of the study will be addressed. The empirical research, which was conducted to determine the perspectives, perceptions and readiness of educators in relation to teacher leadership, will be introduced. The research design will be described in detail.

## **CHAPTER 4**

### **RESEARCH DESIGN**

As theory and research on work redesign suggest, new opportunities for teacher participation in decision making may implicate a broad range of professional beliefs and working relationships within schools.

(Smylie 1992:65)

#### **4.1 INTRODUCTION**

The demands in schools are unique, diverse, complex and too many for one individual to cope with. It is time to distribute leadership in schools to those who are closest to the learners: the educators. The time for teacher leadership has come. In a self-managing school, all role players can participate in leadership activities within a deep, democratic professional learning community. Collaboration and collective learning are encouraged and responsibility is accepted for the outcomes of their leadership.

The literature study provided evidence that teacher leadership is strongly based within a distributive, participative, collegial, transformational and organisational leadership perspective (cf 2.4.2). Furthermore, teacher leadership is embedded in a distributed leadership perspective and closely linked to the distributed and parallel leadership models (cf 2.6; cf 2.7). Teacher leadership is closely linked to distributed leadership and the two models of leadership share similarities, including having a shared vision, working collaboratively with others, striving toward pedagogical excellence, ownership of and commitment to developmental processes and the fact that leaders have expert, rather than formal authority (cf 2.8.2.). The dimensions of teacher leadership, as reflected in definitions of teacher leadership, include the facts that teacher leaders lead within and beyond the classroom, contribute to a community of learners and leaders, influence others towards improved practice and accept responsibility for achieving outcomes (cf 2.8). Both a conceptual and theoretical framework has been established and teacher leadership can be viewed as a professional construct

providing for the development of leadership practices which are distributed, shared and democratic (cf 2.8.2).

The literature further revealed information in relation to the origins of teacher leadership, the roles, responsibilities, characteristics and abilities of teacher leaders, the role of the principal, school management team and district in teacher leadership, the benefits of and barriers to teacher leadership and finally, information with regard to the readiness and preparation of teachers for teacher leadership (cf 3).

Despite the shift towards leadership as empowerment, transformation and community building in the international literature and progressive policies which allow for teacher leadership to emerge, leadership practices in the South African school context are still dominantly reflective of an autocratic leadership model. Teachers, who are involved in leadership activities, mostly fulfil a formal position or role and management tasks are delegated to them by the principal and school management team. True distribution of leadership beyond the classroom and teacher leadership in relation to school-wide and community issues are the exception, rather than the norm. The following questions arose: what are the perspectives, assumptions and perceptions of educators, including principals, members of school management teams, veteran, middle and novice teachers and district officials, in relation to teacher leadership practices in schools; what are the typical expressions (language of leadership) educators use in their schools; what do educators perceive as barriers to teacher leadership practices in schools; what is their level of readiness for teacher leadership; what are their perceptions of the health of school cultures for teacher leadership; and also, what are their perceived professional development needs in the field of teacher leadership?

It was therefore the third aim of this research project to conduct empirical research, to provide answers to these questions (cf 1.3). The empirical

investigation entailed a diagnostic analysis of the perspectives, perceptions of and readiness of educators for teacher leadership. The educators included principals, members of school management teams, veteran, middle, and novice teachers in primary, secondary and special schools, as well as district officials in the Eden and Central Karoo Education District.

In this chapter the research design will be described. The research problems and the instruments, selected for the purpose of this study, will be discussed in detail. The specific research questions, as well as research hypotheses will be stated. Thereafter, the research design will be explained and a description of the research methodology will follow. This chapter will also describe how data were collected and analysed.

[As the following phrase will be repeated throughout the thesis: *educators (principal, member of school management team, veteran, middle, novice and district official)*, the singular rather than the plural format, will be used in the rest of the thesis.]

## **4.2 SPECIFIC RESEARCH PROBLEMS**

The following research questions will be addressed in this study:

- What are the preliminary leadership perceptions of educators (principal, member of school management team, veteran, middle, novice and district official)?
- What assumptions, in relation to teacher leadership, are held by educators (principal, member of school management team, veteran, middle, novice and district official)?
- What typical expressions (language of leadership) are used by educators (principal, member of school management team, veteran, middle, novice and district official)?

- What leadership theory is represented by the typical expressions (language of leadership) as used by educators (principal, member of school management team, veteran, middle, novice and district official)?
- What are the barriers to teacher leadership as perceived by educators (principal, member of school management team, veteran, middle, novice and district official)?
- What is the level of readiness of educators (member of school management team, veteran, middle and novice) for teacher leadership?
- What are the perceptions of educators (member of school management team, veteran, middle and novice) in relation to a healthy school culture for teacher leadership?
- What are the professional development needs in relation to teacher leadership as perceived by educators (member of school management team, veteran, middle, novice and district official)?

The variable 'leadership' was measured by a questionnaire completed by educators (principal, member of school management team, veteran, middle, novice and district official) to determine their preliminary leadership perceptions. By means of this analysis, respondents' collective thinking about leadership in education, including points of agreement and disagreement within the sample, will become evident.

The variable 'teacher leadership' was measured by a variety of questionnaires completed by educators (principal, member of school management team, veteran, middle, novice and district official) to determine respondents' assumptions regarding teacher leadership; the language of leadership which is used in educational settings; possible barriers to teacher leadership; as well as to identify the professional development needs of educators in the area of teacher leadership.

The variable 'teacher leadership' was also measured by two additional questionnaires as completed by educators (including only member of school management team, veteran, middle and novice) to determine the readiness of educators for teacher leadership; as well as the readiness of schools for teacher leadership, by measuring dimensions of a healthy school culture for teacher leadership. In assessing the health of school culture, seven dimensions of a healthy school culture for teacher leadership will be examined, namely developmental focus, recognition, autonomy, collegiality, participation, open communication and positive environment.

In the following section, the seven questionnaires, measuring the different aspects of teacher leadership, will be discussed in detail.

#### **4.2.1 Instruments**

A total of seven questionnaires were used to compile a survey for the purpose of this study. Six of the questionnaires were developed by researchers in the field of teacher leadership and one questionnaire was developed by the researcher of this project.

The Self-Survey of Preliminary Leadership Perceptions, Framework of Assumptions, Barriers to Teacher Leadership, Typical Expressions (Language of Leadership) questionnaires and activities are part of an approach to leader development in school-based processes. Crowther *et al.* (2009:97) refer to their work with the IDEAS Project (Initiating, Discovering, Envisioning, Actioning, Sustaining), a school revitalisation project, managed through the Leadership Research Institute of the University of Southern Queensland, during which these questionnaires and activities were used in five distinct phases in order to facilitate a process of organisational learning. The project had been rated as highly successful in the development of teacher and parallel leadership in many schools in Australia, Singapore and Sicily (Chesterton & Duignan 2004: vi, 67-68). Independent research further indicated that the project contributed significantly to

the enhancement of teacher morale and satisfaction, as well as student efficacy (Crowther *et al.* 2009:97). The CLASS Plan (Creating Leaders to Accelerate School Success), a comprehensive approach to developing teacher and parallel leadership, had been specifically designed by Crowther and associates and thoroughly tested in the field during the implementation of the IDEAS Project. The activities which comprise the CLASS Plan endorse both the features of the General Framework for Professional Development (Murphy 2005:146-48) and Hord's concept of professional learning communities (Hord 2003:xi).

The Teacher Leadership Readiness Instrument (TLRI) was developed by Katzenmeyer and Moller (2009; 2001:49) as a tool to help generate initial discussion around the concept teacher leadership. The instrument is used as part of their professional development model for teacher leadership and helps to answer the question "Who am I?" The TLRI is an activity that provides an opportunity for personal assessment by teachers themselves as to identify their underlying values, behaviour, philosophies and professional concerns that may underlie their personal performance. Katzenmeyer and Moller (2001:70) emphasise the value of this activity as teachers gain significant insights about themselves and their colleagues they start to value the different perspectives of others and are more motivated to engage in developmental processes in schools.

The Teacher Leadership School Survey (TLSS) was developed also by Katzenmeyer and Moller (2009; 2001:136) during their work with many teachers, schools and districts. They became aware of the variation amongst schools in the degree to which they support teacher leadership initiatives and efforts. Schools in support of teacher leadership displayed certain identifiable characteristics, which were categorised by the researchers in seven dimensions: developmental focus, recognition, autonomy, collegiality, participation, open communication and positive environment. The purpose of the instrument is to measure teachers' perceptions of how their own schools model effective practices in supporting teacher leadership. Katzenmeyer and Moller (2009:89)

report that they widely use the TLSS with teachers as part of their Leadership Development for Teachers course. It offers an opportunity for teacher and school leaders to analyse the results of their assessment and collectively plan to develop a more collaborative school culture in order to promote teacher leadership.

It can be concluded that the set of questionnaires used for the purpose of this study is widely used in training, professional development and informal activities within schools, with the focus to invite personal assessment, context analysis, conversation amongst educators and development of insights which facilitate further discussion, visioning, planning and implementation.

A discussion of each of the questionnaires will follow.

#### *4.2.1.1 Self-Survey of Preliminary Leadership Perceptions*

Crowther *et al.* (2009:109) emphasise the importance of self-knowledge for the development of teacher leadership. It is equally important for a group of educators considering leadership initiatives to create a picture of similarities and disparities amongst them. Crowther *et al.* (2009:111) developed the Self-Survey of Preliminary Leadership Perceptions as adapted from a questionnaire created by Katzenmeyer and Moller (1996) and which is grounded in the six elements of the Teachers as Leaders Framework (Crowther *et al.* 2009:3). The survey provides an indication of educators' individual and collective perceptions of leadership and their readiness for teacher and parallel leadership.

The Self-Survey of Preliminary Leadership Perceptions is a 15-item closed form questionnaire and a 5-point Likert scale is used to facilitate responses. The four possible outcomes, indicating perceptions of leadership and different levels of readiness for teacher leadership and parallel leadership, are summarised as follows:

Level 1: Few of the educator's attitudes, values, and beliefs align with the tenets of teacher leadership and parallel leadership

Level 2: Some of the educator's attitudes, values, and beliefs align with the tenets of teacher leadership and parallel leadership

Level 3: The majority of the educator's attitudes, values, and beliefs align with the tenets of teacher leadership and parallel leadership.

Level 4: Virtually all the educator's attitudes, values, and beliefs align with the tenets of teacher leadership and parallel leadership (Crowther *et al.* 2009:110).

Crowther *et al.* (2009:114) highlight the benefits of the questionnaire as follows: participants can form a clearer understanding of their collective thinking about leadership, including point of agreement and disagreement within a group; they can generate ideas on ways to take advantage of potential leadership opportunities; and they can also identify initiatives that may support them in availing of the opportunities.

#### *4.2.1.2 A Framework of Assumptions*

Internationally, organisational theorists, including Argyris (1993), Schein (1992), Schon (1983) and Senge (1992), state the importance of uncovering and examining the underlying values and assumptions that guide the work of people in an organisation to achieve organisational change (Crowther *et al.* 2009:115).

Crowther *et al.* (2009:116) developed a *Framework of Assumptions*, which entails ten items. Each item represents a continuum of possible assumptions. Each participant marks a point on each continuum to indicate his/her perception on each assumption.

The assumptions in relation to teacher leadership that evolved from ongoing discussions with teachers will be outlined briefly (Katzenmeyer & Moller 2009:34-36):

*Assumption 1: All teachers versus selected teachers*

Some people see empowered and professional roles for more teachers, while others consider teacher leadership roles to be for a selected few only.

*Assumption 2: Either formal or informal leadership versus both formal and informal leadership*

A formal teacher leadership role is normally described by a job description, sanctioned by the department or district and built into the organisational structure of the school, while an informal teacher leadership role may emerge based on a teacher's interest and the perceived needs of a school. Both types of leadership are of significant importance to a well-functioning school.

*Assumption 3: Classroom-based versus administration-based leadership*

The decision to leave the classroom to serve as leader outside of the classroom is opposed to the decision of staying on in the classroom but also to serve as leader in the wider school community.

*Assumption 4: Primary focus on teaching and learning versus primary focus on organisational issues*

Teachers prefer to focus their attention and energy on leadership activities which will benefit students, while focus on school-wide issues defers teacher leaders' energy from direct impact on students' lives.

*Assumption 5: Responsibility for outcomes versus powerlessness*

In this instance, teacher leadership advocates for teachers having both the opportunity to serve as leaders and also share responsibility for progress, by measuring the outcomes of their leadership efforts. This is opposed to the mere opening up of leadership roles to teachers.

*Assumption 6: Leaders are born versus leadership can be learned*

The concept of a 'born leader', which is an illusion, is opposed to the belief that teachers can learn leadership skills through effective professional development, providing that they are provided with opportunities to practice and apply their knowledge about leadership.

*Assumption 7: Results-driven quality professional development versus disconnected staff development workshops*

The importance of a planned, purposeful, systemic and long-term approach to professional development is emphasised in opposition to haphazard and fragmented short-term activities.

*Assumption 8: Reflective teacher as professional versus teacher as technician*

It is assumed that teachers should be engaged in an ongoing process of learning through inquiry and reflection, rather than being perceived as technicians who master a certain set of skills. For this to be realised, teachers need the autonomy to be creative and design the instruction to help students meet the standards.

Katzenmeyer and Moller (2009:34) state that these assumptions are more complex than the choices that respondents have to make by responding to 'either / or' statements. As these assumptions are often used to encourage conversation within professional communities, they stimulate conversation and create a better understanding of the concept 'teacher leadership'.

By performing this kind of analysis on a continuing basis, individuals and groups are in a position to assess their actions and align them with changing goals and circumstances; it assists in building the school's organisational learning capacity, which is essential for the improvement of teaching and learning across the school and the development of a sense of professional empowerment; and it provides an analytical tool to participants that can be used to nurture shared

understanding and trust in both the short and long term (Crowther *et al.* 2009:115).

#### 4.2.1.3 Typical Expressions Associated with Four Leadership Theories

One of the more subtle aspects of *school culture* is the language that is used in a school. Crowther *et al.* (2009:130) developed a framework which entails typical expressions which represents a 'language of leadership'. These expressions are associated with four leadership theories. The twelve typical expressions are grouped together according to the leadership theory they represent and are tabulated in Table 4.1.

Leadership Theory	Typical Expression
Transformational leadership	"We are champions." "Climb every mountain." "Dream the impossible dream."
Strategic leadership	"The buck stops here." "If you can't beat them in the alleys, you can't beat them on the playing field." "Results are all that count."
Educative or advocacy leadership	"Keep the scoundrels honest.' "I'm a committed activist.' "Against all odd."
Organisational leadership	"We're a family." "We're all in this together." "A champion team will beat a team of champions.'

Table 4.1 Typical expressions associated with four leadership theories (Crowther *et al.* 2009:130)

The four leadership theories can briefly be described as follows:

*Transformational leadership theory:* Kousez and Posner (2002:45) highlight features of transformational leadership which apply to the work of teacher

leaders, namely “challenging the process; inspiring a shared vision; enabling others to act; modelling the way; and encouraging the heart”.

*Strategic leadership theory.* Caldwell (1992:16-17) advocate a leadership function for principals in self-managing schools which is mainly strategic, implying that the principal should develop and implement a cyclical process of goal-setting, need identification, priority setting, policy making, planning, budgeting, implementing and evaluating in such a way that would allow for appropriate participation of staff and the parent community of the school.

*Educative leadership theory.* Duignan and Macpherson (1992:3-4) refer to educative leadership as “responsible involvement in the politics of organisation” and stated that it is a type of leadership which “should respond to the cultural context, be critically aware of the long-term practices of participants in educational processes and when action is proposed, to justify ends and processes by using an educative philosophy”.

*Organisational leadership theory.* Pounder, Ogawa and Adams (1995:567) refer to leadership as an organisational quality which suggests that the “total amount of leadership found in schools will have a positive relationship to their performance and also that all members of schools, including principals, teachers, staff and parents can lead and therefore affect the performance of schools”.

In this study the twelve typical expressions were listed and respondents were requested to indicate how often each phrase is reflective of their ‘language of leadership’. Again a 5-point Likert-scale was used.

By assessing the leadership language used by educators in a school, important insights can be developed regarding the extent to which the school culture is amenable to teacher leadership and whether it is a place where teacher leadership/or parallel leadership can take hold and thrive (Crowther *et al.* 2009:129). The implications and power of language, both positive and negative

phrases, for professional relationships and school culture need to be explored in full. Furthermore, the leadership theories, as supported by respondents' language of leadership, will be highlighted.

#### *4.2.1.4 Barriers to Teacher Leadership*

In their work in schools over the years, Crowther *et al.* (2009:43, 127) encouraged principals and educators to identify possible forces and factors that might prevent teacher leadership from germinating and proliferating in schools and the profession. They analysed the input and compiled a list of possible barriers to teacher leadership.

In this study, educators were requested to indicate how often a specific barrier may be a factor or force that might prevent any teacher leadership activity in a school. Fifteen possible barriers were listed and a 5-point Likert scale was used to facilitate educators' responses.

This is a useful exercise for a school management team, as well as a whole-school staff to assess internal and external barriers in enabling teacher leadership. Crowther *et al.* (2009:44) also provided possible ways to overcome the barriers to teacher leadership, as generated over the years by educators in the field (cf 3.9).

#### *4.2.1.5 Professional Development Needs: Teacher Leadership*

The researcher wanted to gather information in relation to the professional development needs of educators in the area of teacher leadership. For this purpose, the four components of a professional development model, Leadership Development for Teachers, as designed and used by Katzenmeyer and Moller (2001; 2009:58), was used. The four components of the model are: Personal

Assessment (Who am I?), Changing Schools (Where am I?), Influencing Strategies (How do I lead?) and Planning for Action (What can I do?).

The researcher designed a 4-item closed form questionnaire in which each of the four areas was briefly explained. Respondents had to indicate their needs in relation to the four components by using a 5-point Likert-scale.

The four items and brief explanation of each follow in Table 4.2.

Component	Description
1	<p>Personal Assessment ("Who am I?")</p> <p>Personal assessment activities can help teachers recognise the values, behaviours and philosophies that underlie their professional performance. Once teachers gather data about themselves, they feel more comfortable seeking feedback to better understand how they are perceived by their colleagues.</p>
2	<p>Changing Schools ("Where am I?")</p> <p>Teachers can benefit from reflecting on and analysing their school cultures. Teachers who have the big-picture perspective of the context in which they lead are better equipped to think more broadly about the whole school and about making change within that setting as well as within the larger context of the school district.</p>
3	<p>Influencing Strategies ("Who do I lead?")</p> <p>Asking the question "How do I lead others?" shows recognition by teacher leaders that they can acquire a concrete set of strategies and skills to use in their daily roles. The skills set should include amongst others, acknowledging differences, disclosing one's own perspectives, and seeking to understand and use the perspectives of others.</p>
4	<p>Plan of Action ("What can I do?")</p> <p>Teacher leaders engage in application-level learning. Beginning with recognition of what needs to change, planning includes gathering data related to the change, testing others' experience, and learning from the research; finally, setting goals and determining strategies for making the change.</p>

Table 4.2 Professional development needs: Teacher leadership (Katzenmeyer & Moller 2001; 2009:58)

Katzenmeyer and Moller (2001; 2009:58) argue that educators developing as leaders need to collaborate with their peers to understand themselves first, then their colleagues, and finally their schools (cf 3.10). The authors emphasise the importance of educators practicing their skills in their work setting in order to acquire skills as teacher leaders.

#### *4.2.1.6 Teacher Leadership Readiness Instrument (TLRI)*

In order to raise teachers' awareness about their own potential for leadership or about recognition of colleagues as potential leaders and support the exploration of the area of teacher leadership, the Teacher Leadership Readiness Instrument (TLRI) was developed by Katzenmeyer and Moller (2001; 2009:15; cf 3.5). This is a 25-item questionnaire designed to measure readiness for teacher leadership. It is a useful tool to generate discussion around the topic of teacher leadership, in both groups of pre-service or experienced educators. A 5-point Likert-scale is used to measure the attitudes, values and beliefs of educators in relation to teacher leadership.

The four possible outcomes, indicating different levels of readiness for teacher leadership, are summarised as follows:

Level 1: Few of the educator's attitudes, values, and beliefs parallel those related to teacher leadership

Level 2: Some of the educator's attitudes, values, and beliefs parallel those related to teacher leadership

Level 3: The majority of the educator's attitudes, values, and beliefs parallel those related to teacher leadership

Level 4: Virtually all the educator's attitudes, values, and beliefs parallel those related to teacher leadership (Katzenmeyer & Moller 2001; 2009:16-19).

#### *4.2.1.7 Teacher Leadership School Survey (TLSS)*

Analysis of and understanding of the school context is of importance before teacher leadership activities could be advanced upon (cf 3.9). The four key areas within the context to consider are administrative support, the teaching culture, history of professional learning and personal balance (Katzenmeyer & Moller 2009:125).

Marilyn and Bill Katzenmeyer (2005) developed the Teacher Leadership School Survey (TLSS) to assist schools and education managers in assessing their school contexts. The instrument measures educators' perceptions of the dimensions of a healthy school culture which could support teacher leadership within a school. The TLSS is a 25-item closed form questionnaire and a five-point Likert-scale is used. Seven scales highlight the different aspects in the school context that may impact on the successful introduction and implementation of teacher leadership, namely:

#### **Developmental focus**

Teachers are assisted in gaining new knowledge and skills and are encouraged to help others learn. Teachers are provided with needed assistance, guidance and coaching.

#### **Recognition**

Teachers are recognised for roles they take and the contributions they make. A spirit of mutual respect and caring exists among teachers. There are processes or the recognition of effective work.

#### **Autonomy**

Teachers are encouraged to be proactive in making improvements and innovations. Barriers are removed and resources are found to support teachers' efforts.

## **Collegiality**

Teachers collaborate on instructional and student-related matters. Examples of collegial behaviour include teachers discussing strategies, sharing materials, or observing in one another's classrooms.

## **Participation**

Teachers are actively involved in making decisions and having input on important matters. Department chairpersons, team leaders and other key leaders are selected with the participation of teachers.

## **Open Communication**

Teachers send and receive information relevant to the effective functioning of the school in open, honest ways. Teachers feel informed about what is happening in the school. Teachers easily share opinions and feelings. Teachers are not blamed when things go wrong.

## **Positive Environment**

There is general satisfaction with the work environment. Teachers feel respected by one another, by parents, students and administrators. Educators perceive the school as having effective administrative leadership. Appointed or informal teams work together effectively in the interests of students (Katzenmeyer & Moller 2009:85; Katzenmeyer & Katzenmeyer 2005).

Katzenmeyer and Moller (2009:127) advised teacher leaders to carefully consider the possible implications of moving into a leadership role, especially if they work in an unhealthy school culture. The TLSS could assist educators and schools to assess the dimensions of support for teacher leadership and inform their decisions and onward planning. The results of these assessments facilitate powerful discussions among educators on how different schools recognise and strengthen teacher leadership and can be a springboard for educators to influence change in their schools (Katzenmeyer & Moller 2009:89).

## 4.2.2 Specific research questions

To solve the research problems, three types of research questions were used, namely descriptive, difference and relationship questions. These will be highlighted in the ensuing sections.

### 4.2.2.1 Descriptive research questions

By analysing the responses of the 283 respondents, including educators (principal, member of school management team, veteran, middle, novice and district official), on the following questionnaires:

- Self-Survey of Preliminary Leadership Perceptions
- A Framework of Assumptions
- Typical Expressions (Language of Leadership) associated with Four Leadership Theories
- Barriers to Teacher Leadership
- Professional Development Needs: Teacher Leadership

the following descriptive questions can be asked:

A. What are the preliminary leadership perceptions of educators (principal, member of school management team, veteran, middle, novice and district official) in the Eden and Central Karoo Education District?

B. What are the assumptions regarding teacher leadership held by educators (principal, member of school management team, veteran, middle, novice and district official) in the Eden and Central Karoo Education District?

C. What are the typical expressions (language of leadership) used by educators (principal, member of school management team, veteran, middle, novice and district official) in the Eden and Central Karoo Education District?

D. Which of the four leadership theories are represented by the typical expressions used by educators (principal, member of school management team, veteran, middle, novice and district official) in the Eden and Central Karoo Education District?

E. What are the barriers to teacher leadership as identified by educators principal, member of school management team, veteran, middle, novice and district official) in the Eden and Central Karoo Education District?

F. What are the professional development needs in relation to teacher leadership as identified by educators (principal, member of school management team, veteran, middle, novice and district official) in the Eden and Central Karoo Education District?

By analysing the responses of the 196 respondents, including educators (member of school management team, veteran, middle and novice), on the following questionnaires:

- Teacher Leadership Readiness Instrument (TLRI)
- Teacher Leadership School Survey (TLSS)

the following descriptive questions can be asked:

G. What is the level of readiness for teacher leadership of educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District?

H. What are the perceptions of educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to seven dimensions of healthy school culture for teacher leadership?

I. What are the perceptions of educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to developmental focus as dimension of a healthy school culture for teacher leadership?

J. What are the perceptions of educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to recognition as dimension of a healthy school culture for teacher leadership?

K. What are the perceptions of educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to autonomy as dimension of a healthy school culture for teacher leadership?

L. What are the perceptions of educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to collegiality as dimension of a healthy school culture for teacher leadership?

M. What are the perceptions of educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to participation as dimension of a healthy school culture for teacher leadership?

N. What are the perceptions of educators (member of

school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to open communication as dimension of a healthy school culture for teacher leadership?

O. What are the perceptions of educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to positive environment as dimension of a healthy school culture for teacher leadership?

In the next section the difference research questions will be listed.

#### *4.2.2.2 Difference research questions*

By analysing the responses of the 283 respondents, including educators (principal, member of school management team, veteran, middle, novice and district official), on the following questionnaires:

- Self-Survey of Preliminary Leadership Perceptions
- A Framework of Assumptions
- Typical Expressions associated with Four Leadership Theories
- Barriers to Teacher Leadership
- Professional Development Needs: Teacher Leadership

the following difference questions can be asked:

A. Is there a difference between the preliminary leadership perceptions of educators (principal, member of school management team, veteran, middle, novice and district officials) in the Eden and Central Karoo Education District?

B. Is there a difference between the assumptions regarding teacher leadership as held by educators (principal, member of school management team, veteran, middle, novice and district official) in the Eden and Central Karoo Education District?

C. Is there a difference between the typical expressions (language of leadership) as used by educators (principal, member of school management team, veteran, middle, novice and district official) in the Eden and Central Karoo Education District?

D. Is there a difference between the barriers to teacher leadership as identified by educators (principal, member of school management team, veteran, middle, novice and district official) in the Eden and Central Karoo Education District?

E. Is there a difference between the professional development needs in relation to teacher leadership as identified by educators (principal, member of school management team, veteran, middle, novice and district official) in the Eden and Central Karoo Education District?

By analysing the responses of 196 respondents, including educators (member of school management team, veteran, middle and novice) on the following questionnaires

- Teacher Leadership Readiness Instrument (TLRI)
- Teacher Leadership School Survey (TLSS)

the following difference questions can be asked:

F. Is there a difference in the level of readiness for teacher leadership between educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District?

G. Is there a difference between educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to their perceptions of the seven dimensions of a healthy school culture for teacher leadership?

H. Is there a difference between educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to their perceptions of developmental focus as dimension of a healthy school culture for teacher leadership?

I. Is there a difference between educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to their perceptions of recognition as dimension of a healthy school culture for teacher leadership?

J. Is there a difference between educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to their perceptions of autonomy as dimension of a healthy school culture for teacher leadership?

K. Is there a difference between educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to their perceptions of collegiality as dimension of a healthy school culture for teacher leadership?

L. Is there a difference between educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to their perceptions of participation as dimension of a healthy school culture for teacher leadership?

M. Is there a difference between educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to their perceptions of open communication as dimension of a healthy school culture for teacher leadership?

N. Is there a difference between educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District in relation to their perceptions of positive environment as dimension of a healthy school culture for teacher leadership?

In the next section the relationship research questions will be listed.

#### *4.2.2.3 Relationship research questions*

By analysing the responses of the 196 respondents (educators – member of school management team, veteran, middle and novice) on the following questionnaires:

- Self-Survey of Preliminary Leadership Perceptions
- Teacher Leadership School Survey (TLSS)

the following relationship questions can be asked:

- A. Is there a relationship between the preliminary perceptions and the readiness of educators in relation to teacher leadership in the Eden and Central Karoo Education District?
- B. Is there a relationship between the readiness of educators for teacher leadership and their perceptions in relation to the seven dimensions of a healthy school culture for teacher leadership?
- C. Is there a relationship between the readiness of educators (member of school management team, veteran, middle and novice) for teacher leadership and their perceptions in relation to developmental focus as dimension of a healthy school culture for teacher leadership?
- D. Is there a relationship between the readiness of educators (member of school management team, veteran, middle and novice) for teacher leadership and their perceptions in relation to recognition as dimension of a healthy school culture for teacher leadership?
- E. Is there a relationship between the readiness of educators (member of school management team, veteran, middle and novice) for teacher leadership and their perceptions in relation to autonomy as dimension of a healthy school culture for teacher leadership?
- F. Is there a relationship between the readiness of educators (member of school management team, veteran, middle and novice) for teacher

leadership and their perceptions in relation to collegiality as dimension of a healthy school culture for teacher leadership?

- G. Is there a relationship between the readiness of educators (member of school management team, veteran, middle and novice) for teacher leadership and their perceptions in relation to participation as dimension of a healthy school culture for teacher leadership?
- H. Is there a relationship between the readiness of educators (member of school management team, veteran, middle and novice) for teacher leadership and their perceptions in relation to open communication as dimension of a healthy school culture for teacher leadership?
- I. Is there a relationship between the readiness of educators (member of school management team, veteran, middle and novice) for teacher leadership and their perceptions in relation to positive environment as dimension of a healthy school culture for teacher leadership?

After listing the descriptive, difference and relationship questions of this study, focus will be placed on the research hypotheses in the next section.

### **4.2.3 Research hypotheses**

A research hypothesis is 'a conjectural statement of the relationship between two or more variables' (Kerlinger 1986:17). Hypotheses are used to achieve dependable knowledge and to explain phenomena. The following hypotheses contain two variables that are measurable and specify how the variables are related.

Research hypothesis 1:

***Is there a relationship between educators' preliminary perceptions of and readiness for teacher leadership in the Eden and Central Karoo Education District?***

H<sub>0</sub> : There is no significant relationship between educators' (member of school management team, veteran, middle and novice) preliminary perceptions of teacher leadership and their readiness for teacher leadership in the Eden and Central Karoo Education District

H<sub>1</sub> : There is a significant relationship between educators' (member of school management team, veteran, middle and novice) preliminary perceptions of teacher leadership and their readiness for teacher leadership in the Eden and Central Karoo Education District

Research hypothesis 2:

***Is there a relationship between educators' readiness for teacher leadership and their perceptions of a healthy school culture for teacher leadership?***

H<sub>0</sub> : There is no significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of developmental focus as dimension of a healthy school culture for teacher leadership

H<sub>1</sub> : There is a significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of developmental focus as dimension of a healthy school culture for teacher leadership

H<sub>0</sub> : There is no significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of recognition as dimensions of a healthy school culture for teacher leadership

- H<sub>1</sub> : There is a significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of recognition as dimensions of a healthy school culture for teacher leadership
- H<sub>0</sub> : There is no significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of autonomy as dimension of a healthy school culture for teacher leadership
- H<sub>1</sub> : There is a significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of autonomy as dimension of a healthy school culture for teacher leadership
- H<sub>0</sub> : There is no significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of collegiality as dimension of a healthy school culture for teacher leadership
- H<sub>1</sub> : There is a significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of collegiality as dimension of a healthy school culture for teacher leadership
- H<sub>0</sub> : There is no significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of participation as dimension of a healthy school culture for teacher leadership

H<sub>1</sub> : There is a significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of participation as dimension of a healthy school culture for teacher leadership

H<sub>0</sub> : There is no significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of open communication as dimension of a healthy school culture for teacher leadership

H<sub>1</sub> : There is a significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of open communication as dimension of a healthy school culture for teacher leadership

H<sub>0</sub> : There is no significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of positive environment as dimension of a healthy school culture for teacher leadership

H<sub>1</sub> : There is a significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of positive environment as dimension of a healthy school culture for teacher leadership

Research hypothesis 3:

***Is there a difference between the preliminary leadership perceptions of educators in the Eden and Central Karoo Education District?***

H<sub>0</sub> : There is no difference between the preliminary leadership perceptions of educators (principal, member of school management team, veteran, middle, novice and district official)

H<sub>1</sub> : There is a difference between the preliminary leadership perceptions of educators (principal, member of school management team, veteran, middle, novice and district official)

Research hypothesis 4:

***Is there a difference between the assumptions regarding teacher leadership as held by educators in the Eden and Central Karoo Education District?***

H<sub>0</sub> : There is no difference between the assumptions regarding teacher leadership as held by educators (principal, member of school management team, veteran, middle, novice and district official)

H<sub>1</sub> : There is a difference between the assumptions regarding teacher leadership as held by educators (principal, member of school management team, veteran, middle, novice and district official)

Research hypothesis 5:

***Is there a difference between the typical expressions (language of leadership) used by educators in the Eden and Central Karoo Education District?***

H<sub>0</sub> : There is no difference between the typical expressions (language of leadership) used by educators (principal, member of school management team, veteran, middle, novice and district official)

H<sub>1</sub> : There is a difference between the typical expressions (language of leadership) used by educators (principal, member of school management team, veteran, middle, novice and district official)

Research hypothesis 6:

***Is there a difference between the barriers to teacher leadership as identified by educators in the Eden and Central Karoo Education District?***

H<sub>0</sub> : There is no difference between the barriers to teacher leadership as identified by educators (principal, member of school management team, veteran, middle, novice and district official)

H<sub>1</sub> : There is a difference between the barriers to teacher leadership as identified by educators (principal, member of school management team, veteran, middle, novice and district official)

Research hypothesis 7:

***Is there a difference between professional development needs in relation to teacher leadership as identified by educators of the Eden and Central Karoo Education District?***

H<sub>0</sub> : There is no difference between the professional development needs as identified by educators (principal, member of school management team, veteran, middle, novice and district official)

H<sub>1</sub> : There is a difference between the professional development needs as identified by educators (principal, member of school management team, veteran, middle, novice and district official)

Research hypothesis 8:

***Is there a difference between the level of readiness for teacher leadership between educators in the Eden and Central Karoo Education District?***

H<sub>0</sub> : There is no difference between the level of readiness for teacher leadership between educators (member of school management team, veteran, middle and novice)

H<sub>1</sub> : There is a difference between the level of readiness for teacher leadership between educators (member of school management team, veteran, middle and novice)

Research hypothesis 9:

***Is there a difference between educators in the Eden and Central Karoo in relation to their perceptions of seven dimensions a healthy school culture for teacher leadership?***

H<sub>0</sub> : There is no difference between educators (member of school management team, veteran, middle and novice) in relation to their

perceptions of developmental focus as dimension of a healthy school culture for teacher leadership

H<sub>1</sub> : There is a difference between educators (member of school management team, veteran, middle and novice) in relation to their perceptions of developmental focus as dimension of a healthy school culture for teacher leadership

H<sub>0</sub> : There is no difference between educators (member of school management team, veteran, middle and novice) in relation to their perceptions of recognition as dimension of a healthy school culture for teacher leadership

H<sub>1</sub> : There is a difference between educators (member of school management team, veteran, middle and novice) in relation to their perceptions of recognition as dimension of a healthy school culture for teacher leadership

H<sub>0</sub> : There is no difference between educators (member of school management team, veteran, middle and novice) in relation to their perceptions of autonomy as dimension of a healthy school culture for teacher leadership

H<sub>1</sub> : There is a difference between educators (member of school management team, veteran, middle and novice) in relation to their perceptions of autonomy as dimension of a healthy school culture for teacher leadership

H<sub>0</sub> : There is no difference between educators (member of school management team, veteran, middle and novice) in relation to their perceptions of collegiality as dimension of a healthy school culture for teacher leadership

H<sub>1</sub> : There is a difference between educators (member of school management team, veteran, middle and novice) in relation to their

perceptions of collegiality as dimension of a healthy school culture for teacher leadership

H<sub>0</sub> : There is no difference between educators (member of school management team, veteran, middle and novice) in relation to their perceptions of participation as dimension of a healthy school culture for teacher leadership

H<sub>1</sub> : There is a difference between educators (member of school management team, veteran, middle and novice) in relation to their perceptions of participation as dimension of a healthy school culture for teacher leadership

H<sub>0</sub> : There is no difference between educators (member of school management team, veteran, middle and novice) in relation to their perceptions of open communication as dimension of a healthy school culture for teacher leadership

H<sub>1</sub> : There is a difference between educators (member of school management team, veteran, middle and novice) in relation to their perceptions of open communication as dimension of a healthy school culture for teacher leadership

H<sub>0</sub> : There is no difference between educators (member of school management team, veteran, middle and novice) in relation to their perceptions of positive environment of a healthy school culture for teacher leadership

H<sub>1</sub> : There is a difference between educators (member of school management team, veteran, middle and novice) in relation to their perceptions of positive environment as dimension of a healthy school culture for teacher leadership

It can be concluded that in this study, the research hypotheses are formulated to explain both the relationship and difference research questions. In the next section the research design will be discussed in detail.

### **4.3 RESEARCH DESIGN**

Cohen, Manion and Morrison (2007:93) propose the following four-stage model to help researchers manage the planning of research namely to:

- identify the purposes of the research;
- to identify and give priority to the constraints under which the research will take place;
- to plan the possibilities for the research within these constraints; and
- to decide on the research design.

McMillan and Schumacher (1997:10) refer to research design as “the general plan; how the research is set up, what happens to the subjects, and what methods of data collection are used”. The research design describes the procedures followed in conducting the study and includes when, from whom, and under what conditions the data was obtained.

For the purpose of this study, a non-experimental design had been chosen, because it can offer a description of a certain phenomenon, as well as examine a possible relationship between variables without any direct manipulation of conditions that are experienced (McMillan & Schumacher 2010:22). McMillan and Schumacher (1997:37; 2010:22) define a non-experimental design as “a description of something that has occurred or examine relationships between things without suggesting direct cause-and-effect relationships”.

Four types of non-experimental designs were used in this study, namely survey, descriptive, correlation and comparative designs.

In a survey design the investigator selects a sample of respondents from a target population and administers a series of questionnaires to collect data on different aspects of teacher leadership (McMillan & Schumacher 2010:235). A survey design was used for the purpose of providing a description of the targeted population in relation to aspects of teacher leadership, to explore possible relationships between variables and to investigate possible differences between groups on different aspects of teacher leadership.

Schutt (in McMillan & Schumacher 2010:236) refers to survey research as a very popular research method in education, because of its versatility, efficiency and generalisability.

In addition to using a survey design, a descriptive design was also be used as it provides a “summary of an existing phenomenon by using numbers to characterise individuals or a group” (McMillan & Schumacher 2010:22). The nature of existing conditions were assessed. The purpose of using a descriptive design for this study is to characterise teacher leadership as it currently presents itself in and education district.

A correlation design is concerned with assessing relationships between two or more phenomena. The statistical measure, correlation, was used to measure the degree of relationship or association between:

- (a) educators’ preliminary perceptions of and readiness for teacher leadership; and
- (b) educators’ readiness for teacher leadership and their perceptions of the different dimensions of a healthy school culture for teacher leadership (McMillan & Schumacher 1997:37).

A positive correlation would indicate that high values of preliminary perceptions in relation to teacher leadership are associated with high levels of readiness for teacher leadership; and that high values of readiness for teacher leadership are

associated with high levels of a healthy school culture (McMillan & Schumacher 2010:22). A negative correlation or relationship would indicate that high levels of one variable are associated with low values of another variable, for example high values of readiness for teacher leadership are associated with low levels of a healthy school culture (McMillan & Schumacher 2010:22).

By using a comparative design, the researcher investigated possible differences between two or more groups on the phenomena being studied, in this instance, different aspects of teacher leadership. As with a descriptive design, there is no intervention, but the mere description of teacher leadership is taken further by investigating differences between different groups, for example, different educators, namely principals, members of school management teams, veteran, middle, novice and district officials (McMillan & Schumacher 2010:22).

By using a variety of specific research questions (survey, descriptive, correlation and comparative), as indicated previously, the responses obtained from the target population, which consisted of 283 educators in primary, secondary and special schools, including principals and district officials, will be used to infer information about a large number of educators in the Eden and Central Karoo Education District.

The procedures which were followed in conducting this study will now be explored.

## **4.4 RESEARCH METHODS**

### **4.4.1 Measures to ensure validity and reliability**

Cohen *et al.* (2007:133) state that validity has taken many forms and is therefore more than only a demonstration that a specific instrument measures what it purports to measure. It is their view that, in quantitative data, validity might be improved through careful sampling, the use of appropriate instruments, as well as appropriate statistical treatments of data. Quantitative research also possesses

a measure of standard error which is inbuilt. Validity is then seen as a matter of degree and researchers could at best strive towards minimising invalidity and maximise validity (Cohen *et al.* 2007:133). According to McMillan and Schumacher (2010:104) the term validity refers to “the degree to which scientific explanations of phenomena match reality”, in other words the truthfulness of findings and conclusions. Messick (1989:13) defines validity as “an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment”.

As a non-experimental research design has been chosen for this study and a description of the phenomenon, teacher leadership, is provided, as well as possible relationships between variables without any direct manipulation of conditions that are experienced, two types of design validity are relevant, namely statistical conclusion validity and external validity.

Statistical conclusion validity refers to the “appropriate use of statistical tests to determine whether purported relationships are a reflection of actual relationships” (McMillan & Schumacher 2010:105). In considering the overall quality of the findings and conclusions of this study, the question the researcher needs to ask, is ‘Is there a relationship among the variables?’

External validity refers to the degree to which results can be generalised to the wider population, cases or situations (Cohen *et al.* 2007:136). In considering the overall quality of the findings and conclusions of this study, the researcher will ask the question: ‘What is the generalisability of the results?’

In the case of a quantitative design, two categories of external validity need to be considered, namely population external validity and ecological external validity. Population external validity refers to the extent to which the results of a study can be generalised to other people (McMillan & Schumacher 2010:116). As the

subjects in this study, namely educators, have certain characteristics and can be described with respect to variables as gender, educator type (principal, district official, educator [member of school management team, veteran, middle, novice]) and school type (primary, secondary, special), the results of this study could only be generalised to other people who have the same or similar characteristics.

Ecological external validity refers to the “conditions of the research and the extent to which generalising the results is limited to similar conditions” (McMillan & Schumacher 2010:116). Cohen *et al.* (2007:138) suggest that, for ecological validity to be demonstrated, it is important to include and address as many characteristics in and factors of a given situation as possible. In the case of this study, a factor which should be considered is known as Hawthorne effect. The Hawthorne effect refers to the “tendency for people to act differently simply because they realise they are subjects in a study” (McMillan & Schumacher 2010:116). The researcher intends to cite the possible limitations of generalising the results in the final section of the study.

Reliability in quantitative research refers to the dependability, consistency and reliability over time, instruments and over groups of respondents (Cohen *et al.* 2007:146). Therefore, for the outcomes of this research project to be reliable, it must demonstrate that if it was to be carried out on a similar group of respondents in a similar context, then similar results would be found.

It was, therefore, of importance to establish whether the calculated measures or scales used in this study, acted as reliable indicators or respondent perceptions to the various aspects of teacher leadership. Reliability, more specifically internal consistency reliability, was evaluated by means of scale reliability testing. The results are also reported in Chapter 5. The procedures followed to collect the data, will now be discussed.

## **4.4.2 Data collection**

### *4.4.2.1 Data collection technique*

The data was collected by means of the following questionnaires, namely:

- Self-Survey of Preliminary Leadership Perceptions
- A Framework of Assumptions
- Typical Expressions associated with Four Leadership Theories
- Barriers to Teacher Leadership
- Teacher Leadership Readiness Instrument (TLRI)
- Teacher Leadership School Survey (TLSS)
- Professional Development Needs: Teacher Leadership
- Demographic Information

For the purpose of this study the researcher used a software programme, *Survey Monkey*, to construct and format the above-mentioned questionnaires. Hard copies of the online version of the survey were used for schools and were mailed to selected schools. The responses of completed surveys were manually added to the database which was created for the purpose of this study on the software programme.

In the case of the district officials, an email was sent to each district official, providing a link to access the survey. Each district official had to complete the survey online and by pressing the “submit” button, responses were forwarded and collected.

Two surveys were compiled, namely:

- Survey 1 (Teacher leadership – Principals, District officials) : a short version, which would be intended for principals and district officials; and
- Survey 2 (Teacher leadership – Educators): a long version, which would be intended for educators, including members of school management teams, veteran, middle and novice educators.

**Survey 1** (Teacher leadership – Principals, District officials) included the following questionnaires:

- Self-Survey of Preliminary Leadership Perceptions
- A Framework of Assumptions
- Typical Expressions associated with Four Leadership Theories
- Barriers to Teacher Leadership
- Professional Development Needs: Teacher Leadership
- Demographic Information

**Survey 2** (Teacher leadership – Educators) included the following questionnaires:

- Self-Survey of Preliminary Leadership Perceptions
- A Framework of Assumptions
- Typical Expressions associated with Four Leadership Theories
- Barriers to Teacher Leadership
- Teacher Leadership Readiness Instrument (TLRI)
- Teacher Leadership School Survey (TLSS)
- Professional Development Needs: Teacher Leadership
- Demographic Information

- *Self-Survey of Preliminary Leadership Perceptions*

The Self-Survey of Preliminary Leadership Perceptions is a 15-item, closed form questionnaire, with a five-point Likert scale to facilitate responses. A true Likert scale is one in which the stem includes a value or direction and the respondent indicates agreement or disagreement with the statement. Subjects check the place on the scale that best reflects their beliefs or opinions about a statement. The response scales are defined by categories “strongly disagree”, “disagree”, “no opinion”, “agree” and “strongly agree”.

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1. Teaching is as important as any other profession	<input type="radio"/>				
2. Part of being a teacher is influencing the educational ideas of other teachers, administrators, parents and community leaders	<input type="radio"/>				

Table 4.3 Examples of items (Self-Survey of Preliminary Leadership Perceptions)

- *A Framework of Assumptions*

Crowther *et al.* (2009:116) developed A Framework of Assumptions, which entails ten items which each represents a continuum of possible assumptions. Each participant marks a point on each continuum to indicate his/her perception on each assumption. A five-point Likert scale was implemented. The respondent had to first decide which one of the two opposing assumptions he/she agree with, and then indicate the level of agreement, “strongly agree”, “agree” or “no opinion”. In this case, the response scales are defined by categories “strongly agree”, “agree”, “no opinion”, “agree” and “strongly agree”.

	Strongly agree	Agree	No opinion	Agree	Strongly agree
1. Schools do not need teacher leadership VS Schools need leadership from teachers	<input type="radio"/>				
2. Teacher leadership is distinctive VS Teacher leadership is like other forms of leadership	<input type="radio"/>				

Table 4.4 Examples of items (A Framework of Assumptions)

- *Typical Expressions Associated with Four Leadership Theories*

Crowther *et al.* (2009:130) developed a framework which entails typical expressions which can be associated with four leadership theories. Twelve typical expressions are grouped together according to the leadership theory they represent, as previously indicated.

In this research project the twelve typical expressions were listed by the researcher and respondents were requested to indicate how often each phrase is reflective of their 'language of leadership'. Again a five-point Likert scale was used. The response scales are defined by categories "never", "rarely", "sometimes", "often" and "always".

	Never	Rarely	Sometimes	Often	Always
1. "We are champions."	<input type="radio"/>				
2. "We're a family"	<input type="radio"/>				

Table 4.5 Examples of items (Typical Expressions – Language of Leadership)

- *Barriers to Teacher Leadership*

Crowther *et al.* (2009:43, 127) compiled a list of possible barriers to teacher leadership. Fifteen possible barriers were listed in a closed form questionnaire by the researcher and a five-point Likert scale was used to facilitate educators'

responses. The response scales are defined by categories “never”, “rarely”, “sometimes”, “often” and “always”.

	Never	Rarely	Sometimes	Often	Always
1. “I’m just a teacher” mindset	○	○	○	○	○
2. Lack of confidence	○	○	○	○	○

Table 4.6 Examples of items (Barriers to Teacher Leadership)

- *Professional Development Needs: Teacher Leadership*

The researcher used the four components of a professional development model, Leadership Development for Teachers, as designed and used by Katzenmeyer and Moller (2001; 2009:58) for the purpose of this study. The four components of the model include Personal Assessment (Who am I?), Changing Schools (Where am I?), Influencing Strategies (How do I lead?) and Planning for Action (What can I do?).

A 4-item, closed form questionnaire, with a five-point Likert scale was designed to facilitate responses. The response scales are defined by categories “strongly agree”, “agree”, “unsure”, “disagree” and “strongly disagree”.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
1. Area 1: Personal Assessment (“Who am I?”) <i>Personal assessment activities can help teachers recognize the values, behaviours and philosophies that underlie their professional performance. Once teachers gather data about themselves, they feel more comfortable seeking feedback to better understand how they are perceived by their colleagues</i>	○	○	○	○	○
2. Area 2: Changing Schools (“Where am I?”) Teachers can benefit from reflecting on and analysing their school cultures. Teachers who have the big-picture perspective of the context in which	○	○	○	○	○

they lead are better equipped to think more broadly about the whole school and about making change within that setting as well as within the larger context of the school district.					
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Table 4.7 Examples of items (Professional Development Needs: Teacher Leadership)

- *Teacher Leadership Readiness Instrument (TLRI)*

The Teacher Leadership Readiness Instrument as developed by Katzenmeyer and Moller (2001; 2009:15), is a 25-item, closed form questionnaire, which is designed to measure educators' readiness for teacher leadership. A 5-point Likert scale is used to measure the attitudes, values and beliefs of educators in relation to teacher leadership and the response scales are defined by categories 'strongly disagree', 'disagree', 'no opinion', 'agree' and 'strongly agree'.

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1. To meet each learner's needs, I select from among various teaching strategies	○	○	○	○	○
2. Individual teachers can influence how other teachers think about, plan for and conduct their work with learners	○	○	○	○	○

Table 4.8 Examples of items (Teacher Leadership Readiness Instrument)

- *Teacher Leadership School Survey (TLSS)*

Marilyn and Bill Katzenmeyer (2009:190) developed the Teacher Leadership School Survey (TLSS), which measures teachers' perceptions of the dimensions of a healthy school culture which could support teacher leadership within a school. The TLSS is a 25-item, closed form questionnaire and a five-point Likert scale is used and the response scales are defined by categories 'never', 'rarely', 'sometimes', 'often' and 'always'.

	Never	Rarely	Sometimes	Often	Always
1. At my school administrators (managers) and teachers try hard to help new teachers be successful	○	○	○	○	○
2. At my school teachers are provided with assistance, guidance or coaching if needed	○	○	○	○	○

Table 4.9 Examples of items (Teacher Leadership School Survey)

- *Demographic Information*

Each of the two surveys included a section on Demographic Information with the purpose of gathering information in relation to respondents' teaching status, gender, language preference, school type, number of learners and educators and expert or preferred subject discipline.

In the case of district officials, the questions in this section were adjusted to suit their circumstances.

	Primary	Secondary	Special	Not applicable (district official)
1. School	○	○	○	○
	0- 10	11 – 20	21 – 50	Not applicable (district official)
2. Number of teachers in school	○	○	○	○

Table 4.10 Examples of items (Demographic Information)

#### 4.4.2.2 *Sample*

Non-probability sampling, more specifically purposeful sampling, was used for this study, because the researcher selected particular subjects from the population who would be representative or informative about the topic of teacher leadership. Singleton, Straits, Straits and McAllister (in McMillan & Schumacher 2010:138) stated that this type of sample is based entirely on the judgment of the researcher, in that a sample is composed of elements which contain the most

characteristic, representative or typical attributes. In a quantitative study, the emphasis would be on selecting a sample which would be representative of the population.

Data for this study was collected in primary, secondary and special schools in the Eden and Central Karoo Education District. One hundred and thirty-four (134) schools were invited to participate in the research project to guarantee representativeness in terms of staff numbers, to include educator type (principal, member of school management team, veteran, middle and novice educators per school), school type and gender. The sample consisted of specific educators in the school, including principals, members of school management teams and veteran, middle and novice educators. District officials of the Eden and Central Karoo Education District were also invited to participate in the study. 45.5% of the *schools* and 32.5% of the *district officials* invited to participate in the study, returned the completed the questionnaires. The sample size of this study was 283 in total and both male (146) and female (137) respondents participated.

Respondents	Number
Principals	61
Educators: member of School Management Team	52
Educators: veteran (10+ years experience)	89
Educators: middle (4 – 9 years experience)	29
Educators: novice (0 -3 years experience)	26
District Officials	26
<b>Total number of respondents (Educators)</b>	<b>283</b>

Table 4.11 Respondents

School type	Number
Primary	45
Secondary	12
Special	4
<b>Total number of schools</b>	<b>61</b>

Table 4.12 School type

#### *4.4.2.3 Method*

Application was made to conduct the study in 134 schools in the Eden and Central Karoo Education District, as well as to include the district officials of the education district. Permission was granted by the Western Cape Department of Education subject to, amongst others, the following conditions:

- District officials, principals and educators are under no obligation to assist in any way in the investigation;
- District officials, principals and educators and schools could not be identifiable in any way from the results of the investigation; and
- A photocopy of the letter of approval must be submitted to the senior district official and principal where the intended research is to be conducted.

The researcher prepared a detailed proposal to obtain the endorsement of the director of the education district for the research project.

Both postal and internet-based surveys were used for the purpose of this study. Postal questionnaires were administered in schools, with educators, including the principal, a member of the school management team, veteran, middle and novice, as respondents. Internet-based questionnaires were administered in the education district, with district officials as respondents.

A preliminary invitation to participate in the research project was sent to each of the 134 schools, by the researcher in a personalised email message. This message included a cover letter, a copy of the letter of approval by the Western Cape Education Department and an admonition that surveys would be mailed to schools, addressed to the school principal.

A research pack was sent to each of the identified 134 schools. The mailed research pack included a cover letter, five copies of the survey and a stamped return-addressed envelope. The five copies included one copy of Survey 1,

intended for the principal, and four copies of Survey 2, intended for educators, one each for an educator: member of the school management team, veteran, middle and novice.

The brief cover letter included the following information:

- an invitation to participate
- a definition of the main construct, “Teacher leadership”
- the purpose and intention of the study
- the importance of the study for the respondent and the profession
- the importance of the respondent for the study
- the protection afforded the respondent by keeping identities of respondents and schools confidential
- a time limit for returning the completed surveys
- endorsement for the study by the Western Cape Education Department
- the incentive for completing the survey
- instructions for the identification of respondents per school
- instructions for the completion of the surveys
- a thank you note to the respondents and
- the researcher’s email address was provided in the case of respondents having questions or concerns.

At the time of the closing date for surveys to be returned to the researcher, a final reminder email message, requesting completion of the survey, was sent to each of the schools with outstanding surveys.

The district officials received an electronic email-based survey. The email included a cover letter, a copy of the letter of approval by the Western Cape Education Department and the link to access the online version of the survey. Instructions for completion of the survey were attached to the survey. At the time of the closing date for the completion of surveys, a final reminder and a request to participate were sent to all district officials.

As previously mentioned, the responses of completed surveys (paper-based) were manually added to the database. The database was created for the purpose of this study on the software programme, *Survey Monkey*. The responses of the completed surveys (email-based) were collected through the software programme, *Survey Monkey*. For the purpose of statistical analysis, the data was shared with the statistician by creating a link which could be accessed via the software programme.

#### **4.4.3 Data processing**

Raw data obtained from the 283 respondents who participated in this study was used to report on educators' in the Eden and Central Karoo Education District perspectives, perceptions of and readiness for teacher leadership.

##### *4.4.3.1 Statistical processing*

- *Self-Survey of Preliminary Leadership Perceptions*

Crowther *et al.* (2009:110) explained the scoring protocol of the self-survey as follows:

- Step 1 : Count the number of times the respondent chose *strongly disagree*
- Step 2 : Multiply by -2, and write the number at the bottom of the column named *strongly disagree*
- Step 3: Count the number of times the respondent chose *disagree*
- Step 4: Multiply by -1, and write the number at the bottom of the column named *disagree*
- Step 5: Ignore the number of times the respondent chose *no opinion*
- Step 6: Count the number of times the respondent chose *agree*
- Step 7: Write the number at the bottom of the column named *agree*
- Step 8: Count the number of times the respondent chose *strongly agree*
- Step 9: Multiply by 2, and write the number at the bottom of the column named *strongly agree*

Step 10: Add these four numbers and write the sum of the numbers at the bottom of the page

The scores could be interpreted as follows:

If the total number is between 21 and 30:

Virtually all the respondent's attitudes, values and beliefs align with the tenets of *teacher leadership* and *parallel leadership*

If the total number is between 11 and 20:

The majority of the respondent's attitudes, values and beliefs align with the tenets of teacher leadership and parallel leadership

If the total number is between 1 and 10:

Some of the respondent's attitudes, values and beliefs align with the tenets of teacher leadership and parallel leadership

If the total number is less than 1:

Few of the respondent's attitudes, values and beliefs align with the tenets of teacher leadership and parallel leadership

- *A Framework of Assumptions*

Crowther *et al.* (2009:116) developed the framework and are normally intended for either school-based project teams or cross-school clusters. The researcher used this framework to determine the overall values and assumptions regarding teacher leadership as reflected by the respondents in this study. For the purpose of this study, the researcher appointed descriptors with individual values to each of the numbers on the continuum, as used by Crowther and his researchers:

Descriptor	Value on continuum
Strongly agree	1
Agree	2
No opinion	3
Agree	4
Strongly agree	5

Table 4:13 Descriptors and values (A Framework of Assumptions)

Scores on each of the 10 assumptions could be interpreted as follows:

Item 1: Schools do not need teacher leadership VS Schools need leadership from teachers

Score 1: Respondent agrees strongly with *"Schools do not need teacher leadership"*

Score 2: Respondent agrees with *"Schools do not need teacher leadership"*

Score 3: Respondent has no opinion on this assumption

Score 4: Respondent agrees with *"Schools need leadership from teachers"*

Score 5: Respondent agrees strongly with *"Schools need leadership from teachers"*

Item 2: Teacher leadership is distinctive VS Teacher leadership is like other forms of leadership

Score 1: Respondent agrees strongly with *"Teacher leadership is distinctive"*

Score 2: Respondent agrees with *"Teacher leadership is distinctive"*

Score 3: Respondent has no opinion on this assumption

Score 4: Respondent agrees with *"Teacher leadership is like other forms of leadership"*

Score 5: Respondent agrees strongly with *"Teacher leadership is like other forms of leadership"*

Item 3: Teaching, learning and assessment are the focus of teacher leadership VS Organisational issues are the focus of teacher leadership

Score 1: Respondent agrees strongly with *"Teaching, learning and assessment are the focus of teacher leadership"*

Score 2: Respondent agrees with *"Teaching, learning and assessment are the focus of teacher leadership"*

Score 3: Respondent has no opinion on this assumption

Score 4: Respondent agrees with *"Organisational issues are the focus of teacher leadership"*

Score 5: Respondent agrees strongly with *"Organisational issues are the focus of teacher leadership"*

Item 4: Teacher leadership is enduring and sustainable VS Teacher leadership is episodic and situational

Score 1: Respondent agrees strongly with *"Teacher leadership is enduring and sustainable"*

Score 2: Respondent agrees with *"Teacher leadership is enduring and sustainable"*

Score 3: Respondent has no opinion on this assumption

Score 4: Respondent agrees with *"Teacher leadership is episodic and situational"*

Score 5: Respondent agrees strongly with *"Teacher leadership is episodic and situational"*

Item 5: Teacher leaders are identifiable through scientific and personality analysis VS Teacher leaders may emerge unexpectedly

Score 1: Respondent agrees strongly with *"Teacher leaders are identifiable through scientific and personality analysis"*

Score 2: Respondent agrees with *"Teacher leaders are identifiable through scientific and personality analysis"*

Score 3: Respondent has no opinion on this assumption

Score 4: Respondent agrees with *"Teacher leaders may emerge unexpectedly"*

Score 5: Respondent agrees strongly with *"Teacher leaders may emerge unexpectedly"*

Item 6: All teacher are potential leaders VS Some teacher are potential leaders

Score 1: Respondent agrees strongly with *"All teachers are potential leaders"*

Score 2: Respondent agrees with *"All teachers are potential leaders"*

Score 3: Respondent has no opinion on this assumption

Score 4: Respondent agrees with *"Some teachers are potential leaders"*

Score 5: Respondent agrees strongly with *"Some teacher are potential leaders"*

Item 7: Teacher leadership can be nurtured VS Teacher leadership is inherent

Score 1: Respondent agrees strongly with *"Teacher leadership can be nurtured"*

Score 2: Respondent agrees with *"Teacher leadership can be nurtured"*

Score 3: Respondent has no opinion on this assumption

Score 4: Respondent agrees with *"Teacher leadership is inherent"*

Score 5: Respondent agrees strongly with *"Teacher leadership is inherent"*

Item 8: Teacher leaders have pedagogical credibility VS Teacher leaders do not need to have pedagogical credibility

Score 1: Respondent agrees strongly with *"Teacher leaders have pedagogical credibility"*

Score 2: Respondent agrees with *"Teacher leaders have pedagogical credibility"*

Score 3: Respondent has no opinion on this assumption

Score 4: Respondent agrees with *"Teacher leaders do not need to have pedagogical credibility"*

Score 5: Respondent agrees strongly with *"Teacher leaders do not need to have pedagogical credibility"*

Item 9: Teacher leaders work as individual professionals VS Teacher leaders work as collaborative individuals

Score 1: Respondent agrees strongly with *"Teacher leaders work as individual professionals"*

Score 2: Respondent agrees with *"Teacher leaders work as individual professionals"*

Score 3: Respondent has no opinion on this assumption

Score 4: Respondent agrees with *"Teacher leaders work as collaborative individuals"*

Score 5: Respondent agrees strongly with *"Teacher leaders work as collaborative individuals"*

Item 10: Teacher leaders are popular with colleagues VS Teacher leaders are seen as difficult by colleagues

Score 1: Respondent agrees strongly with *"Teacher leaders are popular with colleagues"*

Score 2: Respondent agrees with *"Teacher leaders are popular with colleagues"*

Score 3: Respondent has no opinion on this assumption

Score 4: Respondent agrees with *"Teacher leaders are seen as difficult by colleagues"*

Score 5: Respondent agrees strongly with *"Teacher leaders are seen as difficult by colleagues"*

- *Typical Expression associated with Four Leadership Theories*

The researcher listed twelve typical expressions respondents were requested to indicate how often each phrase is reflective of their 'language of leadership'. The response scales are defined by categories 'never', 'rarely', 'sometimes', 'often' and 'always'. Each of these scales was given a weight:

Response Scale	Weight
Never	1
Rarely	2
Sometimes	3
Often	4
Always	5

Table 4:14 Response scales and weights (Typical Expressions)

The responses of all the respondents on each of the typical expressions in this questionnaire were taken into account to determine the 'language of leadership' being used by the respondents of this study.

Furthermore, respondents' 'language of leadership' was associated with one of four leadership theories:

Typical Expression	Item Number	Leadership Theory
"We are champions." "Climb every mountain." "Dream the impossible dream."	1 5 9	Transformational leadership
"The buck stops here." "If you can't beat them in the alleys, you can't beat them on the playing field." "Results are all that count."	4 8 12	Strategic leadership
"Keep the scoundrels honest." "I'm a committed activist." "Against all odds."	3 7 11	Educative or advocacy leadership
"We're a family." "We're all in this together." "A champion team will beat a team of champions."	2 6 10	Organisation wide leadership

Table 4:15 Typical expression associated with four leadership theories (Crowther *et al.* 2009:130)

- *Barriers to Teacher Leadership*

The researcher listed fifteen possible barriers to teacher leadership as provided by Crowther *et al.* (2009:44). The response scales are defined by categories 'never', 'rarely', 'sometimes', 'often' and 'always' and received the following weights:

Response Scale	Weight
Never	1
Rarely	2
Sometimes	3
Often	4
Always	5

Table 4:16 Response scales and weights (Barriers to Teacher Leadership)

The responses of all the respondents on each of the barriers in this questionnaire were taken into account to determine the perceptions of educators in relation to barriers to teacher leadership.

- *Professional Development Needs: Teacher Leadership*

The four components of a professional development model, Leadership Development for Teachers, as designed and used by Katzenmeyer and Moller (2001; 2009:58) were used for the purpose of this study. The four components of the model include Personal Assessment (Who am I?), Changing Schools (Where am I?), Influencing Strategies (How do I lead?) and Planning for Action (What can I do?). The response scales are defined by categories 'strongly agree', 'agree', 'unsure', 'disagree' and 'strongly disagree' and received the following weights:

Descriptor	Weight
Strongly agree	1
Agree	2
Unsure	3
Disagree	4
Strongly disagree	5

Table 4:17 Descriptors and weights (Professional Development Needs: Teacher Leadership)

- *Teacher Leadership Readiness Instrument (TLRI)*

Katzenmeyer & Moller (2001; 2009:19) provided the scoring protocol for this instrument:

- Step 1 : Count the number of times the respondent chose *strongly disagree*
- Step 2 : Multiply by -2, and write the number at the bottom of the column named *strongly disagree*
- Step 3: Count the number of times the respondent chose *disagree*
- Step 4: Multiply by -1, and write the number at the bottom of the column named *disagree*
- Step 5: Ignore the number of times the respondent chose *no opinion*
- Step 6: Count the number of times the respondent chose *agree*
- Step 7: Write the number at the bottom of the column named *agree*
- Step 8: Count the number of times the respondent chose *strongly agree*
- Step 9: Multiply by 2, and write the number at the bottom of the column named *strongly agree*
- Step 10: Add these four numbers and write the sum of the numbers at the bottom of the page

The scores could be interpreted as follows:

If the total number is between 35 and 50:

Virtually all the respondent's attitudes, values and beliefs parallel those related to *teacher leadership*

If the total number is between 20 and 34:

The majority of the respondent's attitudes, values and beliefs parallel those related to teacher leadership

If the total number is between -5 and 19:

Some of the respondent's attitudes, values and beliefs parallel those related to teacher leadership

If the total number is -6 or below:

Few of the respondent's attitudes, values and beliefs parallel those related to teacher leadership

- *Teacher Leadership School Survey (TLSS)*

Katzenmeyer and Moller (2009:193) provided the scoring protocol for the TLSS:

Each item of the survey is rated by the respondent in terms of descriptors, namely 'never', 'rarely', 'sometimes', 'often' and 'always'. Each descriptor carries a weight:

Descriptor	Weight
Never	1
Rarely	2
Sometimes	3
Often	4
Always	5

Table 4:18 Descriptors and weights (Teacher Leadership School Survey)

The survey consists of 49 questions and seven scales can be identified as dimensions of a healthy school culture for teacher leadership. Each scale consists of seven questions.

The scales of the Teacher Leadership School Survey are described as follows:

Scale	Description
Developmental Focus	Teachers are assisted in gaining new knowledge ad skills and are encouraged to help others learn. Teachers are provided with needed assistance, guidance and coaching.
Recognition	Teachers are recognised for roles they take and the contributions they make. A spirit of mutual respect and caring exists among teachers. There are processes for the recognition of effective work.
Autonomy	Teachers are encouraged to be proactive in making improvements and innovations. Barriers are removed and resources are found to support teachers' efforts.
Collegiality	Teachers collaborate on instructional and student-related matters. Examples of collegial behavior include teachers discussing strategies, sharing materials, or observing in one another's classrooms.

Participation	Teachers are actively involved in making decisions and having input on important matters. Department chairpersons, team leaders, and other key leaders are selected with the participation of teachers.
Open Communication	Teachers send and receive information relevant to the effective functioning of the school in open, honest ways. Teachers feel informed about what is happening in the school. Teachers easily share opinions and feelings. Teachers are not blamed when things go wrong.
Positive Environment	There is a general satisfaction with the work environment. Teachers feel respected by one another, by parents, students and administrators (management). Teachers perceive the school as having effective administrative (managerial) leadership. Appointed or informal teams work together effectively in the interest of students.

**Table 4:19 Scaled descriptors (Teacher Leadership School Survey)**

Step 1:	Scale 1: Developmental Focus	Enter a total for items 1 – 7
Step 2:	Scale 2: Recognition	Enter a total for items 8 – 14
Step 3:	Scale 3: Autonomy	Enter a total for items 15 – 21
Step 4:	Scale 4: Collegiality	Enter a total for items 22 – 28
Step 5:	Scale 5: Participation	Enter a total for items 29 – 35
Step 6:	Scale 6: Open Communication	Enter a total for items 36 – 42
Step 7:	Scale 7: Positive Environment	Enter a total for items 43 - 49

As the developers of this survey only indicate the outcome of each scale on a continuum from 1 – 40, the researcher of this study will attempt to provide a general way of describing the result of every respondent on the different scales, to be able to compare the results of all the respondents. Step 8 of the scoring protocol, is therefore a suggestion of the researcher.

Step 8:           Maximum possible score for each scale: 35  
                      Minimum possible score for each scale: 5  
                      Determine the outcome for each scale per respondent by using the following descriptors:

- A score of 5 – 15: Below average (health of school culture for teacher leadership)
- A score of 15 – 25: Average (health of school culture for teacher leadership)
- A score of 26 – 35: Above average (health of school culture for teacher leadership)

#### **4.4.4 Statistical analysis methodology**

The statistical analysis strategy and methodology followed in this study are based on the research questions and hypotheses set out in this chapter. All analyses were performed using the SAS statistical software package, version 9.1.3. The acronym SAS stands for 'Statistical Analysis System'.

The following procedures were used to analyse data:

To describe the biographical attributes of the sampled population, one-way frequency tables on all characteristics queried in the survey were calculated. The frequency distributions provided background information on the sampled respondents of the target population.

To address the seven descriptive research questions of the study, seven general composite frequency analyses were completed. Each (table) represents the response distribution of questionnaire items pertaining to one of the seven aspects of teacher leadership and are presented in Chapter 5. Although these tables provide a descriptive answer to the stated questions, the format in which information is presented necessitated the design and calculation of summative measures for each aspect of teacher leadership. By using summative measures or scales, underlying trends and relationships in the data can be identified more accurately and parsimoniously.

In order to answer the difference research questions, the analysis strategy followed was to perform analysis of variance. Since the sets of score values of respondents calculated for the seven scales, which represent the seven aspects of teacher leadership, could be regarded as scale or continuous values, the general linear model approach for the analysis of variance could be conducted. The results are reported in Chapter 5.

To address the relationship research questions and associated hypotheses of this study, linear regression analyses were conducted on the relevant sets of scores or scale values. The relationships between preliminary leadership perceptions and readiness for teacher leader; and the relationship between readiness for teacher leadership and perceptions regarding the dimensions of a healthy school culture for teacher leadership are illustrated by means of two-way frequency tables, including categorised values, calculated Chi-square statistics as well as graphs of the fitted linear regression lines and plots of observed or scale values. The regression analyses were performed on 196 of the respondents, which included educators (member of school management team, veteran, middle and novice). These results are also reported in Chapter 5.

Finally, to determine the possible effect that combinations of biographical characteristics of respondents could have had on their perceptions regarding the different aspects of teacher leadership, it was reasoned that the appropriate analysis strategy in this instance would be to treat the combination of biographical characteristics as interaction effects and investigate the significance of interaction effects on perceptions by means of a general linear approach to analysis of variance. Analysis results are reported in Chapter 5.

#### **4.5 SUMMARY**

In this chapter the research design, method, data collection and processing procedures were discussed in detail.

In order to answer the research questions, a variety of statistical procedures had been followed. Data of all respondents was analysed to enable the researcher to respond to the descriptive, comparative and correlation research questions.

Analysed data shed light on educators' perspectives, perceptions of and readiness for teacher leadership in the Eden and Central Karoo Education

District. In analysing the responses of all respondents, the researcher was in a position to address the different research questions, namely

- to describe the current position in primary, secondary and special schools and the Eden and Central Karoo Education District office in relation to perceptions about a variety of aspects relating to teacher leadership;
- to draw comparisons between different educator types in relation to the different aspects of teacher leadership ; and
- finally, to determine whether there are any significant correlations/relationships between educators' preliminary perspectives and perceptions regarding leadership and or teacher leadership and educators' readiness for teacher leadership; and between educators' readiness for teacher leadership and their perceptions of a healthy school culture for teacher leadership.

In Chapter 5 the research results will be discussed in detail, in order to address the outcomes of the third aim of this research project.

## **CHAPTER 5**

### **RESEARCH RESULTS**

We also know that teacher leaders cannot develop without consistent support and encouragement from their principal. Support from persons in positions of power, is of immeasurable value in bringing about change and developing future leaders.

(Harrison & Lembeck 1996:102)

#### **5.1 INTRODUCTION**

In the previous chapter, the focus was on the third aim of the study, namely the empirical research which was conducted to determine the perspectives, perceptions and readiness of educators in the Eden and Central Karoo Education District in relation to teacher leadership (cf 1.1; cf 4). The research design, methodology and methods were discussed in detail, as well as how data was collected and processed.

In this chapter, the outcome of the statistical data analysis, also part of the empirical research, will be presented in order to provide answers to the research questions. An interpretation of the data analysis will also be provided.

The raw data of the 283 respondents on the different aspects of teacher leadership was analysed to answer the research questions of this study. Raw data, compiled for the purpose of this study, is captured in Appendix E.

Descriptive, difference and relationship questions were used to determine educators' perspectives, perceptions of and readiness for teacher leadership.

#### **5.2 RESEARCH PROBLEMS AND HYPOTHESES**

As indicated in Chapter 4 (cf 4.2) the variable 'teacher leadership' was measured by means of seven different questionnaires posed to educators in the Eden and Central Karoo Education District. A descriptive design was used to capture the current status of teacher leadership in the education district (McMillan &

Schumacher 2010:217). The seven questionnaires used for the purpose of this study were:

- Self-Survey of Preliminary Leadership Perceptions
- A Framework of Assumptions
- Typical Expressions Associated with Four Leadership Theories
- Barriers to Teacher Leadership
- Professional Development Needs: Teacher Leadership
- Teacher Leadership Readiness Instrument (TLRI)
- Teacher Leadership School Survey (TLSS)

The following descriptive research questions were used in the analysis of the data provided by all respondents, including 283 educators (principals, members of school management teams, veteran, middle, novice and district officials):

What are the preliminary leadership perceptions of educators in the Eden and Central Karoo Education District?

What are the assumptions regarding teacher leadership held by educators in the Eden and Central Karoo Education District?

What are the typical expressions (language of leadership) used by educators in the Eden and Central Karoo Education District?

Which of the four leadership theories are represented by the typical expressions used by educators in the Eden and Central Karoo Education District?

What are the barriers to teacher leadership as identified by educators in the Eden and Central Karoo Education District?

What are the professional development needs in relation to teacher leadership as identified by educators in the Eden and Central Karoo Education District?

The following descriptive research questions were used in the analysis of the data provided by 196 of the respondents, including educators (members of school management teams, veteran, middle and novice):

What is the level of readiness for teacher leadership of educators in the Eden and Central Karoo Education District?

What are the perceptions of educators in the Eden and Central Karoo Education District in relation to the seven dimensions of a healthy school culture for teacher leadership?

The seven dimensions of a healthy school culture for teacher leadership are:

Dimension 1: Developmental focus

Dimension 2: Recognition

Dimension 3: Autonomy

Dimension 4: Collegiality

Dimension 5: Participation

Dimension 6: Open communication

Dimension 7: Positive environment

The study also attempted to answer difference research questions. The comparative study of data attempted to investigate the relationship between one variable to another, by examining whether the value of the dependent variable in one group is different from the value of the dependent variable in the other group (McMillan & Schumacher 2010:222). By analysing the responses of the 283 respondents, including principals, members of school management teams, veteran, middle, novice educators and district officials, on the following questionnaires, namely:

- Self-Survey of Preliminary Leadership Perceptions
- A Framework of Assumptions
- Typical Expressions Associated with Four Leadership Theories

- Barriers to Teacher Leadership
- Professional Development Needs: Teacher Leadership

and the responses of the 196 respondents, including members of school management teams, veteran, middle and novice educators, on the following questionnaires, namely:

- Teacher Leadership Readiness Instrument (TLRI)
- Teacher Leadership School Survey (TLSS),

the following difference research questions were asked:

Is there a difference between the preliminary leadership perceptions of educators in the Eden and Central Karoo Education District?

Is there a difference between the assumptions regarding teacher leadership as held by educators in the Eden and Central Karoo Education District?

Is there a difference between the typical expressions (language of leadership) used by educators in the Eden and Central Karoo Education District?

Is there a difference between the barriers to teacher leadership as identified by educators in the Eden and Central Karoo Education District?

Is there a difference between professional development needs in relation to teacher leadership as identified by educators of the Eden and Central Karoo Education District?

Is there a difference between the level of readiness for teacher leadership in the Eden and Central Karoo Education District?

Is there a difference between the educators in the Eden and Central Karoo Education District in relation to their perceptions of a healthy school culture for teacher leadership?

The study finally also attempted to answer relationship research questions by analysing the responses of 196 educators (member of school management team, veteran, middle and novice) on the following three questionnaires, namely:

- Self-Survey of Preliminary Leadership Perceptions
- Teacher Leadership Readiness Instrument (TLRI)
- Teacher Leadership School Survey (TLSS).

The following relationship research questions were asked:

Is there a relationship between the preliminary perceptions and the readiness of educators in relation to teacher leadership in the Eden and Central Karoo Education District?

Is there a relationship between the readiness of educators for teacher leadership and their perceptions in relation to the seven dimensions of a healthy school culture for teacher leadership?

Is there a relationship between the readiness of educators (member of school management team, veteran, middle and novice) for teacher leadership and their perceptions in relation to developmental focus as dimension of a healthy school culture for teacher leadership?

Is there a relationship between the readiness of educators (member of school management team, veteran, middle and novice) for teacher leadership and their perceptions in relation to recognition as dimension of a healthy school culture for teacher leadership?

Is there a relationship between the readiness of educators (member of school management team, veteran, middle and novice) for teacher leadership and their perceptions in relation to autonomy as dimension of a healthy school culture for teacher leadership?

Is there a relationship between the readiness of educators (member of school management team, veteran, middle and novice) for teacher leadership and their perceptions in relation to collegiality as dimension of a healthy school culture for teacher leadership?

Is there a relationship between the readiness of educators (member of school management team, veteran, middle and novice) for teacher leadership and their perceptions in relation to participation as dimension of a healthy school culture for teacher leadership?

Is there a relationship between the readiness of educators (member of school management team, veteran, middle and novice) for teacher leadership and their perceptions in relation to open communication as dimension of a healthy school culture for teacher leadership?

Is there a relationship between the readiness of educators (member of school management team, veteran, middle and novice) for teacher leadership and their perceptions in relation to positive environment as dimension of a healthy school culture for teacher leadership?

### **Research hypotheses**

Nine research hypotheses were stated and were listed in detail in Chapter 4 (cf 4.2.3).

Research hypothesis 1:

***Is there a relationship between educators' preliminary perceptions of and readiness for teacher leadership in the Eden and Central Karoo Education District?***

Research hypothesis 2:

***Is there a relationship between educators' readiness for teacher leadership and their perceptions of a healthy school culture for teacher leadership?***

Research hypothesis 3:

***Is there a difference between the preliminary leadership perceptions of educators in the Eden and Central Karoo Education District?***

Research hypothesis 4:

***Is there a difference between the assumptions regarding teacher leadership as held by educators in the Eden and Central Karoo Education District?***

Research hypothesis 5:

***Is there a difference between the typical expressions (language of leadership) used by educators in the Eden and Central Karoo Education District?***

Research hypothesis 6:

***Is there a difference between the barriers to teacher leadership as identified by educators in the Eden and Central Karoo Education District?***

Research hypothesis 7:

***Is there a difference between professional development needs in relation to teacher leadership as identified by educators of the Eden and Central Karoo Education District?***

Research hypothesis 8:

***Is there a difference between the level of readiness for teacher leadership between educators in the Eden and Central Karoo Education District?***

Research hypothesis 9:

***Is there a difference between the educators in the Eden and Central Karoo in relation to their perceptions of a healthy school culture for teacher leadership?***

In the next section the statistical techniques and procedures will be discussed.

### **5.3 STATISTICAL TECHNIQUES**

The data of this study was processed by the Research Directorate (UNISA). The statistical analysis methodology followed in the study was based on the research questions and hypotheses set out in Chapter 4 of the thesis (cf 4.2.2; cf 4.2.3). All analyses were performed using the Statistical Analysis System (SAS) statistical software package, version 9.1.3. The specific components used in the study are listed at the end of the References section of this thesis.

The following statistical procedures were used:

#### Biographical attributes

In order to provide background information on the sampled respondents of the target population, a one-way frequency on biographical characteristics was calculated. McMillan and Schumacher (1997; 2010:154) indicate that a frequency distribution shows the most and least frequently occurring scores, the general shape of the distribution and whether any scores are isolated from the rest. Results are also summarised by the percentages of responses for each score or interval and for subjects that provide different answers. The biographical characteristics were also included in analyses to evaluate the possible effect that these characteristics could have had on teacher leadership perceptions as investigated in this study. In order to display the frequency data effectively, histograms and or bar graphs are used.

#### Descriptive research questions

To provide an overview of the seven aspects of teacher leadership and address the descriptive questions of the study, general frequency analyses, calculation and validation of summative measures were completed. Seven composite frequency tables, each representing the response distributions of questionnaire items pertaining to one of these aspects of teacher leadership, were calculated.

Although the tables provide a descriptive answer to the questions stated, summative measures for each teacher leadership aspect were designed and calculated in order to more accurately and parsimoniously identify and evaluate underlying trends and relationships in the data. In order to establish whether these calculated measures act as reliable indicators of respondent perceptions to the various aspects of teacher leadership, internal consistency reliability was evaluated by means of scale reliability testing. Due to the fact that answers on the questionnaires were made on a scale, Cronbach alpha was used to determine consistency among items measuring the construct 'teacher leadership'. According to Cohen *et al.* (2007:148), Cronbach alpha provides a coefficient of inter-item correlations.

#### Difference research questions

In order to answer the difference research questions of the study, analysis of variance, more specifically the general linear model approach, was performed as part of the analysis strategy. Since the set of score values of respondents, as calculated for the seven scales which represent the seven aspects of teacher leadership, could be regarded as scale or continuous values, the general linear model approach for the analysis of variance, could be conducted. McMillan and Schumacher (2010:304) define a one-way analysis of variance (ANOVA) as an analysis that allows the researcher to test the differences between all groups and make more accurate probability statements.

Difference research questions in relation to the possible effect combinations of biographical characteristics of respondents might have on their perceptions regarding the various aspects of teacher leadership were also addressed in the analysis strategy. In this instance, the combination of biographical characteristics was treated as 'interaction effects' and the significance of these effects on perceptions was investigated by means of the same general linear approach to analysis of variance as in the case of the analysis followed to answer the other difference research questions asked by this study.

### Relationship research questions

To address the relationship research questions and associated hypotheses of the study, linear regression analyses were conducted on the relevant sets of scores (scale values). The relationships are illustrated by means of two-way frequency tables (categorised values), calculated Chi-Square statistics and graphs of the fitted linear regression lines and plots of observed values (scale values). The Chi-square test is a nonparametric procedure that is used when the data are in nominal form and answers questions based on frequencies of observations in categories (McMillan & Schumacher 1997; 2010:312).

The regression analyses were performed on the 196 observations of educators which included members of school management teams, veteran, middle and novice educators.

## **5.4 RESULTS**

The results of the study will be discussed according to the different research questions which were asked:

### **5.4.1 The perspective, perceptions and readiness of educators for teacher leadership in the Eden and Central Karoo Education District**

In the discussion of the descriptive research questions of the study, focus will be placed on the biographical attributes which describe the sampled population targeted for the purpose of this study and the seven aspects of teacher leadership addressed in the survey, namely the:

- preliminary leadership perceptions of educators (principal, member of school management team, veteran, middle, novice and district official);
- assumptions in relation to teacher leadership as held by educators (principal, member of school management team, veteran, middle, novice and district official);

- typical expressions (language of leadership) used by educators (principal, member of school management team, veteran, middle, novice and district official);
- barriers to teacher leadership as perceived by educators (principal, member of school management team, veteran, middle, novice and district official);
- professional development needs in relation to teacher leadership as perceived by educators (principal, member of school management team, veteran, middle, novice and district official);
- level of readiness of educators (member of school management team, veteran, middle and novice) for teacher leadership; and
- the perceptions of educators (member of school management team, veteran, middle and novice) in relation to a healthy school culture for teacher leadership.

#### ***5.4.1.1 The biographical attributes of the sampled population***

The biographical attributes which describe the sampled population included

- the teaching status of educators (novice 1 – 3 years teaching experience; middle 4 – 9 years teaching experience; veteran 10+ years teaching experience; member of school management team; principal and district official);
- gender (male and female);
- language preference (English or Afrikaans);
- type of school (primary, secondary, special); or district;
- number of learners per school (<100; 101 – 200; 201 – 350; 351 – 500; 501 – 750; 751 – 999; >999; not applicable for district officials);
- subject discipline of educator (Language and Communication, Mathematics and Mathematical Literacy, Natural Science, Social Science, Life Science, Economic and Management Science, Arts and Culture, Life Orientation, Technology and other); and
- the highest qualification as obtained per educator.

One-way frequency tables on biographical characteristics were calculated. The frequency distributions, as reflected in the following figures, provide information on the sampled respondents of the target population. (Also see Appendix D: Table 5.1.)

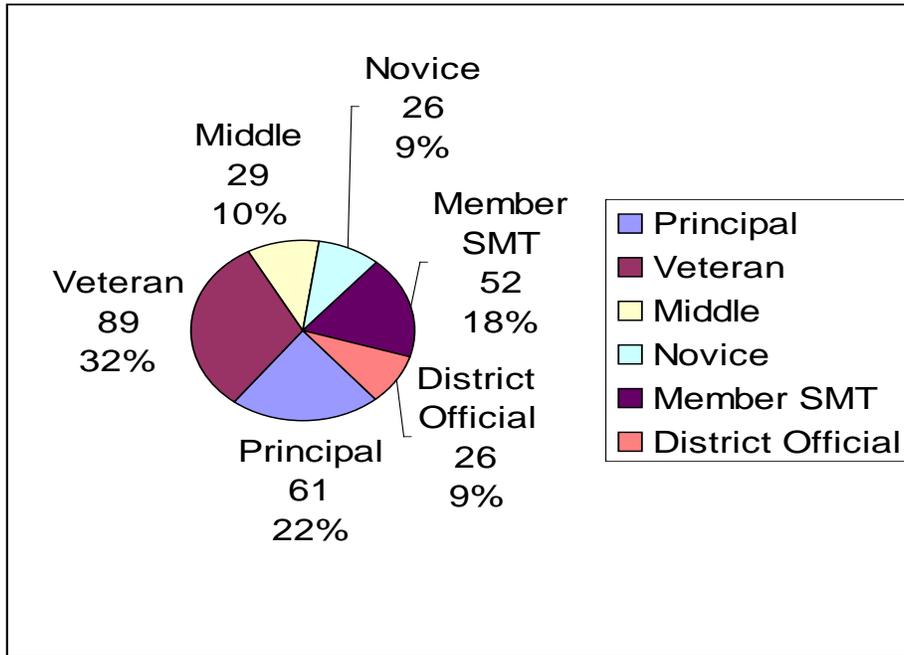


Figure 5.1 Respondents (Principal, Veteran, Middle, Novice, Member of SMT and District Official)

Figure 5.1 provides an analysis of the respondents, specifying the different educators who were included in the sampled population. Out of the total number of respondents (283), 22% were school principals, 32% veteran educators with 10 years and more teaching experience, 10% middle educators with 4 to 9 years of teaching experience, 9% novice educators with 1 to 3 years teaching experience, 19% educators who were serving as members of school management teams and 9% educators who were serving as district officials.

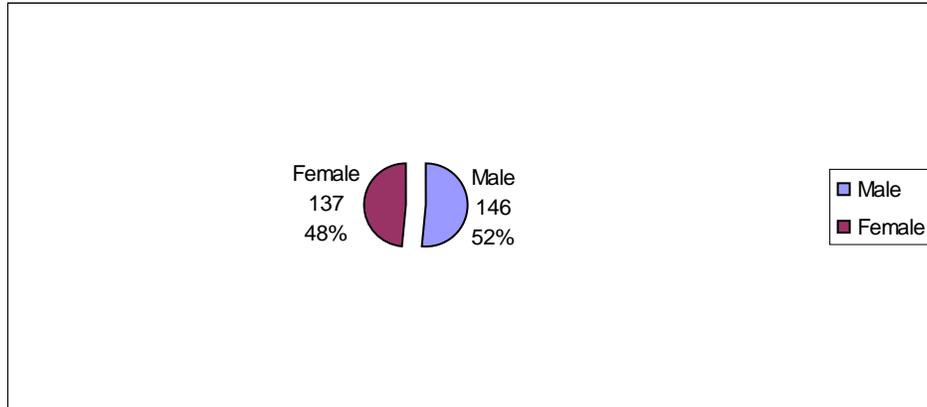


Figure 5.2 Gender of respondents (Male and Female)

From Figure 5.2 it is evident that the sample was representative with regards to the gender of respondents as 52% were male and 48% were female respondents.

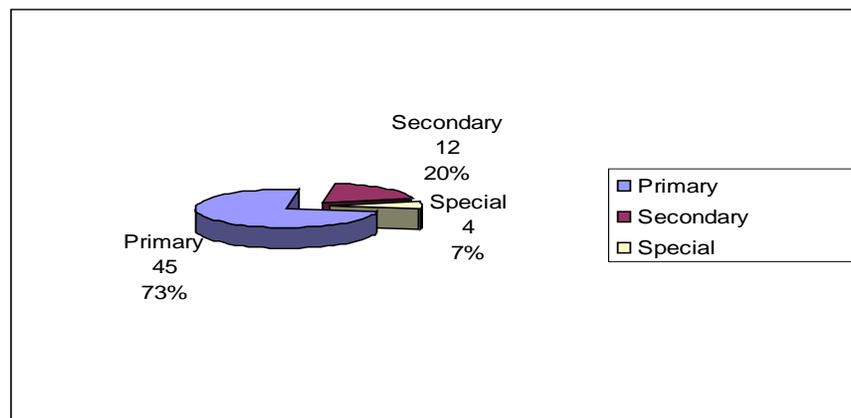


Figure 5.3 School type (Primary, Secondary and Special)

In relation to the school type represented in the sample, Figure 5.3 provides the distribution between primary, secondary and secondary schools. 73% of the respondents were teaching in primary schools, 20% in secondary schools and 7% in special schools. District officials represented the Eden and Central Karoo Education District (not included in Figure 5.3).

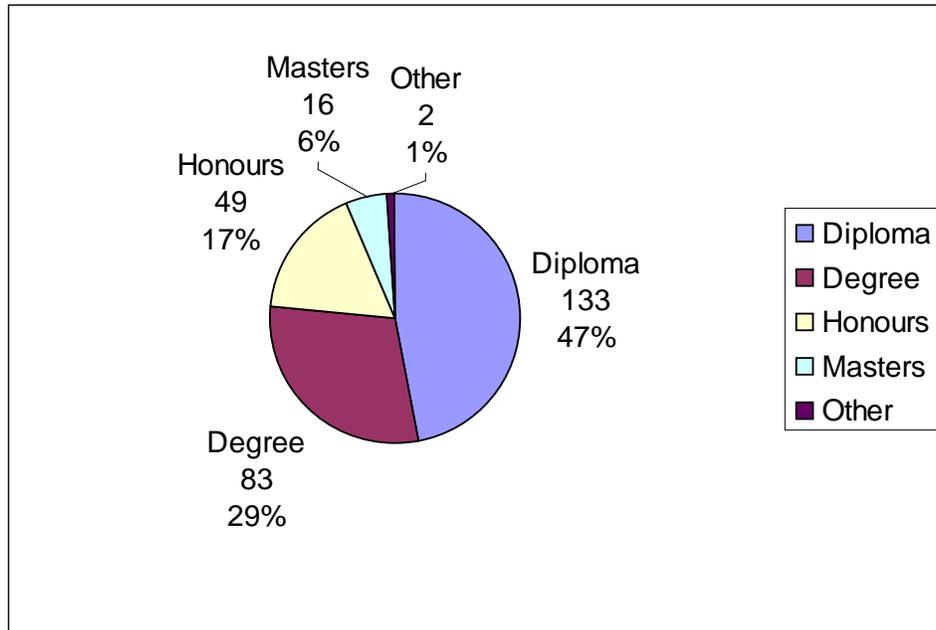


Figure 5.4 Highest qualification of respondents (Diploma, Degree, Honours, Masters, Other)

With regards to the highest qualification obtained by respondents, Figure 5.4 provides information indicating that 47% of the respondents in the target population were qualified educators by holding a diploma, 29% were graduates and 24% of the sample held post-graduate qualifications.

Table 5.1 (Appendix D) indicates that the sample was relatively representative with regards to attributes of type of educator, gender, number of learner per school and qualifications held by educators, if post-graduate qualifications are combined. As language preference was indicated by only 30% of the respondents, it should be noted that it (language preference) was not included as possible influential effect in further analyses, which will be discussed later in the thesis.

**5.4.1.2 The preliminary leadership perceptions of educators (principal, member of school management team, veteran, middle, novice and district official)**

The general frequency analysis that was performed to provide an overview of the first aspect of teacher leadership measured by this study, namely 'preliminary

leadership perspectives', indicated that respondents were in general agreement with regards to all 15 statements. As reflected in Figure 5.5, the total column-frequency for 'agree' and 'strongly agree' was very large compared to the 'disagree' and 'strongly disagree' column categories (Also see Appendix D: Table 5.2).

The probability associated with the chi-square statistic calculated on the frequencies of Table 5.2, indicated that some of the response patterns to the questionnaire items differed significantly from other perceptions response patterns. Significant differences were indicated, for example for statement 1: *'Teaching is as important as any other profession'*, where 81% of responses to this statement indicated very strong agreement with the statement, statement 14: *'Teaching means standing up for all students, including those who are marginalised and disadvantaged'*, statement 4: *'Teachers should participate actively in educational policy making'*, and statement 13: *'An educational leader should convey optimism to students, colleagues and parents'*, where 71%, 64% and 62% of the responses to these statements respectively indicated very strong agreement. (Statistical significance was indicated on the 0.1% level.)

FREQUENCY HISTOGRAM ON PRELIMINARY LEADERSHIP PERCEPTIONS

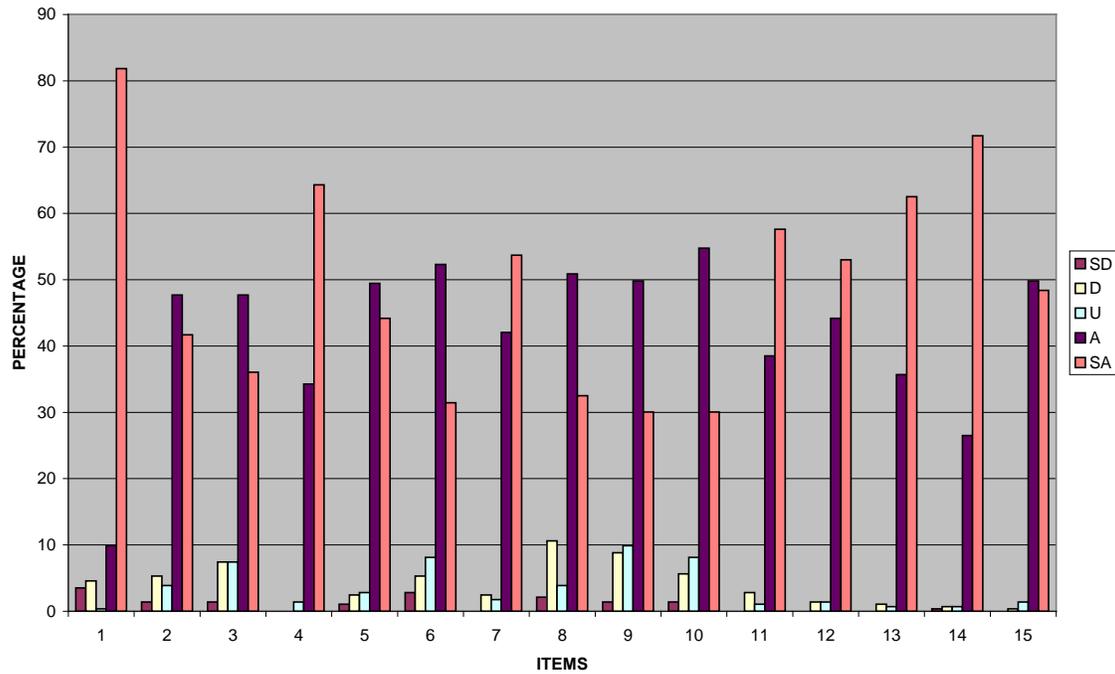


Figure 5.5 Frequency histogram on preliminary leadership perceptions

Although Figure 5.5 and Table 5.2 provide an overview of responses and as such address the descriptive research question posed, a more concise measure of respondents' preliminary leadership perceptions can be represented by a single 'perception score' for each respondent. This 'perception score' is based on the responses of each individual to the fifteen leadership statements listed in the Self-Survey of Preliminary Leadership Perceptions questionnaire.

A perception score, as suggested by the protocol for the Self-Survey of Preliminary Leadership Perceptions (Crowther et al. 2009:110), was calculated for each of the 283 respondents. Figure 5.6 presents the frequency distribution of score values calculated for the respondents (Also see Table 5.3: Appendix D).

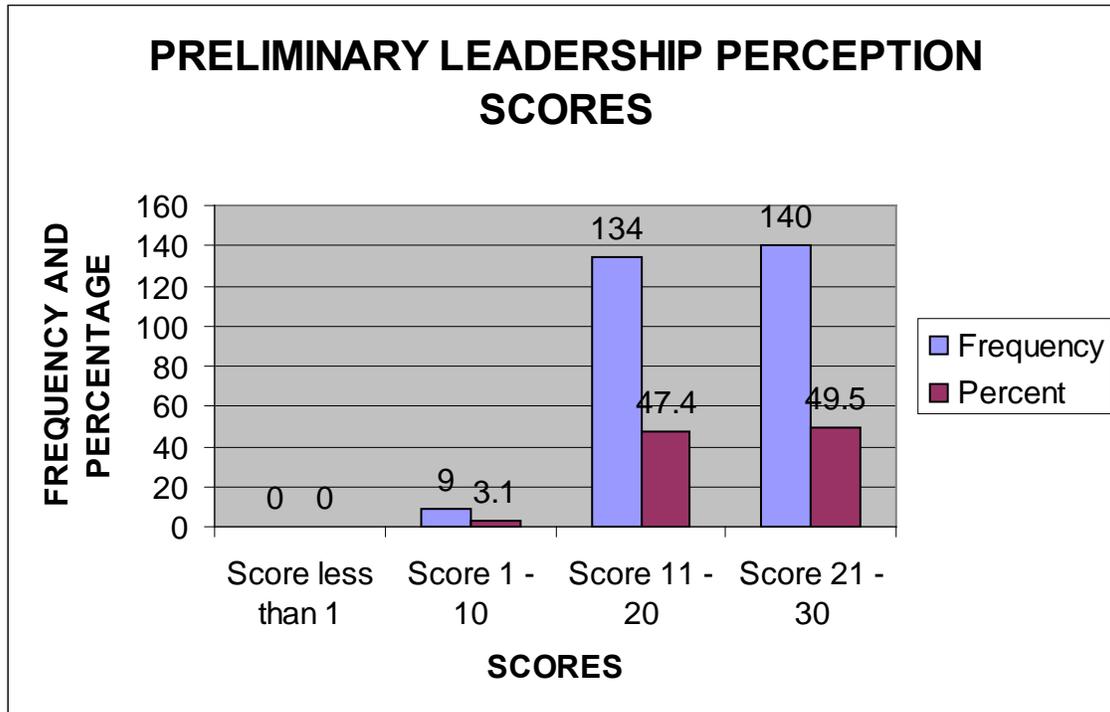


Figure 5.6 Preliminary leadership perception scores

The protocol for interpretation of respondents' preliminary leadership perception scores, as provided by Crowther et al. (2009:110), suggests that:

- a score between 21 – 30 indicates that virtually all the respondent's attitudes, values and beliefs align with the tenets of teacher and parallel leadership.
- A score between 11 – 20 indicates that the majority of the respondent's attitudes, values and beliefs align with the tenets of teacher and parallel leadership
- A score between 1 – 10 indicates that some of the respondent's attitudes, values and beliefs align with the tenets of teacher and parallel leadership
- A score less than 1 indicates that few of the respondent's attitudes, values and beliefs align with the tenets of teacher and parallel leadership

From Figure 5.6 and Table 5.3 (See Appendix D) it is evident that 140 of the total population (283) obtained a score between 21 and 30, 134 obtained a score between 11 and 20; and nine obtained a score between 1 and 10. It can be concluded that 49.5% of the respondents indicated that virtually all their attitudes, values and beliefs aligned with the tenets of teacher and parallel leadership; 47.4% of the respondents indicated that the majority of their attitudes, values and beliefs aligned with the tenets of teacher and parallel leadership; and 3.1% of the respondents indicated that some of their attitudes, values and beliefs aligned with the tenets of teacher and parallel leadership.

Scale reliability testing was done in order to validate the internal consistency reliability of the scale. The Cronbach alpha value was calculated as part of the analysis. Internal consistency reliability was indicated with an alpha of 0.77.

The figures and tables presented in this section provide a descriptive answer to the stated questions, but as information proved to be overwhelming, the design and calculation of summative measures for each teacher leadership aspect were necessary in order to more accurately and parsimoniously identify and evaluate underlying trends and relationships in the data. It should be noted that internal consistency reliability for each of the scales was evaluated by means of reliability testing to ensure that the calculated measures could be used as reliable indicators of respondents' perceptions to the various aspects of teacher leadership.

The mean perception scores calculated for each aspect of teacher leadership are presented in Figure 5.7 (Also see Table 5.4: Appendix D).

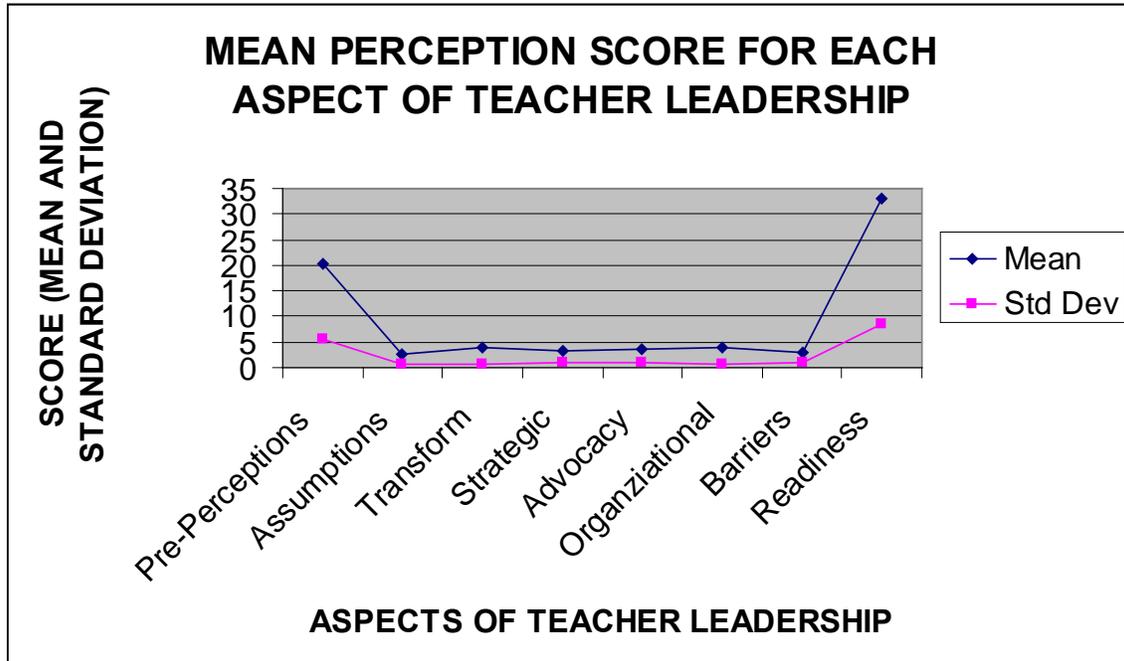


Figure 5.7 Mean perception score for each aspect of teacher leadership

The calculated mean score values provide an indication of the general perception trend for each of the teacher leadership aspects. In this instance, the mean score of 20.21 for preliminary leadership perceptions indicates that on average, the majority of the respondents' attitudes, values and beliefs aligned with the tenets of teacher and parallel leadership. (Further reference will be made to Figure 5.7 and Table 5.4 as other aspects of teacher leadership are discussed.)

It can be concluded that the preliminary leadership perceptions of educators in the Eden and Central Karoo Education District reflect that collectively, 96.9% of the respondents indicated that all and or the majority of their attitudes, values and beliefs aligned with the tenets of teacher and parallel leadership and a collective readiness for teacher leadership had been indicated.

**5.4.1.3 The assumptions regarding teacher leadership held by educators  
(principal, member of school management team, veteran, middle,  
novice and district official)**

The general frequency analysis that was performed to provide an overview of the second aspect of teacher leadership measured by this study, namely ‘assumptions regarding teacher leadership’, indicated that respondents were in general agreement with regards to some of the 10 statements. As reflected in Figure 5.8, the total column-frequency for ‘agree’ and ‘strongly agree’ was large compared to the ‘agree’ and ‘strongly agree’ column categories for ‘opposite statements’ (Also see Appendix D: Table 5.5).

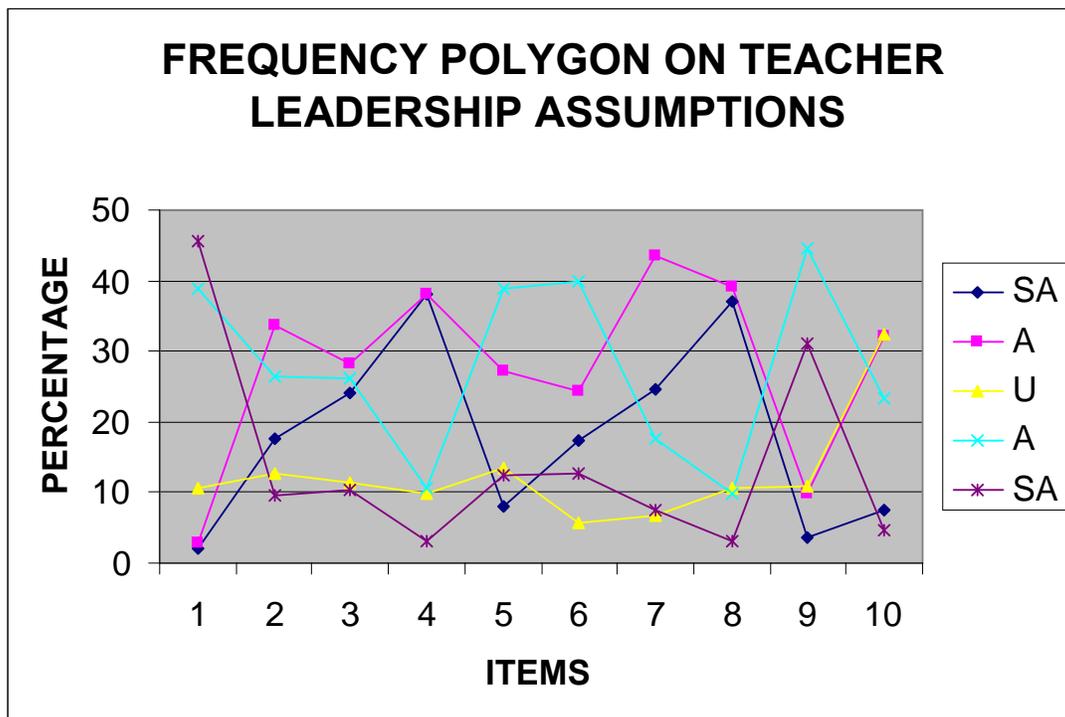


Figure 5.8 Frequency polygon for teacher leadership assumptions

Agreement amongst respondents was evident in relation to the following statements:

- Schools need leadership from teachers;
- Teacher leadership is enduring and sustainable;

- Teacher leadership can be nurtured;
- Teacher leaders have pedagogical credibility; and
- Teacher leaders work as collaborative individuals (cf 4.2.1.2).

Respondents were divided with regards to the following statements pertaining to assumptions on teacher leadership:

- Teacher leadership is distinctive versus teacher leadership is like other forms of leadership;
- Teaching, learning and assessment are the focus of teacher leadership versus organisational issues are the focus of teacher leadership;
- Teacher leaders are identifiable through scientific and personality analysis versus teacher leaders may emerge unexpectedly; and
- All teachers are potential leaders versus some teachers are potential leaders (cf 4.2.1.2).

It is important to note that, in general, respondents were divided and 32% of the respondents were undecided on the final assumption statement, namely *'Teacher leaders are popular with colleagues versus teacher leaders are seen as difficult by colleagues'*.

The probability associated with the chi-square statistic calculated on the assumptions frequencies, again indicated that the agreement response pattern for some of the teacher leadership assumptions differed significantly from the other assumptions. For example, respondents indicated positive agreement for assumptions such as:

- *Schools need leadership from teachers*
- *Teacher leaders work as collaborative individuals,*

but showed positive agreement to 'opposite statements' on:

- *Teacher leadership is enduring and sustainable*
- *Teacher leadership can be nurtured*
- *Teacher leadership have pedagogical credibility.*

With reference to Figure 5.7 and Table 5.4 (Appendix D), the mean score of 2.55 for respondents' assumptions regarding teacher leadership, indicates that respondents in general agreed with the teacher leadership assumptions in the questionnaire. The negatively stated questions 1, 9 and 10, however, have to be investigated further.

It can be concluded that the respondents of this study held positive assumptions in relation to teacher leadership, with strong agreement with regards to the need for teachers to take on leadership roles and opportunities in schools; that teacher leadership can be nurtured; that teacher leaders have pedagogical credibility; and that they work in a collaborative manner with others. However, respondents were divided in the assumptions they held in relation to aspects such as how and if teacher leadership differs from other forms of leadership; what the focus of teacher leadership should be; whether all or some teachers are potential leaders; whether teacher leaders are identifiable through some form of assessment or could emerge unexpectedly; and whether teacher leaders are popular or less popular with their colleagues.

***5.4.1.4 The typical expressions (language of leadership) used by educators (principal, member of school management team, veteran, middle, novice and district official)***

The distributions of frequency-of-use responses to the listed expressions are reported in Figure 5.9 (Also see Appendix D: Table 5.6).

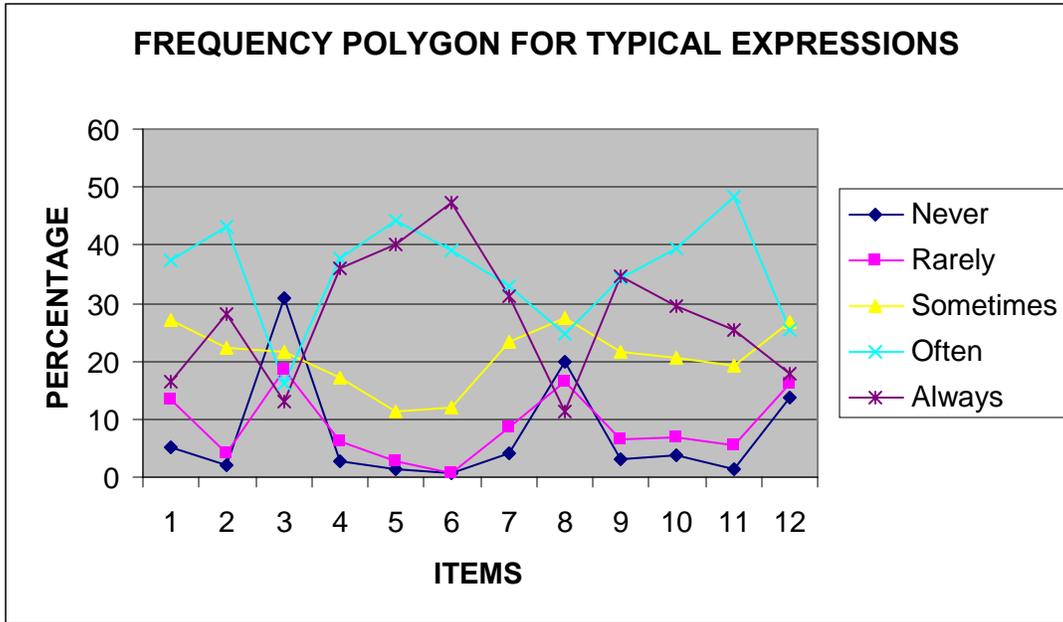


Figure 5.9 Frequency polygon for typical expressions

From the analysis, it is evident that the respondents were using the following expressions frequently ('often' and or 'always'):

- *We're a family*
- *The buck stops here*
- *Climb every mountain*
- *We're all in this together*
- *I'm a committed activist*
- *Dream the impossible dream*
- *A champion team will beat a team of champions*
- *Against all odds.*

The expressions used less frequently amongst respondents were

- *Keep the scoundrels out; and*
- *If you can't beat them in the alleys, you can't beat them on the playing field.*

Significant differences in response patterns were also indicated for frequency-of-use patterns [ $\chi^2(N=283) = 742.56, p < 0.0001$ ]. Examples of response patterns that differed significantly from other questionnaire item response patterns, as indicated by means of large cell-chi-square contribution values, were:

- *Keep the scoundrels out; and*
- *If you can't beat them in the alleys, you can't beat them on the playing field* [ $\chi^2(N=283) = 206.09$  and  $57.826, p < 0.0001$ ].

**5.4.1.5 The leadership theory(s) represented by the typical expressions used by educators (principal, member of school management team, veteran, middle, novice and district official)**

As suggested by Crowther *et al.* (2009: 130; cf 4.2.1.3), the expressions were arranged into sub groups according to four leadership theories, namely transformational, strategic, advocacy and organisational. Four theoretical leadership scores were calculated for the four leadership types for each respondent as the mean response of the three questionnaire item-responses that fall within each subgroup of questionnaire items. The frequency distribution of score values for the four leadership theory types are presented in Table 5.7 below (Also see Appendix D: Table 5.7). Scale reliability testing was conducted on the subtests of questionnaire item responses to validate internal consistency reliability. Cronbach alpha values of 0.68, 0.60, 0.63 and 0.60 were reported for the four leadership theory types and were regarded as fairly reasonable indicators of internal consistency reliability.

Frequency distributions for summative scores that represent the 'Strength of Theoretical Leadership Style' for Transactional, Strategic, Advocacy and Organisational Styles				
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Leadership theory: Transformational (q1,5,9)				
below average	18	6.36	18	6.36
Average	68	24.03	86	30.39
above average	197	69.61	283	100.00
Leadership theory: Strategic (q4,8,12)				
below average	44	15.55	44	15.55
Average	117	41.34	161	56.89
above average	122	43.11	283	100.00
Leadership theory: Advocacy (q3,7,11)				
below average	40	14.13	40	14.13
Average	105	37.10	145	51.24
above average	138	48.76	283	100.00
Leadership theory: Organisational (q2,6,10)				
below average	4	1.41	4	1.41
Average	59	20.85	63	22.26
above average	220	77.74	283	100.00
Strength of theoretical leadership style legend:				
0-2.49 = 'below average'				
2.5-3.49 = 'average'				
3.5-5 = 'above average'				

Table 5.7 Frequency distributions for theoretical leadership styles

The summary table (Table 5.7) indicates that the majority of respondents scored above average on the organisational (77.74%) and transformational (69.61%) scale of the leadership theory types and that more than half of the respondents scored average or below average on the leadership theory types 'strategic' (41.34; 15.55%) and 'advocacy' (37.10; 14.13%).

Again, with reference to Figure 5.7 and Table 5.4, the organisational leadership theory, representing some of the typical expressions used by leaders, with a mean of 4.02, appears to be the leadership theory most strongly valued by the respondents of this study.

- It can be concluded that the typical expressions used by educators in the Eden and Central Karoo Education District represented the organisational and transformational leadership theories. The organisational leadership theory included expressions which were reflective of a group, team and collaborative spirit, such as '*We're a family*', '*We're in all this together*' and '*a champion team will beat a team of champions*'. The transformational leadership theory included expressions such as '*Climb every mountain*'

and *'Dream the impossible dream'*, which represented a sense of goal setting, high levels of motivation and aspirations. The two expressions less often used by the respondents represented the advocacy and strategic leadership theories with the expressions *'Keep the scoundrels out'* and *'If you can't beat them in the alleys, you can't beat them on the playing field'*.

**5.4.1.6 The barriers to teacher leadership as identified by educators (principal, member of school management team, veteran, middle, novice and district official)**

The frequency distributions of the questionnaire of items describing the barriers that inhibit teacher leadership initiatives are represented in Table 5.8 (Also see Appendix D: Table 5.8).

Frequency distributions for questionnaire of items describing barriers to teacher leadership N=283, (Educators, including principal and district official) Please note that frequencies are expressed as multiple of 283 to include all statements						
Barriers items	Frequency rating of items acting as barrier force					Total
Frequency Cell Chi-Square Row Pct	Never	Rarely	Sometimes	Often	Always	
1. 'I'm just a teacher' mindset	50 0.2003 17.67	32 9.3546 11.31	78 0.2281 27.56	96 8.9137 33.92	27 1.1704 9.54	283
2. Lack of confidence	49 0.3418 17.31	50 0.3875 17.67	83 0.0054 29.33	76 0.3718 26.86	25 0.4288 8.83	283
3. Unclear understanding of the concept	32 8.4907 11.31	65 1.981 22.97	100 3.7908 35.34	69 0.0492 24.38	17 1.1096 6.01	283
4. 'I just want to teach' mindset	45 1.2829 15.90	39 4.4571 13.78	70 1.8475 24.73	103 14.57 36.40	26 0.754 9.19	283
5. No time for development	56 0.1403 19.79	53 0.0469 18.73	62 5.0216 21.91	73 0.0642 25.80	39 13.28 13.78	283
6. System that expects only principals to be leaders	70 5.2567 24.73	46 1.3546 16.25	49 13.495 17.31	74 0.1385 26.15	44 22.201 15.55	283
7. Possible encouragement of rabble rousers	66 3.0439 23.32	49 0.5744 17.31	92 1.135 32.51	62 1.1094 21.91	14 2.8695 4.95	283
8. Belief that too many cooks spoil the broth	40 3.3042 14.13	49 0.5744 17.31	114 12.179 40.28	68 0.116 24.03	12 4.4987 4.24	283
9. No rewards for extra effort	48 0.5207 16.96	44 2.0579 15.55	62 5.0216 21.91	98 10.389 34.63	31 3.7479 10.95	283
10. Open to abuse by manipulators	70 5.2567 24.73	57 0.1055 20.14	78 0.2281 27.56	58 2.3361 20.49	20 0.1704 7.07	283
11. Previous failures with lead teachers	50 0.2003 17.67	71 4.926 25.09	103 5.1876 36.40	52 5.0228 18.37	7 10.167 2.47	283
12. Language that reinforces teachers as subordinates ('bosses' and 'staff')	58 0.4206 20.49	67 2.8161 23.67	89 0.5398 31.45	50 6.1442 17.67	19 0.3923 6.71	283
13. Teacher leadership not taught in pre-service education	33 7.711 11.66	67 2.8161 23.67	104 5.7018 36.75	68 0.116 24.03	11 5.4501 3.89	283
14. Peer pressure	49 0.3418 17.31	66 2.3802 23.32	92 1.135 32.51	62 1.1094 21.91	14 2.8695 4.95	283
15. Lack of principal support	83 16.597 29.33	64 1.6183 22.61	59 6.6127 20.85	54 4.0144 19.08	23 0.0519 8.13	283
<b>Total</b>	<b>799</b>	<b>819</b>	<b>1235</b>	<b>1063</b>	<b>329</b>	<b>4245</b>
Probability (Chi Square statistic = 274.31) < 0.0001 ***						

Table 5.8 Frequency distributions for barriers to teacher leadership

By comparing the combined frequencies of the rating levels of rarely and never against the combined frequency ratings of always, often and sometimes for each barrier, Table 5.8 indicates that educators do experience the listed barriers as

inhibiting teacher leadership initiatives as for the majority of barriers, more than half of the frequencies fell in categories indicating the more frequent side of the scale. Some of these barriers were:

- *I'm just a teacher' and 'I just want to teach' mindset*
- *Lack of confidence*
- *Unclear understanding of the concept (teacher leadership)*
- *No time for development*
- *Belief that too many cooks spoil the broth*
- *No rewards for extra effort*
- *Teacher leadership not taught in pre-service education.*

Again, the response pattern on some barriers differed significantly from other barrier frequency-ratings as indicated by the highly significant probability of less than 0.0001, which is associated with the Chi-square statistic of 274.31. The following barrier statements could be identified as being responded to differently by respondents:

- *System that expects only principals to be leaders*
- *Possible encouragement of rabble rousers*
- *Open to abuse by manipulators*
- *Previous failures with lead teachers*
- *Language that reinforce teachers as subordinates ('bosses' and 'staff')*
- *Peer pressure*
- *Lack of principal support.*

It is of importance to note that more respondents rated statement 15 (*'lack of principal support'*) as being experienced 'never' and 'rarely', than 'sometimes', 'often' and 'always'. This implies that educators perceive their principals as accommodating and open towards teacher leadership activities or initiatives.

In order to measure the respondents' perception of the inhibiting effect of barriers to teacher leadership more precisely, a single summative measure or 'barrier

score' for each respondent's perception of barriers to teacher leadership initiatives was calculated. It was calculated as the mean response of each respondent's frequency-of-experience rating to each of the 15 statements of the Barriers to Teacher Leadership questionnaire. The frequency distribution of all barrier perception scores is represented in Figure 5.10 (Also see Appendix D: Table 5.9). Since the barrier score for each respondent was calculated as the mean response to 15 statements, the barrier score can be interpreted according to the same rating scale used for the original 15 barrier ratings, namely 'never', 'rarely', 'sometimes', 'often' and 'always'. It should be noted that the internal consistency reliability of the calculated barrier scores was evaluated by means of scale reliability testing before the barrier score was used in further analyses. A Cronbach alpha value of 0.93 was reported in this instance.

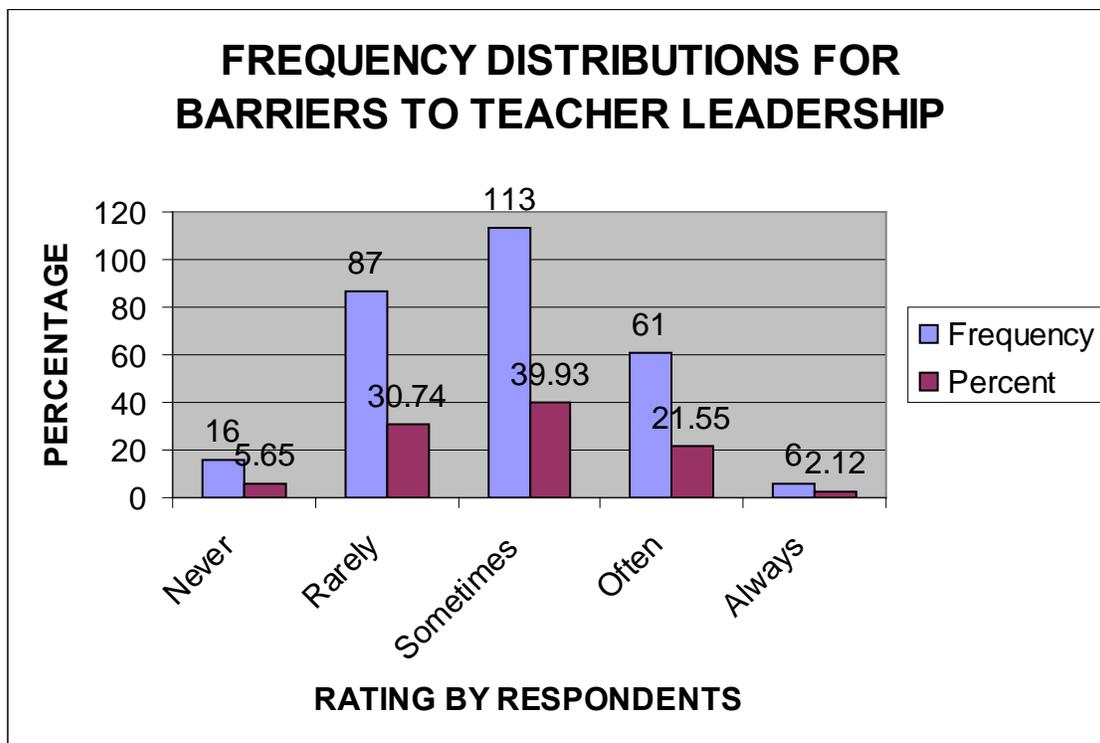


Figure 5.10 Frequency distributions for barriers to teacher leadership

Results show that 37% of the respondents had barrier ratings of either '1' or '2'. Since a frequency-of-experience rating of '1' indicates 'never' and a '2' rating indicates 'rarely', the barriers rating distribution indicates that some of the

respondents experience barriers to teacher leadership that prevent teacher leadership activity at their schools rarely or never. It can be derived from Table 5.7 (Appendix D) that 63% of the respondents had barrier ratings of '3', '4' or '5', which then indicate that they experience barriers to leadership sometimes, often and or always that prevent teacher leadership activity and or initiative at their schools.

- It can be concluded that educators in the Eden and Central Karoo Education District do experience barriers to teacher leadership, when the combined frequencies of the rating levels of 'rarely' and 'never' are compared with the combined frequency ratings of 'always', 'often' and 'sometimes' for each barrier. The barriers identified in this instance are '*I'm just a teacher*' mindset, lack of confidence, an unclear understanding of the concept of teacher leadership, lack of time for professional development, the belief that '*too many cooks spoil the broth*', the fact that teachers are not rewarded for extra input and the fact that teacher leadership is not taught in pre-service courses.
- When a single summative measure or 'barrier score' for each respondent's perception of barriers to teacher leadership initiatives was calculated, it was evident that 37% of the respondents do not often experience barriers to teacher leadership, but 'rarely' or 'never'; 63% of the respondents 'sometimes', 'often' or 'always' do experience barriers to teacher leadership that might prevent teacher leadership activities in their schools.

**5.4.1.7 The professional development needs in relation to teacher leadership as identified by educators (principal, member of school management team, veteran, middle, novice and district official)**

The professional development needs in the area of teacher leadership, as perceived by the respondents, were also measured as part of this study. The

frequency ratings of professional development needs are indicated in Figure 5.11 (Also see Appendix D: Table 5.10).

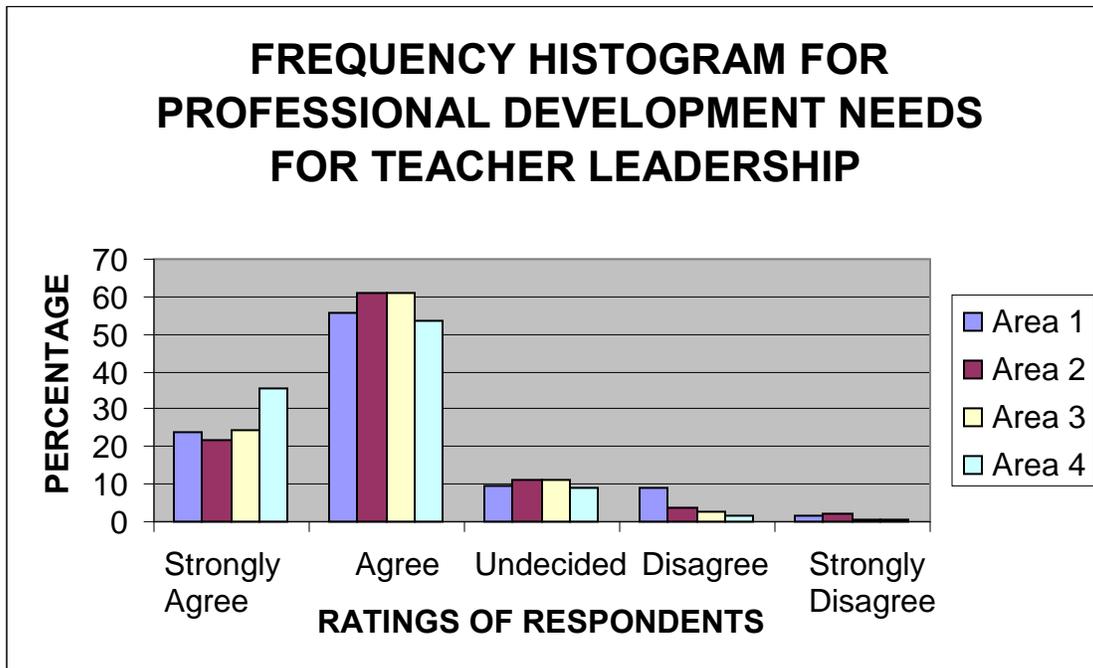


Figure 5.11 Frequency histogram for professional development needs for teacher leadership

The response patterns of respondents over the four areas of need (Personal Assessment, Changing Schools, Influencing Strategies and Plan for Action) again indicate that respondents did not perceive all need areas as equally important. This statement was verified by the statistical significance attached to the Chi-square statistic [ $\chi^2$  (N=283) = 42.05,  $p < 0.001$ ].

It can however be derived that 80% of the respondents indicated 'Personal Assessment' as an area of need; 83% indicated that 'Changing Schools' is an area of need; 85% indicated that 'Influencing Strategies' is an area of need and 89% of the respondents indicated that 'Plan for Action' is an area of need in the field of teacher leadership. Area 4, namely 'Plan for Action' was indicated as area of need by most respondents, while Area 1, namely 'Personal Assessment' was indicated by fewer respondents.

- It can be concluded that educators in the Eden and Central Karoo Education District, in general, were in agreement that professional development needs in the field of teacher leadership do exist.

Fewer respondents were in agreement in relation to Area 1: Personal Assessment. Most respondents highlighted professional development needs in Areas 2, 3 and 4: *Changing Schools*, *Influencing Strategies* and *Plan for Action*.

#### **5.4.1.8 The level of readiness for teacher leadership of educators (member of school management team, veteran, middle and novice)**

In this section the results of the Teacher Leadership Readiness Instrument (TLRI) will be discussed. The level of readiness for teacher leadership, as reflected on by educators (excluding principals and district officials), is indicated in Table 5.11 (Also see Appendix D: Table 5.11). The column totals for 'agree' and 'strongly agree' ratings, as shown in Table 5.11, indicate that the majority of respondents positively agreed with all the statements of the Teacher Leadership Readiness Instrument.

The statistical significance indicated for Table 5.11 indicates that respondents' agreement patterns differed significantly for some of the items. For example, respondents felt very strongly that cooperation with colleagues is more important than competing with them (36.571); that it is of high importance to respondents to work in an environment where they are recognised and valued as professionals (23.473); that it is important for them to have the respect of the managers and other teachers in the school (18.476); and that they would like to spend time discussing their values and beliefs about teaching with colleagues (15.213) [ $\chi^2$  (N=196) = 570.95,  $p < 0.0001$ ].

Table of items of readiness for teacher leadership (Teacher Leadership Readiness Instrument – TLR)						
N=196, (Educators, excluding principals and district officials)						
Please note that frequencies are expressed as multiple of 196 to include all statements						
Readiness statements	Agreement rating on readiness statements					Total
	Frequency Cell Chi-Square Row Pct	Strongly disagree	Disagree	Undecided	Agree	
1. To meet each learner's needs, I select from among various teaching strategies	0 0.76 0.00	3 0.6031 1.53	7 0.1979 3.57	99 0.0016 50.51	87 0.1317 44.39	196
2. Individual teachers can influence how other teachers think about, plan for, and conduct their work with learners	2 2.0232 1.02	8 2.3552 4.08	8 0.0095 4.08	120 4.6446 61.22	58 7.8808 29.59	196
3. Teachers should be recognised for being innovative in classrooms whether they succeed or fail	6 36.128 3.06	23 71.714 11.73	17 9.1834 8.67	86 1.6101 43.88	64 4.6284 32.65	196
4. Teachers should decide on the best methods of meeting educational goals set by policy making groups (e.g. school boards, state departments)	2 2.0232 1.02	5 0.0219 2.55	3 3.367 1.53	111 1.5594 56.63	75 0.9004 38.27	196
5. I am willing to observe and provide feedback to fellow teachers	1 0.0758 0.51	3 0.6031 1.53	9 0.0626 4.59	113 2.103 57.65	70 2.2364 35.71	196
6. I would like to spend time discussing my values and beliefs about teaching with my colleagues	1 0.0758 0.51	12 11.449 6.12	25 33.763 12.76	110 1.3181 56.12	48 15.213 24.49	196
7. It is important to me to have the respect of the administrators and other teachers at my school	0 0.76 0.00	0 4.68 0.00	3 3.367 1.53	70 8.2957 35.71	123 18.476 62.76	196
8. I would be willing to help a colleague who was having difficulty with his/her teaching	0 0.76 0.00	0 4.68 0.00	0 8.28 0.00	81 3.1416 41.33	115 11.723 58.67	196
9. I can see the points of view of my colleagues, parents and students	0 0.76 0.00	0 4.68 0.00	6 0.6278 3.06	128 8.7663 65.31	62 5.6169 31.63	196
10. I would give my time to help select new faculty members for my school	1 0.0758 0.51	8 2.3552 4.08	19 13.879 9.69	117 3.4337 59.69	51 12.763 26.02	196
11. I am a facilitator of the work of students in my classroom	1 0.0758 0.51	10 6.0475 5.10	5 1.2993 2.55	98 0.0037 50.00	82 0.0337 41.84	196
12. Teachers working collaboratively are able to influence practice in their schools	0 0.76 0.00	0 4.68 0.00	1 6.4008 0.51	90 0.7501 45.92	105 5.4319 53.57	196
13. I can continue to serve as a classroom teacher while serving as a leader in my school	2 2.0232 1.02	7 1.1501 3.57	13 2.6906 6.63	93 0.3181 47.45	81 0.0858 41.33	196
14. Cooperating with my colleagues is more important than competing with them	0 0.76 0.00	0 4.68 0.00	1 6.4008 0.51	56 18.405 28.57	139 36.571 70.92	196
15. I am comfortable working with parents and I know my school's community well	0 0.76 0.00	8 2.3552 4.08	11 0.8935 5.61	103 0.1963 52.55	74 1.1198 37.76	196
16. My work contribute to the overall success of our school program	0 0.76 0.00	0 4.68 0.00	3 3.367 1.53	104 0.2957 53.06	89 0.3382 45.41	196
17. Mentoring new teachers is part of my responsibility as a professional teacher	0 0.76 0.00	2 1.5347 1.02	9 0.0626 4.59	98 0.0037 50.00	87 0.1317 44.39	196
18. School faculty and university faculty can mutually benefit from working together	0 0.76 0.00	0 4.68 0.00	10 0.3573 5.10	93 0.3181 47.45	93 1.038 47.45	196
19. I would be willing to give my time to participate in making decisions about such things as allocation of resources, professional development or student assignments	0 0.76 0.00	7 1.1501 3.57	15 5.4539 7.65	100 0.0199 51.02	74 1.1198 37.76	196
20. I value time spent working with my colleagues on curriculum and instructional matters	0 0.76 0.00	4 0.0988 2.04	14 3.9515 7.14	115 2.7278 58.67	63 5.1107 32.14	196

Table of items of readiness for teacher leadership (Teacher Leadership Readiness Instrument – TLR)						
N=196, (Educators, excluding principals and district officials)						
Please note that frequencies are expressed as multiple of 196 to include all statements						
Readiness statements	Agreement rating on readiness statements					Total
Frequency Cell Chi-Square Row Pct	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	
21. I am effective in working with almost all of my colleagues	1 0.0758 0.51	2 1.5347 1.02	13 2.6906 6.63	112 1.8211 57.14	68 2.9381 34.69	196
22. I have a responsibility to help all students in my school be successful	0 0.76 0.00	4 0.0988 2.04	2 4.7631 1.02	77 4.7318 39.29	113 10.273 57.65	196
23. I recognize and value points of view that are different from mine	0 0.76 0.00	0 4.68 0.00	5 1.2993 2.55	115 2.7278 58.67	76 0.7049 38.78	196
24. I am effective in working with almost all of my students	2 2.0232 1.02	8 2.3552 4.08	5 1.2993 2.55	114 2.4053 58.16	67 3.3248 34.18	196
25. I want to work in an environment where I am recognized and valued as a professional	0 0.76 0.00	3 0.6031 1.53	3 3.367 1.53	62 13.586 31.63	128 23.473 65.31	196
Total	19	117	207	2465	2092	4900
Frequency Missing = 2125 Probability (Chi Square statistic = 570.95) < 0.0001 ***						

Table 5.11 Table of items of readiness for teacher leadership

As suggested by the scoring protocol for this instrument (Katzenmeyer & Moller 2001; 2009:19), a readiness score was computed for each respondent based on all their responses to the 25 readiness items. The frequency distributions of readiness scores of respondents are reported in Figure 5.12 (Also see Appendix D: Table 5.12). The Cronbach alpha coefficient was calculated to be 0.96 in this instance, which indicated excellent internal consistency reliability.

By interpreting the results of Table 5.12 (Appendix D), which provides the teacher leadership readiness scores for the 196 respondents, including educators (member of school management team, veteran, middle and novice), it is evident that 96.43% of the respondents show a readiness for teacher leadership in their schools. More specifically, 43.88% of the respondents indicated that virtually all their attitudes, values and beliefs parallel those related to teacher leadership and 52.55% of the respondents indicated that the majority of their attitudes, values and beliefs parallel those related to teacher leadership. Only 3.57% of the respondents indicated that only some of their attitudes, values and beliefs parallel those related to teacher leadership (Figure 5.12).

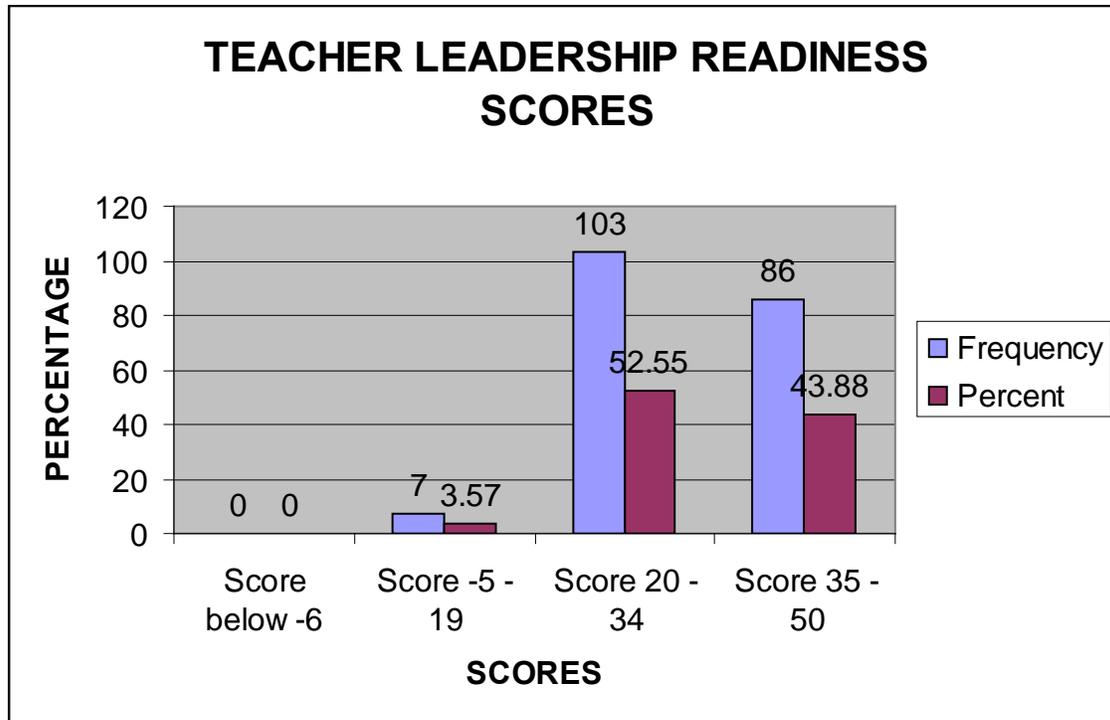


Figure 5.12 Teacher leadership readiness scores

Also with reference to Table 5.7, the readiness for teacher leadership mean score of 33.13 indicates that in general, the majority of respondents' attitudes, values and beliefs aligned with those related to teacher leadership.

- It can be concluded that the attitudes, values and beliefs held by the majority educators, including members of school management teams, veteran, middle and novice educators in the Eden and Central Karoo Education District, parallel those related to teacher leadership. From the results of this study, it is evident that 96.43% of educators in the Eden and Central Karoo are ready for teacher leadership.

**5.4.1.9 The perceptions of educators (member of school management team, veteran, middle and novice) in relation to seven dimensions of a healthy school culture for teacher leadership**

In this section the results of the *Teacher Leadership School Survey (TLSS)* will be discussed. The frequency distributions of questionnaire items which describe

aspects of a healthy school culture for teacher leadership are reported in Table 5.13 (Also see Appendix D: Table 5.13).

As with the previous aspects of teacher leadership, as measured by different questionnaires, the probability attached to the Chi-square test calculated on the frequency distribution patterns of Table 5.13, was highly significant [ $\chi^2$  (N=196) = 1216.39,  $p < 0.0001$ ]. This implies that some response patterns on dimensions of a healthy school culture for teacher leadership differed significantly from others in other words respondents did not perceive all school culture dimensions to be the same.

The subsections of the frequency table furthermore indicate that responses were in general very positive with regards to the seven school culture aspects, namely developmental focus, recognition, autonomy, collegiality, participation, open communication and positive environment.

The following are statements, falling within the categories of participation, autonomy, open communication, positive environment and collegiality, which respondents felt strongly about, as indicated by large cell-chi-square contributions:

- *Teachers participate in screening and selecting new faculty and/or staff at my school* (Participation). Respondents differ significantly as 60% shared the opinion that teachers 'never', 'rarely' and 'sometimes' participate in screening and selecting new faculty and/or staff at the school, while 40% of the respondents shared the view that they 'often' and or 'always' participate in screening and selecting new staff at the school.
- *My opinions and ideas are sought by administrators at my school* (Participation). Educators were quite divided in their opinion in relation to this statement as 50% of the respondents indicated that their opinions and ideas are 'never', 'rarely' or 'sometimes' sought by managers, while 50%

- indicated that their opinions and ideas are 'often' and 'always' sought by managers at their schools.
- *Teachers are encouraged to take initiative to make improvements for students* (Autonomy). 55% of the respondents felt strongly about the fact that they are 'always' encouraged to take initiative to make improvements for students.
  - *At my school everybody talks freely and openly about feelings and opinions they have* (Open communication). Again respondents were divided in their opinion in relation to this statement as 41% of the respondents felt that they do not really talk freely and openly about feelings and opinions at their school by indicating 'never', 'rarely' and or 'sometimes', while 59% of the respondents indicated that they 'often' and 'always' talk freely and openly about feelings and opinions at their school.
  - *Faculty and staff at my school share their feelings and concerns in productive ways* (Open communication). It was evident that respondents were not in agreement, as 42% of the respondents indicated that faculty and staff 'never', 'rarely' and 'sometimes' share their feelings and concerns in productive ways, while 37.24% of the respondents indicated that faculty and staff 'often' share their feelings and concerns in productive ways and only 20.41% indicated that they 'always' share their feelings and concerns in productive ways.
  - *Teachers are treated as professionals at my school* (Positive environment). Educators felt very strongly about this statement as 52.55% indicated that they 'always' are treated as professionals at their schools; and 32.14% indicated that they 'often' are treated as professionals at their schools.
  - *Teachers and administrators work together to solve students' academic and behaviour problems* (Collegiality). In this instance, educators felt strongly about their collegiality with other teachers and managers as 51.53% of the respondents indicated that they 'always' work together with managers and other teachers to solve students' academic and behaviour

problems; and 33.67% indicated that they 'often' work together with others to solve students' academic and behaviour problems.

- *Teachers at my school influence one another's teaching* (Collegiality). In this instance, 46.43% of the respondents felt strongly that teachers at their school 'often' influence one another's teaching, 26.02% indicated that teachers only 'sometimes' influence one another's teaching, and only 18.37% of the respondents indicated that they feel that teachers are 'always' influenced by one another's teaching.

Frequency distributions for questionnaire items describing a healthy school culture for teacher leadership N=196, (Educators, excluding principals and district officials) Please note that frequencies are expressed as multiple of 196 to include all statements						
School environment item	Frequency rating of occurrence at respondent's school					Total
Frequency Cell Chi-Square Row Pct	Never	Rarely	Sometimes	Often	Always	
<b>Developmental Focus</b>						
1. At my school administrators and teachers try hard to help new teachers be successful	1 0.7898 0.51	6 1.4709 3.06	28 2.8781 14.29	67 2.1308 34.18	94 12.673 47.96	196
2. At my school teachers are provided with assistance, guidance or coaching if needed	1 0.7898 0.51	8 0.3293 4.08	30 1.8887 15.31	74 0.4589 37.76	83 4.8317 42.35	196
3. Administrators at my school actively support the professional development of faculty and staff	0 2.3673 0.00	3 4.7147 1.53	26 4.0751 13.27	82 0.0469 41.84	85 5.9815 43.37	196
4. We gain knowledge and skills through staff development and professional reading	2 0.057 1.02	7 0.798 3.57	35 0.3235 17.86	85 0.3047 43.37	67 0.0472 34.18	196
5. We share new ideas and strategies we have gained with each other	4 1.126 2.04	8 0.3293 4.08	40 0.056 20.41	62 4.0745 31.63	82 4.3028 41.84	196
6. Teachers at my school are supportive of each other personally and professionally	2 0.057 1.02	10 0.0043 5.10	39 0.0057 19.90	65 2.8333 33.16	80 3.3369 40.82	196
7. Teachers at my school are engaged in gaining new knowledge and skills	1 0.7898 0.51	4 3.4293 2.04	38 0.0073 19.39	84 0.1938 42.86	69 0.2161 35.20	196
<b>Recognition</b>						
8. The administrators at my school have confidence in me	1 0.7898 0.51	2 6.2043 1.02	23 6.26 11.73	78 0.0531 39.80	92 10.972 46.94	196
9. My professional skills and competence are recognized by the administrators	1 0.7898 0.51	7 0.798 3.57	30 1.8887 15.31	75 0.32 38.27	83 4.8317 42.35	196
10. Other teachers recognize my professional skills and competence	1 0.7898 0.51	2 6.2043 1.02	45 1.0862 22.96	90 1.2338 45.92	58 0.8045 29.59	196
11. It is apparent that many of the teachers at my school can take leadership roles	1 0.7898 0.51	5 2.348 2.55	30 1.8887 15.31	101 5.4762 51.53	59 0.5977 30.10	196
12. The ideas and opinions of teachers are valued and respected at my school	1 0.7898 0.51	6 1.4709 3.06	42 0.3124 21.43	73 0.6228 37.24	74 1.1748 37.76	196
13. At my school we celebrate each others' successes	5 2.9277 2.55	14 1.8043 7.14	41 0.1583 20.92	60 5.0268 30.61	76 1.7729 38.78	196
14. Many of the faculty and staff at my school are recognized for their work	3 0.1691 1.53	12 0.4959 6.12	40 0.056 20.41	81 0.011 41.33	60 0.4216 30.61	196

Autonomy						
15. In my role as a teacher, I am free to make judgements about what is best for my students	1 0.7898 0.51	7 0.798 3.57	20 8.912 10.20	83 0.1079 42.35	85 5.9815 43.37	196
16. At my school I have the freedom to make choices about the use of time and resources	1 0.7898 0.51	13 1.048 6.63	40 0.056 20.41	71 1.0255 36.22	71 0.5076 36.22	196
17. I know that we will bend the rules if it is necessary to help children learn	5 2.9277 2.55	9 0.0647 4.59	40 0.056 20.41	76 0.206 38.78	66 0.0087 33.67	196
18. Teachers are encouraged to take initiative to make improvements for students	0 2.3673 0.00	2 6.2043 1.02	15 14.37 7.65	72 0.8117 36.73	107 26.722 54.59	196
19. I have input to developing a vision for my school and its future	2 0.057 1.02	10 0.0043 5.10	27 3.4506 13.78	70 1.2644 35.71	87 7.254 44.39	196
20. At my school teachers can be innovative if they choose to be	1 0.7898 0.51	4 3.4293 2.04	36 0.1662 18.37	87 0.6014 44.39	68 0.1163 34.69	196
21. Administrators and other teachers support me in making changes in my instructional strategies	2 0.057 1.02	14 1.8043 7.14	38 0.0073 19.39	93 2.091 47.45	49 4.0447 25.00	196
Collegiality						
22. Teachers at my school discuss strategies and share materials	1 0.7898 0.51	10 0.0043 5.10	36 0.1662 18.37	72 0.8117 36.73	77 2.1179 39.29	196
23. Teachers at my school influence one another's teaching	4 1.126 2.04	14 1.8043 7.14	51 4.0354 26.02	91 1.4946 46.43	36 13.109 18.37	196
24. Teachers in my school observe one another's work with students	3 0.1691 1.53	20 10.629 10.20	52 4.7086 26.53	77 0.117 39.29	44 6.9177 22.45	196
25. I talk with other teachers in my school about my teaching and the curriculum	1 0.7898 0.51	6 1.4709 3.06	33 0.7939 16.84	86 0.4405 43.88	70 0.3466 35.71	196
26. Teachers and administrators work together to solve students' academic and behaviour problems	1 0.7898 0.51	7 0.798 3.57	21 7.9761 10.71	66 2.4696 33.67	101 19.594 51.53	196
27. Other teachers at my school have helped me find creative ways to deal with challenges I have faced in my classes	4 1.126 2.04	15 2.7647 7.65	46 1.448 23.47	86 0.4405 43.88	45 6.2818 22.96	196
28. Conversations among professionals at my school are focused on students	1 0.7898 0.51	4 3.4293 2.04	38 0.0073 19.39	92 1.7803 46.94	61 0.2762 31.12	196
Participation						
29. Teachers have input to decisions about school changes	1 0.7898 0.51	13 1.048 6.63	45 1.0862 22.96	90 1.2338 45.92	47 5.102 23.98	196
30. Teachers have a say in what and how things are done	1 0.7898 0.51	14 1.8043 7.14	41 0.1583 20.92	86 0.4405 43.88	54 1.938 27.55	196
31. Teachers and administrators share decisions about how time is used and how the school is organized	0 2.3673 0.00	11 0.148 5.61	45 1.0862 22.96	88 0.7872 44.90	52 2.6888 26.53	196
32. Teachers and administrators at my school understand and use the consensus process	1 0.7898 0.51	10 0.0043 5.10	51 4.0354 26.02	84 0.1938 42.86	50 3.5621 25.51	196
33. Teachers participate in screening and selecting new faculty and/or staff at my school	34 422.68 17.35	42 105.87 21.43	42 0.3124 21.43	48 12.839 24.49	30 19.039 15.31	196
34. My opinions and ideas are sought by administrators at my school	6 5.5742 3.06	24 20.596 12.24	69 24.095 35.20	64 3.2221 32.65	33 15.936 16.84	196
35. We try to reach consensus before making important decisions	3 0.1691 1.53	14 1.8043 7.14	44 0.7764 22.45	74 0.4589 37.76	61 0.2762 31.12	196

Open Communication						
36. Because teachers and administrators share ideas about our work, I stay aware of what is happening	1 0.7898 0.51	13 1.048 6.63	32 1.1069 16.33	84 0.1938 42.86	66 0.0087 33.67	196
37. At my school everybody talks freely and openly about feelings and opinions they have	4 1.126 2.04	26 26.804 13.27	50 3.4141 25.51	69 1.5282 35.20	47 5.102 23.98	196
38. Faculty and staff at my school share their feelings and concerns in productive ways	1 0.7898 0.51	22 15.204 11.22	60 11.963 30.61	73 0.6228 37.24	40 9.7679 20.41	196
39. Teachers at my school discuss and help one another solve problems	1 0.7898 0.51	6 1.4709 3.06	40 0.056 20.41	97 3.5838 49.49	52 2.6888 26.53	196
40. Faculty and staff talk about ways to better serve our students and their families	1 0.7898 0.51	10 0.0043 5.10	40 0.056 20.41	95 2.7875 48.47	50 3.5621 25.51	196
41. When things go wrong at our school, we try not to blame, but talk about ways to do better next time	3 0.1691 1.53	11 0.148 5.61	33 0.7939 16.84	98 4.0194 50.00	51 3.1101 26.02	196
42. Faculty meeting time is used for discussions and problem solving	5 2.9277 2.55	3 4.7147 1.53	34 0.5327 17.35	84 0.1938 42.86	70 0.3466 35.71	196
Positive Environment						
43. Teachers are treated as professionals at my school	1 0.7898 0.51	1 7.898 0.51	28 2.8781 14.29	63 3.6358 32.14	103 21.848 52.55	196
44. Teachers at my school look forward to coming to work every day	0 2.3673 0.00	4 3.4293 2.04	49 2.8447 25.00	87 0.6014 44.39	56 1.31 28.57	196
45. There is a general satisfaction with the work environment among teachers at my school	2 0.057 1.02	5 2.348 2.55	52 4.7086 26.53	87 0.6014 44.39	50 3.5621 25.51	196
46. Teachers and administrators at my school work in partnership	0 2.3673 0.00	9 0.0647 4.59	36 0.1662 18.37	91 1.4946 46.43	60 0.4216 30.61	196
47. Teachers at my school are respected by parents, students and administrators	0 2.3673 0.00	7 0.798 3.57	47 1.8617 23.98	99 4.48 50.51	43 7.5843 21.94	196
48. The principal, faculty and staff at my school work as a team	0 2.3673 0.00	4 3.4293 2.04	36 0.1662 18.37	76 0.206 38.78	80 3.3369 40.82	196
49. We feel positive about the ways we are responding to our students' needs	0 2.3673 0.00	2 6.2043 1.02	34 0.5327 17.35	87 0.6014 44.39	73 0.9218 37.24	196
Total	116	480	1888	3923	3197	9604
Frequency Missing = 4165 Probability (Chi Square statistic = 1216.39) < 0.0001***						

Table 5.13 Frequency distributions for dimensions of a healthy school culture for teacher leadership

As the information presented in Table 5.13 is rather overwhelming, summative measures of a healthy school culture for teacher leadership were calculated for each of the seven school culture health dimensions as suggested by the protocol developed by Katzenmeyer and Moller (2009:193). The measures were calculated for each respondent as the mean response to the seven school culture health dimensions which resort under each dimension. The frequency distributions of these measures are presented in Table 5.14. (Also see Appendix D: Table 5.14).

The frequency distributions indicate that the majority of the respondents fell within the 'above average' category for each of the seven dimensions of a healthy school culture for teacher leadership. On Developmental Focus 79.80% of the respondents fell within the above average category; Recognition 78.79%; Autonomy 84.34%; Collegiality 77.27%; Participation 64.14%; Open Communication 72.22%; and Positive Environment 80.81% respectively.

Although the health rating for all seven dimensions were in the above average range, it is interesting to note that on the Participation dimension, more respondents fell within the 'average' category and less in the 'above average' category. Also, more respondents fell within the 'below average' category. It can be derived from the results of this study, that Participation, as one of the seven dimensions indicative of a healthy school culture for teacher leadership, was perceived as less positive than the other six dimensions, namely developmental focus, recognition, autonomy, collegiality, open communication and positive environment.

It should be noted that internal consistency reliability was verified for each dimension. Cronbach alpha values of 0.94, 0.91, 0.88, 0.89, 0.87, 0.91 and 0.91 were determined for each of the seven dimensions.

From the analysis of the results on the Teacher Leadership School Survey (TLSS), the following conclusions can be drawn:

- The majority of the respondents rated all seven dimensions of a healthy school culture for teacher leadership as 'above average'. It can be postulated that the educators of the Eden and Central Karoo Education District perceived their school cultures as healthy for teacher leadership.

Frequency distributions scores for seven dimensions of a healthy school culture				
<i>Health rating</i>	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<i>Developmental Focus</i>				
below average	7	3.54	7	3.54
Average	33	16.67	40	20.20
above average	158	79.80	198	100.00
<i>Recognition</i>				
below average	6	3.03	6	3.03
Average	36	18.18	42	21.21
above average	156	78.79	198	100.00
<i>Autonomy</i>				
below average	2	1.01	2	1.01
Average	29	14.65	31	15.66
above average	167	84.34	198	100.00
<i>Collegiality</i>				
below average	8	4.04	8	4.04
Average	37	18.69	45	22.73
above average	153	77.27	198	100.00
<i>Participation</i>				
below average	17	8.59	17	8.59
Average	54	27.27	71	35.86
above average	127	64.14	198	100.00
<i>Open Communication</i>				
below average	8	4.04	8	4.04
Average	47	23.74	55	27.78
above average	143	72.22	198	100.00
<i>Positive Environment</i>				
below average	4	2.02	4	2.02
Average	34	17.17	38	19.19
above average	160	80.81	198	100.00
Legend for perceived health of School Culture: 0-2.49 = 'below average' 2.5-3.49 = 'average' 3.5-5 = 'above average':				

Table 5.14 Frequency distributions for seven dimensions of a healthy school culture for teacher leadership

- More specifically, the educators in the Eden and Central Karoo Education District perceived their schools as having a positive developmental focus, recognition, autonomy, collegiality, participation, open communication and positive environment.
- Although not statistically significant, it can be derived that Participation, as one of the seven dimensions indicative of a healthy school culture for teacher leadership, was perceived as less positive than the other six dimensions. More respondents fell within both the 'average' and 'below average' category than in any of the other seven dimensions of a healthy school culture for teacher leadership.
- Finally, it can be stated that educators in the Eden and Central Karoo Education District felt very strongly about certain aspects in the areas of

- autonomy, collegiality and positive environment. In relation to autonomy, 55% of the respondents felt that they are always encouraged to take initiative to make improvements for students. In relation to collegiality, 51.53% of the respondents indicated that they always and 33.67% of the respondents indicated that they often work together with managers and others to solve students' academic and behaviour problems. Also, 46.43% of the respondents indicated that teachers at their school often and 26.02% of the respondents indicated that teachers sometimes influence another's teaching. Only 18.37% of the respondents indicated that they feel that teachers always influence one another's teaching. With regards to positive environment, respondents felt strongly about them being treated as professionals. 52.55% and 32.14% respectively indicated that they are always and often treated as professionals at their schools.
- Strong division between the perceptions of respondents was evident in the areas of open communication and participation. In relation to open communication respondents were significantly divided in their opinion, as 41% of the respondents indicated that they do not really talk freely and openly about feelings and opinions they have, while 59% indicated that they do. Similarly, 42% of the respondents indicated that management and staff do not really share their feelings and concerns in productive ways, while 58% indicated that they do. Finally, in relation to participation, again respondents were significantly divided in their opinion: for example 60% of the respondents shared the opinion that they basically do not participate in screening and selecting of new staff members, while 40% indicated that they do; and 50% of the respondents indicated that their opinion and ideas are not sought by managers and 50% indicated that their opinion and ideas are.

Although Tables 5.13 and 5.14 provide a descriptive answer to the stated questions on the perceptions of educators in relation to a healthy school culture for teacher leadership, the design and calculation of summative measures for

each the seven dimensions of a healthy school culture for teacher leadership were necessary in order to identify and evaluate underlying trends and relationships in the data more accurately and parsimoniously. It should be noted that internal consistency reliability was evaluated by means of reliability testing to ensure that the calculated measures could be used as reliable indicators of respondents' perceptions to the various dimensions of a healthy school culture for teacher leadership.

From the mean scores presented in Figure 5.13 (Also see Appendix D: Table 5.15), it can be derived that the respondents in general agreed that development focus, recognition, autonomy and a positive environment, as dimensions of a healthy school culture for teacher leadership, are perceived healthy aspects of their school cultures. Respondents appeared to be less in agreement in relation to their perceptions of a healthy school culture in their respective schools in the areas of participation, communication and collegiality.

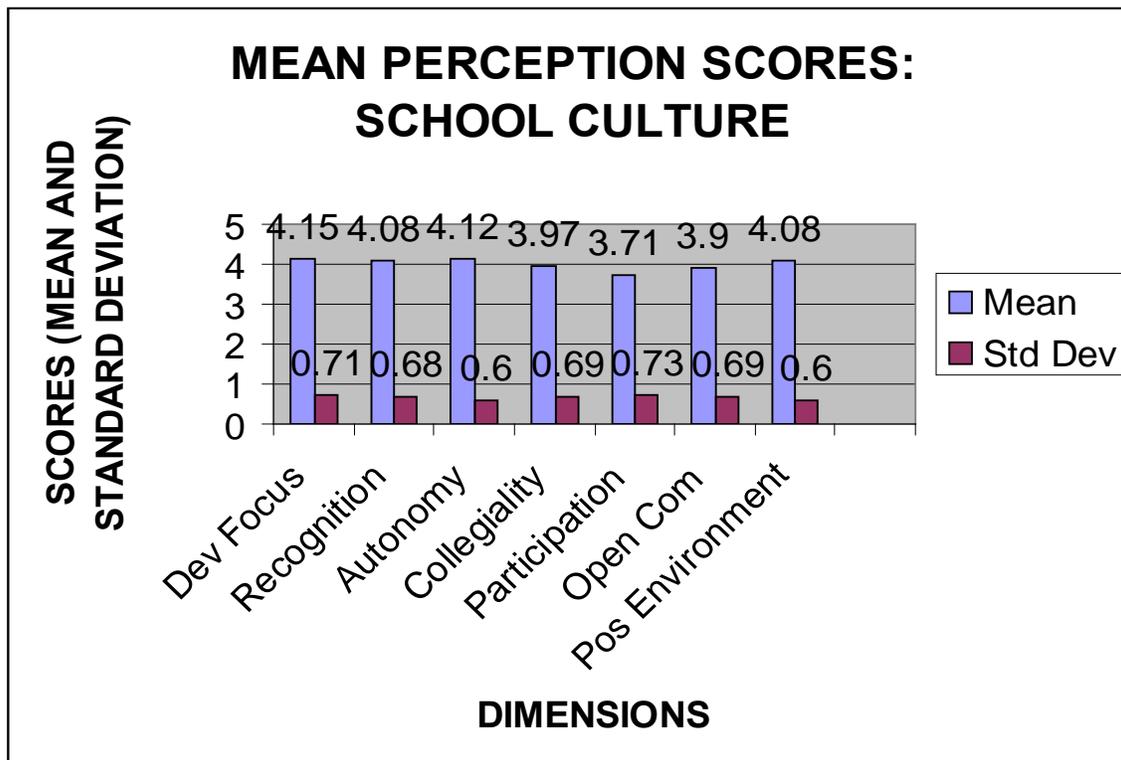


Figure 5.13 Mean perception scores for dimensions of a healthy school culture for teacher leadership

To summarise: Respondents perceived their respective school cultures as healthy in the following areas, namely:

Developmental focus, implying that educators are provided with needed assistance, guidance and coaching;

Recognition, implying that there are processes of recognition of effective work;

Autonomy, implying that barriers are removed and resources are found to support educators' efforts; and

Positive environment, implying that there is a general satisfaction with the work environment.

Respondents perceived their respective school cultures as less healthy in the following areas, namely

Participation, implying that educators are less actively involved in making decisions and having input in important matters;

Open communication, implying that educators feel less informed about what is happening in schools and less easily share opinions and feelings; and  
Collegiality, implying that collaboration on instructional and student-related matters takes place less often.

In this section the different descriptive research questions were answered and trends were indicated. The areas covered are:

- The biographical attributes of the sampled population;
- The preliminary leadership perceptions of educators;
- The assumptions regarding teacher leadership held by educators;
- The typical expressions (language of leadership) used by educators;
- The leadership theory(s) represented by the typical expressions used by educators;
- The barriers to teacher leadership as identified by educators;
- The professional development needs in relation to teacher leadership as identified by educators;
- The level of readiness for teacher leadership of educators; and
- The perceptions of educators in relation to seven dimensions of a healthy school culture for teacher leadership.

In the next section the results of the difference research questions will be discussed.

#### **5.4.2 The difference between educators (principal, member of school management team, veteran, middle, novice and district official) in the Eden and Central Karoo Education District in relation to the different aspects of teacher leadership measured in this study**

The research hypotheses of this study were formulated to explain both difference and relationship research questions. The difference research questions and associated research hypotheses will be discussed in this section.

Research hypotheses 3 to 7 will be addressed by way of the outcome of the statistical analyses performed on the data and responses of all 283 respondents (educators) of this study, including principals, members of school management teams, veteran, middle, novice and district officials. The aspects of teacher leadership addressed in research hypotheses 3 to 7 are:

- Preliminary leadership perceptions;
- Assumptions regarding teacher leadership;
- Typical expressions (language of leadership);
- Barriers to teacher leadership; and
- Professional development needs (teacher leadership).

Research hypotheses 3 to 7 (cf 4.2.3).

As part of the analysis strategy, analysis of variance, using the general linear model approach (GLM), was used to establish whether different groups of educators held significantly different perceptions of the aspects of *teacher leadership* as listed above. The GLM approach to analysis of variance was used in this instance since the number of observations per educator category (e.g. 'veteran', 'middle' and 'novice') was not equal and the GLM approach is able to accommodate unequal sample sizes. All analyses described in this section were conducted on the raw scores for the various perception scales and could therefore be regarded as scale or continuous data, which is a prerequisite for analysis of variance.

Furthermore, analysis of variance establishes whether a biographical characteristic(s), in this instance 'educator type', affect(s) the dependent variable, which in this instance, is the perception scores for the various aspects of teacher leadership. In other words, analysis of variance determines whether teacher leadership perceptions regarding the various aspects of teacher leadership differ significantly from the categories of the biographical characteristic(s), in this instance "types of educators", entered into the model. Analysis of variance only

establishes whether significant category differences do exist. Once it is established that a biographical characteristic, in this instance “type of educator”, significantly affects an aspect of teacher leadership, Bonferroni multiple comparisons of means tests can be conducted to establish which categories (of ‘type of educator’) perceive an aspect of teacher leadership statistically different from other biographical attribute categories. In other words, the nature of the differences is identified by means of Bonferroni multiple comparison of means tests.

A summary results table of the various analyses of variance is presented in Table 5.16. The summary analysis of variance (columns 1 – 6, 10 of the table) and Bonferroni multiple comparisons of means tests (columns 7 – 9 of the table) are indicated in the Anova results table presented below (Table 5.16, also see Appendix D: Table 5.16). It should be noted that a separate analysis of variance was conducted on each teacher leadership perception score, where the latter was the dependent variable and ‘type of educator’ was entered into the model as the independent variable.

The significance of the effect of ‘type of educator’ in the respective perception scores are indicated in column 6 of Table 5.16. The significance level is also indicated in column 6 and the significance legend is provided at the bottom of the table.

Summary analyses of variance results conducted on seven aspects of teacher leadership to evaluate whether categories of educators view these issues differently									
The various issues, the summary Anova tables, educator categories, number of respondents per category and mean Teacher Leadership aspect-score are presented in the table									
Preliminary Leadership Perception: Effect of educator type									
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	Educator category	n <sub>i</sub>	Mean	R-sq
Model	5	596.060714	119.212143	4.18	0.0011***	District	26	23.538 a	0.07
Error	277	7895.218438	28.502594			SMT	52	21.423ab	
Corrected Total	282	8491.279152				Principal	61	20.574ab	
						Veteran	89	18.843 b	
						Middle	29	19.759 b	
						Novice	26	18.808 b	
Teacher Leadership Assumptions: Effect of educator type									

**Summary analyses of variance results conducted on seven aspects of teacher leadership to evaluate whether categories of educators view these issues differently**

The various issues, the summary Anova tables, educator categories, number of respondents per category and mean Teacher Leadership aspect-score are presented in the table

Preliminary Leadership Perception: Effect of educator type									
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	Educator category	n <sub>i</sub>	Mean	R-sq
Model	5	3.1539258	0.6307852	1.29	0.2667	District			0.03
Error	277	135.0608286	0.4875842			SMT			
Corrected Total	282	138.2147545				Principal			
						Veteran			
						Middle			
						Novice			
Teacher Leadership: Barriers: Effect of educator type									
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	Educator category	n <sub>i</sub>	Mean	R-sq
Model	5	20.9516260	4.1903252	6.46	<.0001***	District	26	3.6436 b	0.11
Error	277	179.5562970	0.6482177			SMT	52	2.7974 a	
Corrected Total	282	200.5079230				Principal	61	3.8645 a	
						Veteran	89	2.6816 a	
						Middle	29	2.8276 a	
						Novice	26	2.5769 a	

Table 5.16 (continued)										
Summary analyses of variance results conducted on seven aspects of teacher leadership to evaluate whether categories of educators view these issues differently										
The various issues, the summary Anova tables, educator categories, number of respondents per category and mean Teacher Leadership aspect-score are presented in the table										
Source	Teacher Leadership Readiness score: Effect of educator type									
Model	3	1152.68622	384.22874	5.70	0.0009***					0.08
Error	192	12941.86480	67.40555			SMT	52	37.038	a	
Corrected Total	195	14094.55102								
						Veteran	89	32.281	ab	
						Middle	29	30.759	b	
						Novice	26	30.883	b	
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	Educator category	n <sub>i</sub>	Mean	R-sq	
Typical Expressions as Leadership theory, Transformational style: Effect of educator-type										
Model	5	1.0914859	0.2182972	0.35	0.8789	District	26	3.7436a	0.01	
Error	277	170.4130292	0.6152095			SMT	52	3.8526a		
Corrected Total	282	171.5045151				Principal	61	3.9454a		
						Veteran	89	3.8352a		
						Middle	29	3.7816a		
						Novice	26	3.9103a		
Typical Expressions as Leadership theory, Strategic style: Effect of educator type										
Model	5	6.0876495	1.2175299	1.51	0.1853	District	26	3.1923a	0.03	
Error	277	222.6740309	0.8038774			SMT	52	3.3205a		
Corrected Total	282	228.7616804				Principal	61	3.5574a		
						Veteran	89	3.4082a		
						Middle	29	3.0805a		
						Novice	26	3.2308a		
Typical Expressions as Leadership theory, Advocacy style: Effect of educator type										
Model	5	1.6690037	0.3338007	0.44	0.8174	District	26	3.3718a	0.01	
Error	277	208.2210630	0.7517006			SMT	52	3.4972a		
Corrected Total	282	209.8900667				Principal	61	3.5137a		
						Veteran	89	3.4120a		
						Middle	29	3.2644a		
						Novice	26	3.5128a		
Typical Expressions as Leadership theory, Organisational style: Effect of educator type										
Model	5	2.5799641	0.5159928	1.13	0.3447	District	26	3.7949a	0.02	
Error	277	126.5005228	0.4566806			SMT	52	4.0769a		
Corrected Total	282	129.0804868				Principal	61	4.0765a		
						Veteran	89	4.0749a		
						Middle	29	3.8736a		
						Novice	26	4.0000a		

**Table 5.16 (continued)**

**Summary analyses of variance results conducted on seven aspects of teacher leadership to evaluate whether categories of educators view these issues differently**

The various issues, the summary Anova tables, educator categories, number of respondents per category and mean Teacher Leadership aspect-score are presented in the table

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	Educator category	n <sub>i</sub>	Mean	R-sq
<b>Healthy School Culture, Developmental Focus dimension: Effect of educator type</b>									
Model	3	2.39575238	0.79858413	1.62	0.1864				0.02
Error	192	94.72575949	0.49336333			SMT	52	4.2253	
Corrected Total	195	97.12151187							
						Veteran	89	4.0562	
						Middle	29	4.0788	
						Novice	26	4.3626	
<b>Healthy School Culture, Recognition dimension: Effect of educator type</b>									
Model	3	1.18488847	0.39496282	0.86	0.4654				0.01
Error	192	88.67933477	0.46187154			SMT	52	4.1841	
Corrected Total	195	89.86422324							
						Veteran	89	4.0080	
						Middle	29	4.0739	
						Novice	26	4.1593	
<b>Healthy School Culture, Autonomy dimension: Effect of educator type</b>									
Model	3	0.88319875	0.29439958	0.80	0.4929				0.01
Error	192	70.28912528	0.36608919			SMT	52	4.2198	
Corrected Total	195	71.17232403							
						Veteran	89	4.0979	
						Middle	29	4.0985	
						Novice	26	4.0110	
<b>Healthy School Culture, Collegiality dimension: Effect of educator type</b>									
Model	3	0.76832143	0.25610714	0.54	0.6548	SMT	52	4.0275	0.01
Error	192	90.90181601	0.47344696			Veteran	89	3.9069	
Corrected Total	195	91.67013744				Middle	29	3.9803	
						Novice	26	4.0659	
<b>Healthy School Culture, Participation dimension: Effect of educator type</b>									
Model	3	2.2660213	0.7553404	1.42	0.2371				0.02
Error	192	101.8414339	0.5304241			SMT	52	3.8571	
Corrected Total	195	104.1074552							
						Veteran	89	3.5987	
						Middle	29	3.7241	
						Novice	26	3.7473	
<b>Healthy School Culture, Open Communication dimension: Effect of educator type</b>									
Model	3	1.87300109	0.62433370	1.31	0.2725				0.02
Error	192	91.52839416	0.47671039			SMT	52	3.9643	
Corrected Total	195	93.40139525							
						Veteran	89	3.7897	
						Middle	29	4.0000	
						Novice	26	4.0055	

Table 5.16 (continued)										
Summary analyses of variance results conducted on seven aspects of teacher leadership to evaluate whether categories of educators view these issues differently										
The various issues, the summary Anova tables, educator categories, number of respondents per category and mean Teacher Leadership aspect-score are presented in the table										
Source	Healthy School Culture, Positive Environment dimension: Effect of educator type									
Model	3	1.99766821	0.66588940	1.87	0.1363					0.03
Error	192	68.41590946	0.35633286			SMT	52	4.1374		
Corrected Total	195	70.41357768								
						Veteran	89	3.9743		
						Middle	29	4.1626		
						Novice	26	4.2363		
<b>Bonferroni Multiple Comparison of means tests.</b> Mean score values with the same letters next to them do not differ significantly from one another										
<b>Significance legend</b> ***: significant on 0.1% level of significance ** : significant on 1% level of significance * : significant on 5% level of significance ? : significant on 10% level of significance										

Table 5.16 Summary analysis of variance results on seven dimensions of a healthy school culture for teacher leadership

Analysis of variance results indicate that perception differences between educators were identified for the following aspects of teacher leadership, namely preliminary leadership perceptions, perceptions regarding barriers to teacher leadership and perceptions regarding readiness for teacher leadership.

In relation to preliminary leadership perceptions, it is evident that these perceptions were significantly affected by educator type on the 0.1% level of significance [ $p < 0.1$ ,  $\text{prob}(F) < 0.0011$ ]. In this instance the Bonferroni multiple comparisons of means test indicated that the preliminary leadership perception scores of district officials differed significantly from those of veteran, middle and novice educators.

Educator perceptions with regards to possible barriers to teacher leadership were also significantly affected by educator type, in this instance on the 0.1% level of significance [ $p < 0.1$ ,  $\text{prob}(F) < 0.0001$ ]. Again, the Bonferroni multiple comparisons of means test indicated that the perceptions of district officials on

possible barriers to teacher leadership differed significantly from those of all the other educator types participating in this study, namely principals, members of school management teams, veteran, middle and novice educators.

In relation to educators' perceptions on their readiness for teacher leadership, again these perceptions were significantly affected by educator type on the 0.1% level of significance [ $p < 0.1$ ,  $\text{prob}(F) < 0.0009$ ]. In this instance the Bonferroni multiple comparisons of means test indicated a significant difference between the readiness perceptions of members of school management teams and those of middle and novice educators.

The analyses of variance indicated that the other aspects of teacher leadership, namely assumptions regarding teacher leadership, typical expressions (language of leadership), professional development needs in the area of teacher leadership and perceptions on the seven dimensions of a healthy school culture for teacher leadership were not significantly impacted by educator type. It can therefore be stated that these aspects of teacher leadership did not indicate significant differences in perceptions among the different educator types.

The fact that no significant differences among educators were indicated for the typical expressions (language of leadership), with associated theoretical leadership theories, implies that these theoretical leadership theories or styles are present in all groups of educators and that there is no reason to believe that some theoretical leadership theories or styles are more prevalent under some groups of educators than under others.

In the case of educator perceptions of a healthy school culture for teacher leadership, where no significant differences were indicated among groups of educators, it is suggested that the 'health' of the school culture for teacher leadership was perceived to be constant for all educator groups and therefore reflecting an objective view of the school culture in the participating schools. It

can thus be concluded that the respondents of this study, representing schools in the Eden and Central Karoo Education District, viewed their school cultures as healthy for the establishment of teacher leadership.

In relation to the research hypotheses reflecting on difference research questions, more specifically hypotheses 3 to 9, the following conclusions can be drawn:

Research hypothesis 3:

The null hypothesis should be rejected and the alternative hypothesis should be accepted, stating that there is a difference between the preliminary leadership perceptions of educators (principal, member of school management team, veteran, middle, novice and district official). District officials differed significantly from veteran, middle and novice educators in relation to their preliminary leadership perceptions.

Research hypothesis 4:

The alternative hypothesis in this instance should be rejected and the null hypothesis should be accepted, stating that there is no difference between the assumptions regarding teacher leadership as held by educators (principal, member of school management team, veteran, middle, novice and district official).

Research hypothesis 5:

The alternative hypothesis in this instance should be rejected and the null hypothesis should be accepted, stating that there is no difference between the typical expressions (language of leadership and associated theoretical leadership theories) as used by educators (principal, member of school management team, veteran, middle, novice and district official).

Research hypothesis 6:

The null hypothesis should be rejected and the alternative hypothesis should be accepted, stating that there is a difference in the barriers to teacher leadership as identified by educators (principal, member of school management team, veteran, middle, novice and district official). District officials differed significantly from other educators (principals, members of school management teams, veteran, middle and novice) in relation to their perceptions of barriers to teacher leadership.

Research hypothesis 7:

The alternative hypothesis in this instance should be rejected and the null hypothesis should be accepted, stating that there is no difference between the professional development needs as identified by educators (principal, member of school management team, veteran, middle, novice and district official).

Research hypothesis 8:

The null hypothesis should be rejected and the alternative hypothesis should be accepted, stating that there is a difference between the level of readiness for teacher leadership between educators (member of school management team, veteran, middle and novice). Members of school management teams differed significantly from middle and novice educators in relation to their level of readiness for teacher leadership.

Research hypothesis 9:

The alternative hypothesis in this instance should be rejected and the null hypothesis should be accepted, stating that there is no difference between educators in the Eden and Central Karoo Education District (member of school management team, veteran, middle and novice) in relation to their perceptions of a healthy school culture for teacher leadership.

The alternative hypothesis in each of the sub hypotheses of research hypothesis 9 should be rejected and the null hypothesis should be accepted, stating that:

- there is no difference between educators in the Eden and Central Karoo Education District (member of school management team, veteran, middle and novice) in relation to their perceptions of developmental focus as dimension of a healthy school culture for teacher leadership;
- there is no difference between educators in the Eden and Central Karoo Education District (member of school management team, veteran, middle and novice) in relation to their perceptions of recognition as dimension of a healthy school culture for teacher leadership;
- there is no difference between educators in the Eden and Central Karoo Education District (member of school management team, veteran, middle and novice) in relation to their perceptions of autonomy as dimension of a healthy school culture for teacher leadership;
- there is no difference between educators in the Eden and Central Karoo Education District (member of school management team, veteran, middle and novice) in relation to their perceptions of collegiality as dimension of a healthy school culture for teacher leadership;
- there is no difference between educators in the Eden and Central Karoo Education District (member of school management team, veteran, middle and novice) in relation to their perceptions of participation as dimension of a healthy school culture for teacher leadership;
- there is no difference between educators in the Eden and Central Karoo Education District (member of school management team, veteran, middle and novice) in relation to their perceptions of open communication as dimension of a healthy school culture for teacher leadership; and
- there is no difference between educators in the Eden and Central Karoo Education District (member of school management team, veteran, middle and novice) in relation to their perceptions of positive environment as dimension of a healthy school culture for teacher leadership.

In this section the results of the difference research questions were discussed.

Focus was placed on:

- The difference between educators in relation to Preliminary Leadership Perceptions;
- The difference between educators in relation to Teacher Leadership Assumptions;
- The difference between educators in relation to Typical Expressions (Language of Leadership);
- The difference between educators in relation to Typical Expressions associated with Four Leadership Theories;
- The difference between educators in relation to their perceptions of Barriers to Teacher Leadership;
- The difference between educators in relation to Professional Development Needs: Teacher Leadership;
- The difference between educators in relation to their level of Readiness for Teacher Leadership; and
- The difference between educators in relation to their perceptions of a Healthy School Culture for Teacher Leadership.

In the next section the results of the relationship research questions will be discussed.

#### **5.4.3 The relationship research questions**

Two relationship research questions were asked in this study, namely

- Is there a relationship between the preliminary perceptions of leadership and the readiness of educators in relation to teacher leadership in the Eden and Central Karoo Education District; and
- Is there a relationship between the readiness of educators in the Eden and Central Karoo Education District for teacher leadership and their perceptions in relation to the seven dimensions of a healthy school culture for teacher leadership?

These two relationship research question shaped the first two research hypotheses of this study, namely:

Research hypothesis 1:

***Is there a relationship between educators' preliminary leadership perceptions and readiness for teacher leadership in the Eden and Central Karoo Education District (cf 4.2.3)?***

Research hypothesis 2:

***Is there a relationship between educators' readiness for teacher leadership and their perceptions of a healthy school culture for teacher leadership (cf 4.2.3)?***

The responses of 196 educators, including members of school management teams, veteran, middle and novice educators were analysed to answer the relationship research questions of this study. The responses to the following questionnaires were included in this analysis:

- Self-Survey of Preliminary Leadership Perceptions;
- Teacher Leadership Readiness Instrument (TLRI); and
- Teacher Leadership School Survey (TLSS).

The leadership perception score and the readiness score calculated according to the protocol set out in Chapter 4 were used to investigate the relationship between perception of leadership and readiness for teacher leadership (cf 4.4.3.1). In order to investigate the relationship between readiness for teacher leadership and perceptions about a healthy school culture for teacher leadership, the leadership perception score and seven sets of healthy school culture dimension scores, as calculated for each health dimension, were used. (The procedure for the calculation of the seven sets of health dimension scores was discussed earlier in Chapter 4 (cf 4.4.3.1).

The indicated relationships were investigated by means of two-way frequency tables, linear regression and line and scatter plots. Categorised scores were used to calculate the two-way tables and raw score values were used to calculate correlations, regression and line and scatter plots.

**5.4.3.1 The relationship between teacher leadership perceptions and readiness for teacher leadership**

The two-way frequency table of combinations of categorised preliminary leadership perceptions and readiness for teacher leadership scores is presented in Table 5.17 below (Also see Appendix D: Table 5.17).

Two-way frequency table of combinations of readiness-by-leadership scores				
Readiness score (categorized)	Leadership Perception Score(categorized)			Total
Frequency Cell Chi-Square Row Pct Col Pct	- tenets teacher leadership	+ tenets teacher leadership	++ tenets teacher leadership	
-- teacher leadership	0 0.25 0.00	7 3.3943 100.00	0 3.2143 0.00	7
- teacher leadership	7 2.999 6.80	76 11.048 73.79	20 15.753 19.42	103
+ teacher leadership	0 3.0714 0.00	16 17.332 18.60	70 23.572 81.40	86
Total	7	99	90	196
Exact probability (Chi-square statistic = 80.63) < 0.0001*** (Monte Carlo estimation of Fisher's Exact test was used since some frequency cells are sparsely populated)				

Table 5.17 Two-way frequency table of combinations of readiness-by-leadership scores

A significant dependency between leadership perceptions and teacher leadership readiness was established as a statistical significance on the 0.1% level of significance and was indicated for the frequency table. This implies that preliminary leadership perceptions and readiness for teacher leadership are related.

The Pearson correlation coefficient was calculated between the raw preliminary leadership perceptions and the readiness for teacher leadership scores. The significance (0.1%) attached to the correlation coefficient of 0.67, calculated between the two sets of raw score values of preliminary leadership perceptions and readiness for teacher leadership, re-affirms the findings of the two-way table as presented in Table 5.18 (Also see Appendix D: Table 5.18).

The nature of the relationship between preliminary leadership perceptions and readiness for teacher leadership can further be described by the linear regression equation as presented with the regression results presented in Table 5.18.

Analysis of variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	6417.66808	6417.66808	162.18	<.0001
Error	194	7676.88294	39.57156		
Corrected Total	195	14095			

Root MSE	6.29059	R-Square	0.4553
Dependent Mean	33.13265	Adj R-Sq	0.4525
Coeff Var	18.98608		

Parameter estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	12.37551	1.69074	7.32	<.0001
perception	Leadership perception score	1	1.05590	0.08291	12.73	<.0001

Table 5.18 Linear regression of raw preliminary leadership perceptions and readiness for teacher leadership scores

It can be deduced that the probability associated with the F statistic of 162.18 is less than 0.0001 [ $\text{prob}(F) < 0.0001$ ], which is highly significant. This indicates that a significant linear relationship between preliminary leadership perceptions and readiness for teacher leadership had been established. The R-square value of 0.46 indicates that 46% of the variation in the data can be attributed to the established linear regression.

The relationship between preliminary leadership perceptions and readiness for teacher leadership can further be described by the parameter estimates as

$$\text{Readiness} = 12.38 + 1.06 * (\text{preliminary leadership perception}).$$

This implies that there is a positive relationship between preliminary leadership perceptions and readiness for teacher leadership. As preliminary leadership perceptions improve or strengthen, readiness for teacher leadership will also improve or strengthen. The relationship between preliminary leadership perceptions and readiness for teacher leadership is illustrated in the line and scatter plot presented below (Figure 5.14).

## Leadership Perception & Readiness of educators

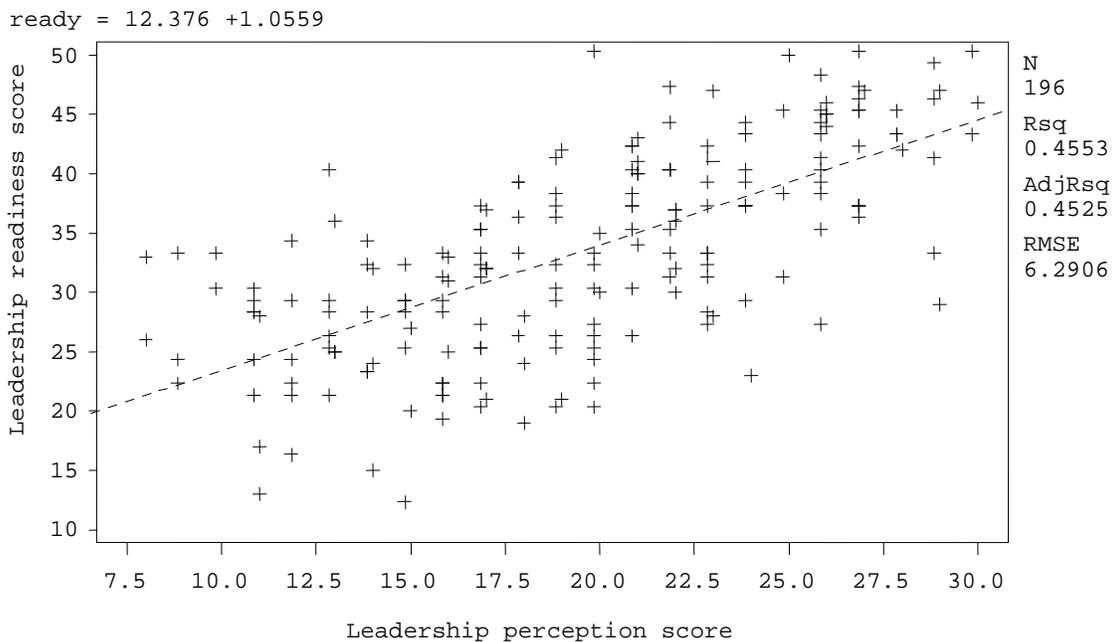


Figure 5.14 Relationship between preliminary leadership and readiness for teacher leadership perceptions

- It can be concluded that, in relation to research hypothesis 1, the null hypothesis should be rejected and the alternative hypothesis be accepted, which states that there is a significant relationship between educators' (member of school management team, veteran, middle and novice) in the

Eden and Central Karoo Education District preliminary perceptions of leadership and their readiness for teacher leadership.

***5.4.3.2 The relationship between readiness for teacher leadership and a healthy school culture for teacher leadership***

In this section the second research hypothesis, with its different sub-hypotheses, will be discussed.

The two-way frequency table of combinations of categorised readiness for teacher leadership and seven sets of healthy school culture dimension scores is presented in Table 5.19 below (Also see Appendix D: Table 5.19).

Two-way frequency table between categorized readiness for teacher leadership scores and seven sets of categorized healthy school culture dimension scores								
Table of Readiness by Developmental Focus					Table of Readiness by Recognition			
Readiness score (categorized)	Developmental Focus			Total	Recognition			
Frequency Cell Chi-Square Row Pct	Below average	average	above average		below average	Average	above average	Total
- teacher leadership	0 0.1786 0.00	4 6.7543 57.14	3 1.2378 42.86	7	1 5.1429 14.29	1 0.0635 14.29	5 0.0586 71.43	7
+ teacher leadership	5 2.1421 4.85	18 0.025 17.48	80 0.1106 77.67	103	2 0.005 1.94	24 1.365 23.30	77 0.3025 74.76	103
++ teacher leadership	0 2.1939 0.00	11 0.8362 12.79	75 0.4643 87.21	86	1 0.3249 1.16	11 1.4561 12.79	74 0.4502 86.05	86
<b>Total</b>	<b>5</b>	<b>33</b>	<b>158</b>	<b>196</b>	<b>4</b>	<b>36</b>	<b>156</b>	<b>196</b>
<b>Frequency Missing = 87</b>					<b>Frequency missing=87</b>			
Exact probability (Chi-square statistic = 13.94) < 0.02* (Monte Carlo estimation of Fisher's Exact test was used)					Exact probability (Chi-square statistic = 9.16) < 0.06? (Monte Carlo estimation of Fisher's Exact test was used)			
Table of Readiness by Autonomy					Table of Readiness by Collegiality			
Readiness score (categorized)	Autonomy			Total	Collegiality			
Frequency Cell Chi-Square Row Pct	Below average	average	above average		below average	Average	above average	Total
- teacher leadership	0 .00 0.00	1 0.0012 14.29	6 0.0002 85.71	7	1 2.881 14.29	2 0.3485 28.57	4 0.3924 57.14	7
+ teacher leadership	0 .00 0.00	20 1.4869 19.42	83 0.2582 80.58	103	5 1.0819 4.85	25 1.5877 24.27	73 0.6816 70.87	103
++ teacher leadership	0 .00 0.00	8 1.7542 9.30	78 0.3046 90.70	86	0 2.6327 0.00	10 2.3943 11.63	76 1.1713 88.37	86
<b>Total</b>	<b>0</b>	<b>29</b>	<b>167</b>	<b>196</b>	<b>6</b>	<b>37</b>	<b>153</b>	<b>196</b>
<b>Frequency Missing = 87</b>					<b>Frequency Missing = 87</b>			
Exact probability (Chi-square statistic = 201.84) < 0.14 (Monte Carlo estimation of Fisher's Exact test was used)					Exact probability (Chi-square statistic = 13.17) < 0.02* (Monte Carlo estimation of Fisher's Exact test was used)			

Table of Readiness by Participation					Table of Readiness by Communication			
Readiness score (categorized)	Participation (categorized)			Total	Communication (categorized)			
Frequency Cell Chi-Square Row Pct	below average	average	above average		below average	Average	above average	Total
- teacher leadership	2 4.0024 28.57	2 0.0026 28.57	3 0.52 42.86	7	0 0.2143 0.00	6 11.125 85.71	1 3.3029 14.29	7
+ teacher leadership	9 0.1584 8.74	38 3.2628 36.89	56 1.7283 54.37	103	5 1.0819 4.85	32 2.1582 31.07	66 1.1136 64.08	103
++ teacher leadership	4 1.0126 4.65	14 3.9661 16.28	68 2.7042 79.07	86	1 1.0125 1.16	9 6.5502 10.47	76 2.8002 88.37	86
<b>Total</b>	15	54	127	196	6	47	143	196
<b>Frequency Missing = 87</b>					<b>Frequency Missing = 87</b>			
Exact probability (Chi-square statistic = 17.36) < 0.002** (Monte Carlo estimation of Fisher's Exact test was used since some frequency cells are sparsely populated)					Exact probability (Chi-square statistic = 29.36) < 0.0001*** (Monte Carlo estimation of Fisher's Exact test was used since some frequency cells are sparsely populated)			
Table of Readiness by Environment								
Readiness score (categorized)	Environment (categorized)			Total				
Frequency Cell Chi-Square Row Pct	below average	average	above average		below average	Average	above average	Total
- teacher leadership	0 0.0714 0.00	2 0.5084 28.57	5 0.0893 71.43	7				
+ teacher leadership	1 0.0025 0.97	25 2.8474 24.27	77 0.5964 74.76	103				
++ teacher leadership	1 0.0171 1.16	7 4.2029 8.14	78 0.8657 90.70	86				
<b>Total</b>	2	34	160	196				
<b>Frequency Missing = 87</b>					<b>Significance legend</b>			
Exact probability (Chi-square statistic = 9.020) < 0.092? (Monte Carlo estimation of Fisher's Exact test was used since some frequency cells are sparsely populated)					***: significant on 0.1% level of significance ** : significant on 1% level of significance * : significant on 5% level of significance ? : significant on 10% level of significance			

Table 5.19 Two-way frequency table between categorized readiness for teacher leadership scores and seven sets of categorized healthy school culture dimension scores

It can be derived from Table 5.19 that significant dependencies between educators' readiness for teacher leadership and perceptions in relation to a healthy school culture for the following dimensions could be established, namely Developmental Focus (p < 0.02; 5% level); Recognition (p < 9.16; 10% level);

Collegiality ( $p < 13.17$ ; 5% level); Participation ( $p < 17.36$ ; 1% level); Open Communication ( $p < 29.63$ ; 0.1% level); and Positive Environment ( $p < 9.020$ ; 10% level). A significant dependency could not be found between educator readiness for teacher leadership and Autonomy, dimension of a healthy school culture for teacher leadership ( $p < 201.84$ ).

The results imply that there is a significance dependency between educators' readiness for teacher leadership and six of the seven dimensions of a healthy school culture for teacher leadership, namely developmental focus, recognition, collegiality, participation, communication and positive environment. Only autonomy, as dimension for a healthy school culture for teacher leadership, did not show a significant dependency on educator readiness for teacher leadership.

The Pearson correlation coefficients were calculated between the raw readiness for teacher leadership scores and the raw health dimension scores. The significance (0.1%) attached to the correlation coefficients of 0.33, 0.37, 0.37, 0.39, 0.35, 0.38 and 0.31 between the two sets of raw score values of readiness for teacher leadership and the seven dimensions of a healthy school culture for teacher leadership, re-affirms the findings of the two-way table as presented in Table 5.20 (Also see Appendix D: Table 5.20). Significant relationships were thus indicated between educators' readiness for teacher leadership and all seven dimensions of a healthy school culture for teacher leadership.

The nature of the relationship between educators' readiness for teacher leadership and the seven dimensions of a healthy school culture for teacher leadership can further be described by the linear regression equation as presented with the regression results presented in Table 5.20.

Summary results of analysis of variance table conducted on raw readiness scores and each of seven sets of raw healthy school culture scores						
1. Development Focus included in Readiness model						
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	R-sq
Model	1	1514.42691	1514.42691	23.35	<.0001***	0.11
Error	194	12580	64.84600			
Corrected Total	195	14095				
Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	16.76466	3.43548	4.88	<.0001***
Development		1	3.94881	0.81712	4.83	<.0001***
2. Recognition included in Readiness model						
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	R-sq
Model	1	1966.45119	1966.45119	31.46	<.0001***	0.14
Error	194	12128	62.51598			
Corrected Total	195	14095				
Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	14.02567	3.45329	4.06	<.0001***
Recognition		1	4.67787	0.83407	5.61	<.0001***

3. Autonomy included in Readiness model						
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	R-sq
Model	1	1885.63098	1885.63098	29.96	<.0001***	0.14
Error	194	12209	62.93258			
Corrected Total	195	14095				
Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	11.93226	3.91428	3.05	0.0026**
Autonomy		1	5.14722	0.94033	5.47	<.0001***
4. Collegiality included in Readiness model						
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	R-sq
Model	1	2135.71993	2135.71993	34.65	<.0001***	0.15
Error	194	11959	61.64346			
Corrected Total	195	14095				
Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	13.96622	3.30415	4.23	<.0001***
Collegiality		1	4.82679	0.82003	5.89	<.0001***
5. Participation included in Readiness model						
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	R-sq
Model	1	1691.62850	1691.62850	26.46	<.0001***	0.12
Error	194	12403	63.93259			
Corrected Total	195	14095				
Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	18.19567	2.95947	6.15	<.0001***
perception		1	4.03099	0.78365	5.14	<.0001***

6. Open Communication included in Readiness model						
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	R-sq
Model	1	2072.73297	2072.73297	33.45	<.0001***	0.14
Error	194	12022	61.96813			
Corrected Total	195	14095				
Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	14.78043	3.22266	4.59	<.0001***
Communication		1	4.71080	0.81453	5.78	<.0001***
7. Positive Environment included in Readiness model						
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	R-sq
Model	1	1370.34414	1370.34414	20.89	<.0001***	0.10
Error	194	12724	65.58870			
Corrected Total	195	14095				
Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	15.13295	3.98017	3.80	0.0002***
Environment		1	4.41150	0.96513	4.57	<.0001

Table 5.20 Linear regression between raw readiness and seven sets of healthy school culture dimension scores

In relation to the correlation between readiness for teacher leadership and Developmental Focus, as dimension of a healthy school culture for teacher leadership, it can be deduced that the probability associated with the F statistic of 23.35 is less than 0.0001 [ $\text{prob}(F) < 0.0001$ ], which is highly significant. This indicates that a significant linear relationship between readiness for teacher leadership and developmental focus had been established. The R-square value of 0.11 indicates that 11% of the variation in the data can be attributed to the established linear regression.

The relationship between readiness for teacher leadership and developmental focus can further be described by the parameter estimates as:

$$\text{Readiness} = 16.77 + 3.95 * (\text{developmental focus}).$$

This implies that there is a positive relationship between readiness for teacher leadership and developmental focus. As readiness for teacher leadership improves or strengthens, developmental focus will improve or strengthen.

In relation to the correlation between readiness for teacher leadership and Recognition, as dimension of a healthy school culture for teacher leadership, it can be deduced that the probability associated with the F statistic of 31.46 is less than 0.0001 [ $\text{prob}(F) < 0.0001$ ], which is highly significant. This indicates that a significant linear relationship between readiness for teacher leadership and recognition had been established. The R-square value of 0.14 indicates that 14% of the variation in the data can be attributed to the established linear regression.

The relationship between readiness for teacher leadership and recognition can further be described by the parameter estimates as:

$$\text{Readiness} = 14.03 + 4.68 * (\text{recognition}).$$

This implies that there is a positive relationship between readiness for teacher leadership and recognition. As readiness for teacher leadership improves or strengthens, recognition will improve or strengthen.

In relation to the correlation between readiness for teacher leadership and Autonomy, as dimension of a healthy school culture for teacher leadership, it can be deduced that the probability associated with the F statistic of 29.96 is less than 0.0001 [ $\text{prob}(F) < 0.0001$ ], which is highly significant. This indicates that a significant linear relationship between readiness for teacher leadership and autonomy had been established. The R-square value of 0.14 indicates that 14% of the variation in the data can be attributed to the established linear regression.

The relationship between readiness for teacher leadership and autonomy can further be described by the parameter estimates as:

$$\text{Readiness} = 11.93 + 5.15^* (\text{autonomy}).$$

This implies that there is a positive relationship between readiness for teacher leadership and autonomy. As readiness for teacher leadership improves or strengthens, autonomy will improve or strengthen.

In relation to the correlation between readiness for teacher leadership and Collegiality, as dimension of a healthy school culture for teacher leadership, it can be deduced that the probability associated with the F statistic of 34.65 is less than 0.0001 [ $\text{prob}(F) < 0.0001$ ], which is highly significant. This indicates that a significant linear relationship between readiness for teacher leadership and collegiality had been established. The R-square value of 0.15 indicates that 15% of the variation in the data can be attributed to the established linear regression.

The relationship between readiness for teacher leadership and collegiality can further be described by the parameter estimates as:

$$\text{Readiness} = 13.97 + 4.83^* (\text{collegiality}).$$

This implies that there is a positive relationship between readiness for teacher leadership and collegiality. As readiness for teacher leadership improves or strengthens, collegiality will improve or strengthen.

In relation to the correlation between readiness for teacher leadership and Participation, as dimension of a healthy school culture for teacher leadership, it can be deduced that the probability associated with the F statistic of 26.46 is less than 0.0001 [ $\text{prob}(F) < 0.0001$ ], which is highly significant. This indicates that a significant linear relationship between readiness for teacher leadership and

participation had been established. The R-square value of 0.12 indicates that 12% of the variation in the data can be attributed to the established linear regression.

The relationship between readiness for teacher leadership and participation can further be described by the parameter estimates as:

$$\text{Readiness} = 18.20 + 4.03 * (\text{participation}).$$

This implies that there is a positive relationship between readiness for teacher leadership and participation. As readiness for teacher leadership improves or strengthens, participation will improve or strengthen.

In relation to the correlation between readiness for teacher leadership and Open Communication, as dimension of a healthy school culture for teacher leadership, it can be deduced that the probability associated with the F statistic of 33.45 is less than 0.0001 [ $\text{prob}(F) < 0.0001$ ], which is highly significant. This indicates that a significant linear relationship between readiness for teacher leadership and open communication had been established. The R-square value of 0.14 indicates that 14% of the variation in the data can be attributed to the established linear regression.

The relationship between readiness for teacher leadership and open communication can further be described by the parameter estimates as:

$$\text{Readiness} = 14.78 + 4.71 * (\text{open communication}).$$

This implies that there is a positive relationship between readiness for teacher leadership and open communication. As readiness for teacher leadership improves or strengthens, open communication will improve or strengthen.

Finally, in relation to the correlation between readiness for teacher leadership and Positive Environment, as dimension of a healthy school culture for teacher leadership, it can be deduced that the probability associated with the F statistic of 20.89 is less than 0.0001 [ $\text{prob}(F) < 0.0001$ ], which is highly significant. This indicates that a significant linear relationship between readiness for teacher leadership and positive environment had been established. The R-square value of 0.10 indicates that 10% of the variation in the data can be attributed to the established linear regression.

The relationship between readiness for teacher leadership and positive environment can further be described by the parameter estimates as:

$$\text{Readiness} = 15.13 + 4.41 * (\text{positive environment}).$$

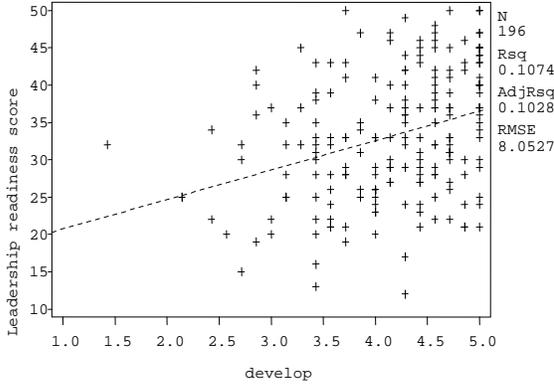
This implies that there is a positive relationship between readiness for teacher leadership and positive environment. As readiness for teacher leadership improves or strengthens, positive environment will improve or strengthen.

A graphical presentation of the relationship between readiness for teacher leadership and the seven dimensions of a healthy school culture for teacher leadership is provided in Figure 5.15 below.

**Readiness & (i) Development**

**Readiness & Developmental focus of school culture**

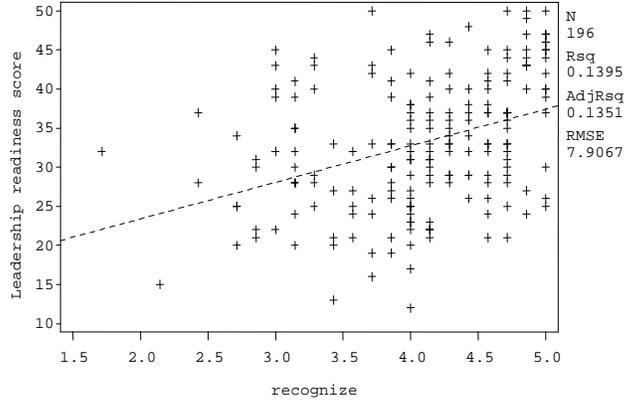
ready = 16.765 + 3.9488



**Readiness & (ii) Recognition**

**Readiness & recognition as school culture**

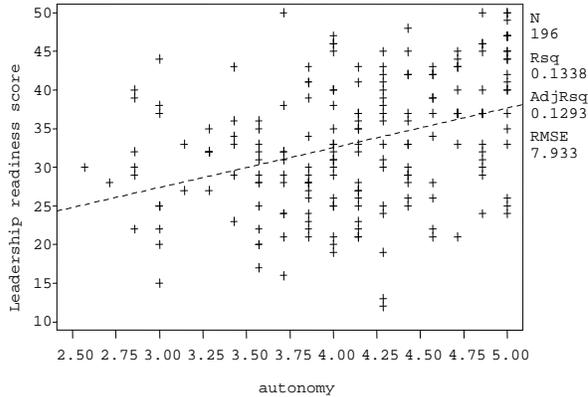
ready = 14.026 + 4.6779



**Readiness & (iii) Autonomy**

**Readiness & Autonomy as school culture**

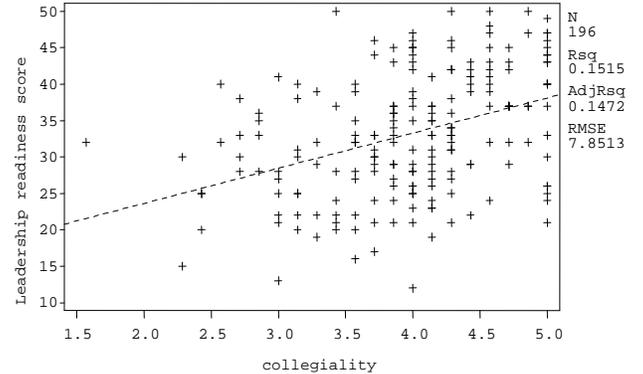
ready = 11.932 + 5.1472



**Readiness & (iv) Collegiality**

**Readiness & collegiality in school culture**

ready = 13.966 + 4.8268



**Readiness & (v) Participation**

**Readiness & (vi) Communication**

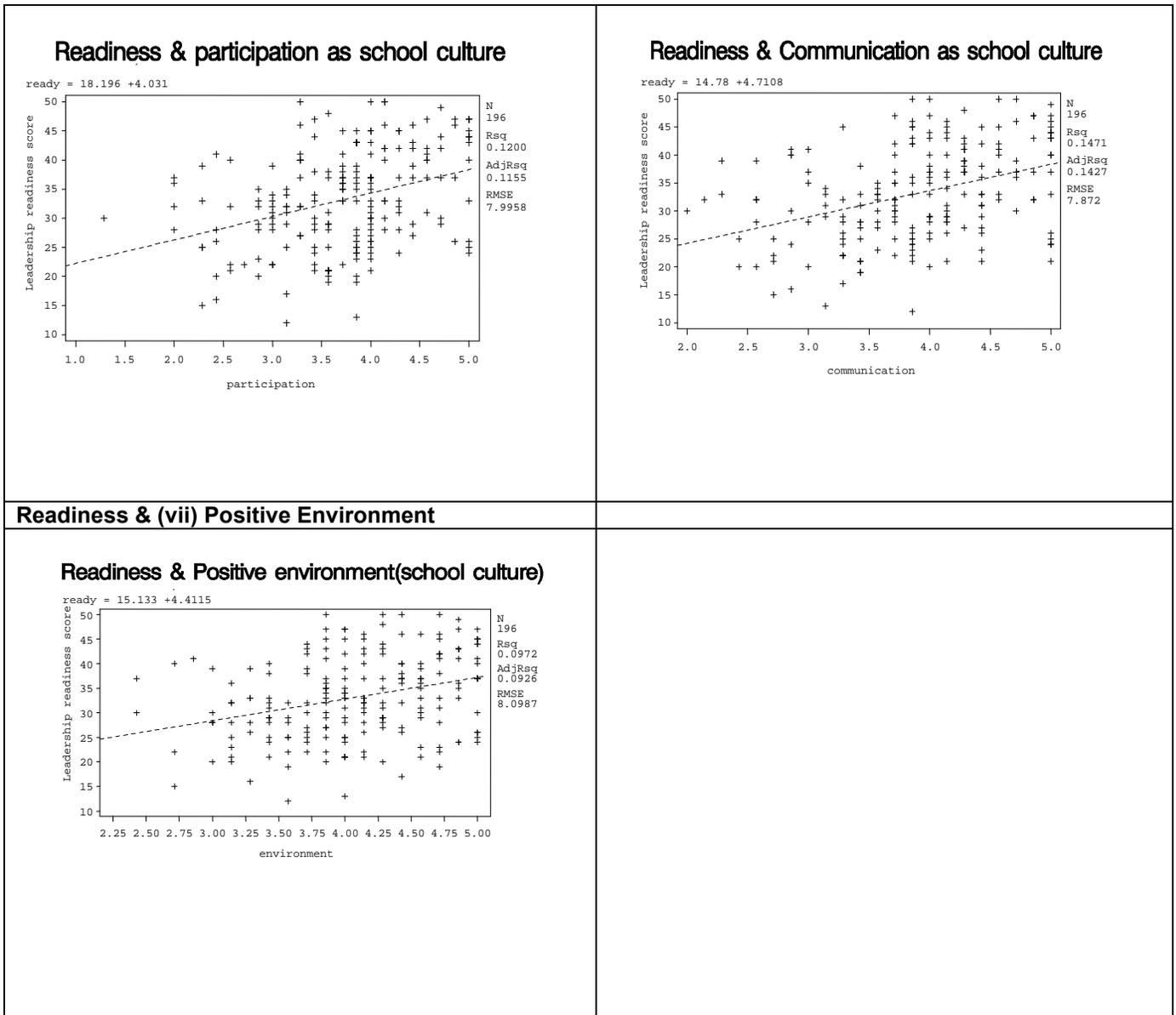


Figure 5.15 The relationship between readiness for teacher leadership and seven dimensions of a healthy school culture for teacher leadership perceptions

From the analyses of data, it can be concluded that, in relation to research hypothesis 2, again, the null hypothesis should be rejected and the alternative one be accepted, which states that there is a significant relationship between educators' (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District readiness for teacher leadership and their perceptions of a healthy school culture for teacher leadership.

By analysing the data on the seven different dimensions of a healthy school culture for teacher leadership, namely developmental focus, recognition, autonomy, collegiality, participation, open communication and positive environment, it can also be concluded that the null hypotheses should be rejected and the alternative hypotheses be accepted.

It can therefore be stated that:

There is a significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of developmental focus as dimension of a healthy school culture for teacher leadership;

There is a significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of recognition as dimension of a healthy school culture for teacher leadership;

There is a significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of autonomy as dimension of a healthy school culture for teacher leadership;

There is a significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of collegiality as dimension of a healthy school culture for teacher leadership;

There is a significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership

and their perceptions of participation as dimension of a healthy school culture for teacher leadership;

There is a significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of open communication as dimension of a healthy school culture for teacher leadership; and

There is a significant relationship between educators' (member of school management team, veteran, middle and novice) readiness for teacher leadership and their perceptions of positive environment as dimension of a healthy school culture for teacher leadership.

A discussion of the results will follow in the next section.

## **5.5 DISCUSSION OF THE RESULTS**

### **5.5.1 The perspectives, perceptions and readiness of educators (principal, member of school management team, veteran, middle, novice and district official) in the Eden and Central Karoo Education District**

#### ***5.5.1.1 The preliminary leadership perceptions of educators***

The results show that educators in the Eden and Central Karoo Education District collectively indicated that all and or the majority of their attitudes, values and beliefs align with those of parallel and teacher leadership. This implies that the educators hold the following views on teacher leadership, namely that teaching is as important as any other profession; that teaching means that educators should stand up for all students, including those who are marginalised and disadvantaged; that teachers should actively participate in policy making; educational leaders should convey optimism to students, colleagues and parents; the mentoring of new teachers is part of the professional responsibility of teachers; teachers are responsible for encouraging school wide approaches to

teaching, learning and assessment; and that teachers should play an active role in decision-making about instructional materials, allocation of learning resources and student assignments.

Educators furthermore indicated that they strongly associate themselves with the statement in relation to teaching being as important as any other profession, as well as the fact that teachers should stand up for all students and convey optimism to all clients of the school.

As the Self-Survey of Preliminary Leadership Perceptions is grounded in the six elements of the Teachers as Leaders Framework (Crowther et al. 2009:3; cf 2.8.2), it can be concluded that educators in the Eden and Central Karoo Education District demonstrated that they have embraced a new paradigm of the teaching profession and are ready to convey convictions about a better world, facilitate communities of learning, strive for pedagogical excellence, confront barriers in the school's culture and structures, translate ideas into sustainable systems of action and nurture a culture of success.

#### ***5.5.1.2 The assumptions regarding teacher leadership as held by educators***

In general, the respondents demonstrated that they held positive assumptions in relation to teacher leadership. They agreed strongly with the suggestion that there is a need for teachers to take on leadership roles and responsibilities in schools; that teacher leadership can be nurtured; that teacher leaders have pedagogical credibility; and that teacher leaders work collaboratively with other teachers.

The respondents, however, were divided in relation to teacher leadership assumptions such as how and if teacher leadership differs from other forms of leadership; what the focus of teacher leadership should be; whether all or only some teachers are potential leaders; whether teacher leaders can be identified

by assessment or could emerge unexpectedly; and whether teacher leaders are popular or less popular with their colleagues.

The respondents were divided, but more significantly, undecided on the assumption '*Teacher leaders are popular with colleagues versus teacher leaders are seen as difficult by colleagues*'. From the literature review it was evident that fears around social sanctions and peer ostracism often surface when teachers take on leadership roles (Hart 1990:519; Pellicer & Anderson 1995:13; Yarger & Lee 1994); mistrust may emerge (Whitaker 1997); confusion may develop (Hart 1994); friendships can be subjected to strain (Little 1990:513); and conflict can increase and this can result in teacher leaders experiencing loneliness and isolation (LeBlanc & Shelton 1997:34).

The literature review revealed that the teacher leadership movement would encourage more teachers to take on leadership roles and responsibilities; that both formal and informal teacher leadership roles are important for schools; that teacher leaders do not have to leave their classrooms to serve a leaders, but can lead in the classroom, as well as in the wider school community; the focus of teacher leadership activities could be on teaching and learning, but also on organisational issues; and that teacher leaders do not necessarily have to be born, but can learn leadership skills through experiential professional development opportunities (Katzenmeyer & Moller 2009:34-36) .

From the results of this analysis, it can also be derived that the underlying values that guide the work of educators in the Eden and Central Karoo Education District to achieve organisational change, correspond with some of the assumptions in relation to teacher leadership as highlighted by Katzenmeyer and Moller (2009:34-36), namely that more teachers should take empowered and professional roles as teacher leaders; that teachers prefer to focus their attention and energy on leadership activities which will benefit students; that teachers can learn leadership skills through effective professional development, providing that

they are provided with opportunities to practice and apply knowledge about leadership; and that planned, purposeful, systemic long-term professional development is preferred by teachers.

The following supporting values for teacher leadership, as highlighted by the work of Katzenmeyer and Moller (2009:34-36), were not included in the Framework of Assumptions questionnaire, and can therefore not be reflected upon for this target population, namely that both informal and formal leadership roles for teachers are of significant importance in schools; that teacher leaders can serve as leaders both in and outside the classroom simultaneously; that teacher leaders should share responsibility for the outcomes of their leadership activities; and that teachers should engage in a continuous process of learning through inquiry and reflection.

#### ***5.5.1.3 The typical expressions (language of leadership) and associated leadership theory(s) used by educators***

The results showed that educators used expressions like “*We’re a family*”, “*The buck stops here*”, “*Climb every mountain*”, “*We’re all in this together*”, “*I’m a committed activist*”, “*Dream the impossible dream*” and “*Against all odds*” frequently, while expressions like “*Keep the scoundrels out*” and “*If you can’t beat them in the alleys, you can’t beat them on the playing field*” were used less frequently.

It was found that these frequently used expressions represented the *organisational* and *transformational* leadership theories. It can therefore be derived that educators in the Eden and Central Karoo Education District used a language of leadership which is reflective of organisational and transformational leadership theory. According to Kouzes and Posner (2002:45), this reflects a culture of leadership that challenges processes, inspires a shared vision, enables others to act, models the way and encourages the heart. It also implies that leadership input is reflected in performance outcomes and that all members of

schools can lead and in that manner, affect the performance of schools (Pounder et al. 1995:567).

This finding proves to be consistent with the typology of management and leadership model in education as developed by Leithwood *et al.* (1999) and Bush and Glover (2003) and reflects a collegial management and participative, transformational and interpersonal leadership model. It also has a clear association with both parallel and teacher leadership, where parallel leadership refers “a process whereby teacher leaders and their principals engage in collective action to build school capacity” (Crowther et al. 2009:53) and teacher leadership refers to ‘a set of behaviours and practices that are undertaken collectively and is centrally concerned with the relationships and connections among individuals within a school (Muijs & Harris 2007:112).

#### ***5.5.1.4 The barriers to teacher leadership as identified by educators***

From the results of the study it is evident that educators experience barriers that inhibit teacher leadership initiatives and or activities at their respective schools or in the district. The respondents highlighted the following barriers, namely “*I’m just a teacher*”, “*I just want to teach*” mindsets, *lack of confidence, an unclear understanding of the concept, no time for development, the belief that ‘too many cooks spoil the broth’, no rewards for extra effort* and the fact that *teacher leadership was not taught in pre-service courses.*

On the other hand, results revealed that educators differed in opinion about the following barriers to teacher leadership: *possible encouragement of rabble rousers, open to abuse by manipulators, peer pressure, previous failures with lead teachers, language that reinforce teachers as subordinates, a system that expects only principals to be leaders and lack of principal support.*

Taking into consideration that most respondents indicated that they ‘never’ or ‘rarely’ lack the support of their principal, as well as the fact that educators did not

perceive the language usage in their schools as reflective of them being subordinates and that it was only expected of the principal to be a leader, it can be derived that educators in this study did not experience the structural barriers to teacher leadership such as traditional top-down leadership and that they also did not feel isolated by traditional schedules and structures (York-Barr & Duke 2005). This finding appears to be contrary to the findings of Little (2002), Magee (1999), Grant et al. (2008), Singh (2007), Rajagopaul (2007) and Ntuzela (2008) who reported that teacher leadership is dependent on the supports and sanctions of the senior management teams and that the principal and senior management teams act as impediment to teacher leadership as they do not distribute leadership, but control the leadership process autocratically.

However, educators in this study identified inadequate time for collaboration, leading and learning, as well as a lack of incentives or rewards for engaging in leadership activities as barriers to teacher leadership. These are indicative of barriers to teacher leadership which relate to organisational support. These findings are consistent with important findings in relation to time, as documented by Murphy (2005:110-112) and recognition, as documented by Crowther et al. (2002:34).

Lack of pre-service training in the area of teacher leadership was also highlighted as a barrier to teacher leadership. This finding is also consistent with the literature, as documented by Smyser (1995:132), Le Blanc and Shelton (1997:34) and the need for continuous professional development opportunities is emphasised.

The statements "*I'm just a teacher*", "*I just want to teach*" and '*lack of confidence*' should be viewed and considered with care. On the one hand, it may be reflective of a person's personality, a choice made by an individual to be a teacher, to teach and to be the best teacher he or she can be. On the other hand, it may be reflective of a teacher with poor self-esteem, who might believe that he or she is

not able to perform or act as a leader due to a variety of factors and or previous experiences in education. It is the view of the researcher that a climate should be created for each professional in the school to enable the individual to develop and realise his or her potential. The role of the principal and school management team is clear: to invite all stakeholders to participate in vision-setting, a collaborative practice of thinking, planning, implementing and monitoring, building capacity, being accountable and in this way support and enhance the outcomes for students, but also educators.

It can be concluded that educators experience barriers to teacher leadership and that these barriers may be embedded in structural conditions in schools, support for teacher leadership and or occupational and professional norms or culture.

#### ***5.5.1.5 The professional development needs for teacher leadership as identified by educators***

It was found that educators in the Eden and Central Karoo Education District, in general, were in agreement that professional development needs in the field of teacher leadership do exist. This finding is consistent with the findings of the Framework of Assumptions questionnaire, where educators in the education district indicated that they believe teachers can learn leadership skills through effective professional development and that planned, purposeful, systemic long-term professional development is the preferred approach. It is also consistent with findings as documented in the literature review (York-Barr & Duke 2004:277; Griffen 1995; Ovando 1996; Crowther et al. 2002; Hart 1994), where it was indicated that both formal leaders and teachers be trained and prepared for teacher leadership.

Fewer respondents were in agreement in relation to Area 1: Personal Assessment. Personal assessment activities can help teachers recognise the values, behaviours and philosophies that underlie their professional performance. Once teachers gather data about themselves, they feel more comfortable

seeking feedback to better understand how they are perceived by their colleagues.

Most respondents highlighted professional development needs in the areas of changing schools, influencing strategies and plan for action. These areas of professional development in the field of teacher leadership entail:

#### *Area 2: Changing Schools*

In this area teachers can benefit from reflecting on and analysing their school cultures. Teachers who have the big-picture perspective of the context in which they lead, are better equipped to think more broadly about the whole school and about making changes within that setting as well as within the larger context of the school district.

#### *Area 3: Influencing Strategies*

Asking the question 'How do I lead others?' shows recognition by teacher leaders that they can acquire a concrete set of strategies and skills to use in their daily roles. The skills set should include amongst others, acknowledging differences, disclosing one's own perspectives, and seeking to understand and use the perspectives of others.

#### *Area 4: Plan for Action*

Teacher leaders engage in application-level learning. Beginning with recognition of what needs to change, planning includes gathering data related to the change, testing others' experience, and learning from the research; finally, setting goals and determining strategies for making the change (Katzenmeyer & Moller 2001; 2009:58).

It can be concluded that the need for continuous professional development in the area of teacher leadership is evident.

#### **5.5.1.6 The level of readiness of educators for teacher leadership**

From the results of this study, it is evident that 96.43% of educators in the Eden and Central Karoo are ready for teacher leadership. It can be concluded that the attitudes, values and beliefs held by the majority educators, including members of school management teams, veteran, middle and novice educators in the Eden and Central Karoo Education District, parallel those related to teacher leadership.

This finding proves to be consistent with the first finding of this study, namely that all and or the majority of the attitudes, values and beliefs of educators in the Eden and Central Karoo Education District align with the tenets of teacher and parallel leadership and that a collective readiness for teacher leadership had been indicated.

As highlighted in the literature review, Katzenmeyer and Moller (2001:70; 2009) suggested factors that may influence teacher readiness to assume leadership roles and responsibilities, namely excellent professional teaching skills, a clear and well-developed personal philosophy of education, being in a more advance career stage where teachers are more prepared to share with others, an interest in adult development and being in a life stage that would allow for time and energy to assume a leadership position or role.

It would be important to consider the educator type of the respondents of this study: 61 (22%) – principals; 52 (18%) members of school management teams; 89 (32%) veteran educators; and 26 (9%) district officials, while 29 (10%) and 26 (9%) of the total population were represented by middle and novice educators. It can be postulated that, by considering the factors indicated above, contributing to teacher readiness for teacher leadership, 81% of the total population might be experienced and skilled teachers and in a more advanced life stage, which might impact positively on their overall perceptions, values and beliefs regarding leadership and more specifically teacher leadership. This could have impacted on the outcome of the results of the study. The results of this specific finding

should therefore be considered with care. On the other hand, should this finding highlight a readiness from current leaders and managers, who are representing the old paradigm of leadership practice in schools, it should be viewed positively as it reflects the willingness of leaders and managers to discard hierarchical leadership structures and to invite and embrace deep democratic leadership practices in schools.

From the results it can also be concluded that educators in the Eden and Central Karoo Education District feel very strongly about cooperation rather than competition with colleagues; to work in an environment where they are recognised and valued as professionals; the importance of having the respect of school managers and other colleagues in the school; and the need for time and opportunity to discuss their values and beliefs about teaching with colleagues.

#### ***5.5.1.7 The perceptions of educators on the dimensions of a healthy school culture for teacher leadership***

The results on the Teacher Leadership School Survey (TLSS) provided information on the perceptions of the respondents in relation to seven dimensions of a healthy school culture for teacher leadership.

The majority of the respondents rated all seven dimensions of a healthy school culture for teacher leadership as 'above average'. It can therefore be postulated that the educators of the Eden and Central Karoo Education District perceived their school cultures as healthy for teacher leadership.

More specifically, the educators in the Eden and Central Karoo Education District perceived their schools as having a positive developmental focus, recognition, autonomy, collegiality, participation, open communication and positive environment.

Although not statistically significant, it can be derived that Participation, as one of the seven dimensions indicative of a healthy school culture for teacher

leadership, was perceived as less positive than the other six dimensions. More respondents fell within both the 'average' and 'below average' category than in any of the other seven dimensions of a healthy school culture for teacher leadership. This finding implies that educators are less actively involved in making decisions and having input in important matters. It can be derived that true democratic systems and shared decision-making are not yet in place in schools, which had been highlighted by the literature as one of the characteristics and benefits of teacher leadership (Blegen & Kennedy 1999; Glover et al. 1999:331-322; Pellicer & Anderson 1995).

Finally, it can be stated that educators in the Eden and Central Karoo Education District felt very strongly about certain aspects in the areas of autonomy, collegiality and positive environment. In relation to autonomy, 55% of the respondents felt that they are always encouraged to take initiative to make improvements for students. In relation to collegiality, 51.53% of the respondents indicated that they always and 33.67% of the respondents indicated that they often work together with managers and others to solve students' academic and behaviour problems. Also, 46.43% of the respondents indicated that teachers at their school often and 26.02% of the respondents indicated that teachers sometimes influence another's teaching. Only 18.37% of the respondents indicated that they feel that teachers always influence one another's teaching. With regards to positive environment, respondents felt strongly about them being treated as professionals. 52.55% and 32.14% respectively indicated that they are always and often treated as professionals at their schools.

Strong division between the perceptions of respondents were evident in the areas of open communication and participation. In relation to open communication respondents were significantly divided in their opinion, as 41% of the respondents indicated that they do not really talk freely and openly about feelings and opinions they have, while 59% indicated that they do. Similarly, 42% of the respondents indicated that management and staff do not really share

their feelings and concerns in productive ways, while 58% indicated that they do. Finally in relation to participation, again respondents were significantly divided in their opinion: for example 60% of the respondents shared the opinion that they basically do not participate in screening and selecting of new staff members, while 40% indicated that they do; and 50% of the respondents indicated that their opinion and ideas are not sought by managers and 50% indicated that their opinion and ideas are.

The respondents in general agreed that development focus, recognition, autonomy and a positive environment, as dimensions of a healthy school culture for teacher leadership, are perceived healthy aspects of their school cultures. Respondents appeared to be less in agreement in relation to their perceptions of a healthy school culture in their respective schools in the areas of participation, communication and collegiality.

To summarise: Respondents perceived their respective school cultures as healthy in the following areas, namely:

*Developmental focus*, implying that educators are provided with needed assistance, guidance and coaching;

*Recognition*, implying that there are processes of recognition of effective work;

*Autonomy*, implying that barriers are removed and resources are found to support educators' efforts; and

*Positive environment*, implying that there is a general satisfaction with the work environment.

Respondents perceived their respective school cultures as less healthy in the following areas, namely:

*Participation*, implying that educators are less actively involved in making decisions and having input in important matters;

*Open communication*, implying that educators feel less informed about what is happening in schools and less easily share opinions and feelings; and

*Collegiality*, implying that collaboration on instructional and student-related matters takes place less often.

Although the respondents in general indicated that they perceive their school cultures as healthy for teacher leadership, it is evident that there are aspects of school culture, for example open communication, participation and collaboration, which might be hindering the fostering and enhancement of teacher leadership activities.

### **5.5.2 The differences between educators (principal, member of school management team, veteran, middle, novice and district official) in the Eden and Central Karoo Education District in relation to the different aspects of teacher leadership**

The results of this study revealed the following differences between the types of educators who participated in this study.

In relation to preliminary leadership perceptions, district officials differed significantly from veteran, middle and novice educators, as well as how they perceived barriers to teacher leadership. A difference between the level of readiness for teacher leadership was found, indicating that members of school management teams differed significantly in relation to their level of readiness from the level of readiness of middle and novice educators. It is important that district officials have significant relationships with the educators within their circuit and schools. This serves to also inform the district official of the reality of systems, structures and cultures within schools. If this is lacking, it is possible that district officials will have different perceptions in relation to certain aspects of teacher leadership. It is also important that district officials exercise leadership in the area of teacher leadership. This implies ongoing discussion and exchanging of thoughts and ideas in the field of teacher leadership. This might all together lack in the current situation.

No differences were found between the types of educators who participated in this study in relation to the following aspects of teacher leadership. Their assumptions about teacher leadership; the typical expressions (language of leadership used and associated theoretical leadership theories; the identified professional development needs in the area of teacher leadership; as well as their perceptions about different dimensions of a healthy school culture for teacher leadership. (The seven dimensions included developmental focus, recognition, autonomy, collegiality, participation, open communication and positive environment.)

### **5.5.3 The relationship between educators' preliminary leadership perceptions and readiness for teacher leadership; and the relationship between educators' readiness for teacher leadership and their perceptions of a healthy school culture for teacher leadership**

The results of the study revealed a significant relationship between educators' preliminary leadership perceptions and their readiness for teacher leadership.

The outcome of the study also revealed a significant dependency between educators' readiness for teacher leadership and their perceptions about the health of their school cultures for teacher leadership. The latter finding proved to be true for six of the seven dimensions of a healthy school culture. A significant dependency could not be found between educator readiness for teacher leadership and autonomy. It implies that although educators might be ready for teacher leadership, it does not necessarily mean that barriers are removed and resources are found to support educators' efforts.

In so far as the relationship (correlation) between educators' readiness for teacher leadership and their perceptions of a healthy school culture for teacher leadership, a significant relationship was found between educators' readiness and all seven dimensions of a healthy school culture for teacher leadership,

including developmental focus, recognition, autonomy, collegiality, participation, open communication and positive environment.

## **5.6 SUMMARY**

The empirical research revealed the perspectives, perceptions and readiness of educators in a specific education district for teacher leadership. The analysis of the data collected indicated that educators' attitudes, beliefs and values align with the general beliefs and values of parallel and teacher leadership; that educators held positive assumptions in relation to teacher leadership; and that the typical expressions used by educators were representative of the organisational and transformational leadership theories. Analysis of the data furthermore revealed that educators experience barriers which inhibit teacher leadership initiatives and or activities; and that educators were in agreement that continuous professional development in the area of teacher leadership are of importance. Finally, educators who participated in this study exhibit a significant level of readiness to engage in teacher leadership initiatives and activities and rated their school cultures as healthy for teacher leadership practices.

Significant differences were found between the preliminary leadership perceptions of district officials and those of veteran, middle and novice educators. The same significant difference was between the two groups in relation to their perceptions of barriers to teacher leadership. It was also found that the level of readiness for teacher leadership of members of school management teams differed significantly from those of veteran, middle and novice educators.

Finally, the results of the study revealed significant relationships between educators' preliminary leadership perceptions and their readiness for teacher leadership; as well as between educators' readiness for teacher leadership and their perceptions of a healthy school culture for teacher leadership.

In the final chapter of the thesis the fourth aim of the study will be finalised by drawing final conclusions, making recommendations for further research studies and highlighting possible limitations of this study.

## **CHAPTER 6**

### **CONCLUSIONS AND RECOMMENDATIONS**

When teachers (feel) valued as members of a coherent community, and empowered as decision-makers, they (are) able to empower their students by offering them choices and by including them in decisions affecting their own instruction.

(Murphy 2005:56)

#### **6.1 INTRODUCTION**

The third aim of the study was to determine the perspectives, perceptions of and readiness for teacher leadership of educators in the Eden and Central Karoo Education District through an empirical investigation. In Chapter 4 (cf 4), the research design was discussed in detail and in Chapter 5 (cf 5) the third aim of the study was concluded by presenting an analysis, discussion and interpretation of the data collected.

In the final chapter of the thesis, attention will be given to the fourth and final aim of the study, namely to draw final conclusions in relation to the findings of the study, to suggest recommendations to further stimulate and create an awareness in the area of teacher leadership in the Department of Education, education districts, circuits in school districts and in individual schools, as well as encourage leaders in education to enable the untapped human potential which is evident in our schools and districts. Limitations of the study will also be highlighted.

In the words of Katzenmeyer and Moller (2001:2):

Within every school there is a sleeping giant of teacher leadership, which can be a strong catalyst for making change. By using the energy of teacher leaders as agents of school change, the reform of public education will stand a better chance of building momentum.

From the background information, it is evident that teaching and learning, which are the primary functions of schools, need substantial improvement. By managing and developing the key resources (educators) in schools in new

ways, significant transformations will facilitate improvement both in the performances of schools and students. The implications for governments are clear: In order to improve school leadership and build sustainable leadership for the future, they need to redefine school leadership responsibilities; distribute leadership; develop skills for effective school leadership; and make school leadership an attractive profession (Pont *et al.* 2008:1-5).

One of the trends on the international agenda for school leadership development, as highlighted by Bush (2008:12), is the acknowledgement that leadership is not confined to the principal, but is widely distributed (cf 1.1). Katzenmeyer and Moller (2001:82) assert that teacher leadership should be positioned “on centre stage in the leadership play”. The challenge is to develop leadership as an art, which will encourage all members of the school community to take responsibility for making a difference within the school.

Teacher and parallel leadership have the potential to unleash human potential within schools, in order to promote the personal and professional growth of school leaders, more specifically teacher leaders, to enhance the management and development of educators in schools, as well as improve the quality of interactional relationships and foster a more democratic leadership and management style in schools. By enabling teachers to participate in and avail of school leadership opportunities, the school and organisational climate could improve; engagement, commitment, motivation, morale and job satisfaction of teachers could be enhanced and it can contribute to school development and improvement, as well as student outcomes (cf 3.8).

Despite a shift in leadership development and practices from autocratic, hierarchical models of leadership, towards more shared, democratic and distributed leadership practices and despite progressive policies which allow for the emergence of more democratic leadership practices in schools, changes in leadership practice in South African schools have been slow to emerge. Strong accountability pressures for increased performance in schools, ongoing policy changes, social-economic challenges and poor

commitment and low morale of educators are some of the many demands that South African school principals are facing. Due to the fact that leadership is still viewed as an individual set of traits or capabilities, rather than an organisational responsibility, many principals and members of school management teams, leave the profession. Education, more specifically leadership in education, is in a crisis.

It was important to find out more about educators' (principal, member of school management team, veteran, middle, district officials) perspectives, perceptions of and readiness for teacher leadership. It was therefore the aim of this research to study relevant literature to clarify the concept of teacher leadership and related concepts such as distributed and parallel leadership; and to identify a theoretical framework and perspective for teacher leadership (cf 2). By reviewing the literature, the researcher also wanted to establish what the roles, responsibilities, characteristics and capabilities of teacher leaders are; what factors determine educators' readiness for teacher leadership; how teachers can be prepared for teacher leadership; what teacher leadership has to offer for educators and schools, as well as what could prevent teacher leadership practices in schools; and also to clarify the roles of principals, school management teams, districts and policy makers in the promotion of teacher leadership (cf 3). It was also the aim of this study to conduct an empirical investigation in relation to the perspectives, perceptions of and readiness of educators in the Eden and Central Karoo Education District for teacher leadership. Educators' perceptions in relation to barriers to, readiness and preparation for teacher leadership, as well as aspects of a healthy school culture for teacher leadership, were included in this investigation (cf 4). The results of the empirical investigation would provide the researcher with an overview of the current position of teacher leadership as perceived by educators, including principals, members of school management teams, veteran, middle and novice teachers, as well as district officials.

On the basis of all the above, the fourth aim of the study will now be addressed, namely to draw conclusions from both the literature review and the

empirical investigation, to make possible recommendations in relation to the promotion of teacher leadership and highlight the limitations of the study.

## **6.2 CONCLUSIONS**

### **6.2.1 Conclusions from the literature review**

Teacher leadership is strongly based within a distributive, participative, collegial, transformational and organisational leadership perspective (cf 2.4.2). Teacher leadership is also embedded in a distributed leadership perspective and closely linked to the distributed and parallel leadership models (cf 2.7; cf 2.8). Leadership practices for schools today are a distributed entity, which is primarily concerned with and facilitated by human interactions (MacBeath 1988; Day *et al.* 2000; Harris 2002; cf 2.6).

Definitions of teacher leadership revealed four dimensions of teacher leadership: teacher leaders are teachers who take on leadership roles and responsibilities inside and outside the classroom; develop new, collaborative relationships with the principal, school management team and colleagues; empower themselves and others; and influence others towards realising a shared vision for improved teaching and learning in a school (cf 2.8.1).

The Teachers as Leaders Framework serves as a theoretical framework for teacher leadership and provides information on the goals, roles and characteristics of teacher leaders (cf 2.8). Both a theoretical and conceptual framework had been established and teacher leadership can be viewed as a professional construct providing for the development of leadership practices which are distributed, shared and democratic. The conceptual framework for teacher leadership offers clear guidelines for the improvement and expansion of teacher leadership practices in schools. The set of conditions, necessary for teacher leadership to flourish, form an integral part of this framework.

The literature review also revealed information on the origins and definitions of teacher leadership; the roles, responsibilities, characteristics and capabilities of teacher leaders; the role of the principal, school management team, district and policy makers in promoting teacher leaderships; the benefits of and

barriers to teacher leadership; as well as the readiness and preparation of teachers for teacher leadership (cf 3). The following conclusions can be drawn:

Teacher leadership in schools evolved in four waves from an individual characteristic and personal function to an organisational characteristic and a collective function.

Teacher leaders fulfil a variety of leadership roles and responsibilities, exercise a variety of leadership practices and use different modes of communication (cf 3.3). A role-based Teachers as Leaders Framework emanated from the research of Crowther *et al.* (2009:4), which is grounded in a worldview that schools are social systems and provides clearly defined roles, responsibilities and expectations which can serve as aspirations for principals, school management teams and teacher leaders.

The literature also revealed distinctive convictions and capabilities of teacher leaders. Four broad domains of skills were highlighted, namely visioning, interpersonal, collaborative and management skills (O'Conner & Boles, in Killion 1996; Hatfield *et al.* 1986; Liebermann *et al.* 1988; cf 3.4).

In relation to factors that might impact on teacher readiness for leadership roles and responsibilities, Katzenmeyer and Moller (2001:70; 2009:14) highlighted three key descriptors, namely competency, credibility and approachability (cf 3.5). These are reflected in the teacher's professional teaching skills, personal philosophy of education, career and life stage and interest in adult education. Teachers who are ready for teacher leadership also exhibit values, attitudes and beliefs that parallel the tenets of teacher leadership.

The findings of many studies over the last two decades, as highlighted in the literature review, revealed a richness of benefits of teacher leadership that affect students, parents, schools, teacher colleagues and very importantly, teachers themselves (cf 3.8).

Teacher leadership can be achieved within an enabling school culture where teacher leadership is valued, purposefully developed, nurtured, supported and rewarded (Murphy 2005:15-16). It is, however, evident from the literature review, that both personal and organisational barriers may prevent the promotion and development of teacher leadership in schools. The most significant of these barriers are the structural conditions in schools, the current lack of support for teacher leadership and the variety of subtle norms embedded in the culture of every individual school (cf 3.9).

The literature review emphasised the importance of continuous professional development of a whole staff component, which includes formal and informal leaders, as it unifies staff in working collaboratively towards achieving a shared vision and purpose (cf 3.10).

The literature is also clear about the role of the principal and school management team in relation to the promotion of teacher leadership, namely to provide the infrastructure, to create opportunities for teachers to take on leadership roles and responsibilities, to build learning communities and to celebrate teacher expertise. Of significant importance is for principals to also allow for sufficient time for teacher leadership activities, to plan for and facilitate purposeful continuous professional development and to reward teacher leadership initiative and involvement (Katzenmeyer & Moller 2001:85; Crowther *et al.* 2009:80-89; cf 3.6).

The roles of the district and policy makers in enabling teacher leadership are significant, as revealed by Maxfield *et al.* (2008:11). The district should set the tone for change, act as a role model in demonstrating democratic leadership, embrace the concept of teacher leadership, advocate for and encourage support in schools. Relevant policy needs to be established and resources should be provided. Furthermore, the district should also plan for and create opportunities for long-term, purposeful continuous professional development, provide time, incentives and support the development of principals and school management teams the field of teacher leadership (cf 3.7). Policy makers need to acknowledge the importance of teacher

leadership in effective teaching and learning in schools; facilitate more research to be conducted into teacher leadership; create career opportunities for teacher leaders; improve working conditions; and provide for adequate compensation for teacher leaders (cf 3.11).

### **6.2.2 Conclusions from the empirical investigation**

The following conclusions can be drawn from the empirical investigation of this study:

#### Preliminary leadership perceptions

The preliminary leadership perceptions of educators in the Eden and Central Karoo Education District reflect that 96.9% of the respondents indicated that all and/or the majority of their attitudes, values and beliefs align with the tenets of teacher and parallel leadership and a collective readiness for teacher leadership was indicated.

It can therefore be concluded that the preliminary leadership perceptions of educators in the Eden and Central Karoo Education District revealed that they view teaching as important as any other profession; that teaching means standing up for all students; that teachers should participate actively in policy making; that educational leaders should convey optimism; that mentoring of new teachers is part of the professional responsibility of teachers; that teachers are responsible for encouraging school wide approaches to teaching, learning and assessment; and that teachers should play an active role in decision-making.

It can also be concluded that educators in the Eden and Central Karoo Education District demonstrated that they embrace a new paradigm of the teaching profession and are ready to convey convictions about a better world, facilitate communities of learning, strive for pedagogical excellence, confront barriers in the school's culture and structures, translate ideas into sustainable systems of action and nurture a culture of success.

### Assumptions about teacher leadership

The respondents of this study held positive assumptions in relation to teacher leadership, with strong agreement with regards to the need for teachers to take on leadership roles and opportunities in schools; that teacher leadership can be nurtured; that teacher leaders have pedagogical credibility; and that they work in a collaborative manner with others. Respondents were, however, divided in the assumptions they held in relation to aspects such as how and if teacher leadership differs from other forms of leadership; what the focus of teacher leadership should be; whether all or some teachers are potential leaders; whether teacher leaders are identifiable through some form of assessment or could emerge unexpectedly; and whether teacher leaders are popular or less popular with their colleagues.

### Typical expressions (language of leadership)

Educators in the Eden and Central Karoo Education District use the following expressions frequently:

*'We're a family'; 'The buck stops here'; 'Climb every mountain'; 'We're in all this together', 'I'm a committed activist'; 'Dream the impossible dream'; 'A champion team will beat a team of champions'; and 'Against all odds'.*

The following expressions are used less frequently:

*'Keep the scoundrels out'; and 'If you can't beat them in the alleys, you can't beat them on the playing field'.*

It can be concluded that the organisational and transformational leadership theories are represented by the typical expressions used by educators in the Eden and Central Karoo Education District.

### Barriers to teacher leadership

Educators in the Eden and Central Karoo Education District do experience barriers to teacher leadership as 63% of the respondents indicated that they experience barriers 'sometimes', 'often' or 'always'. The following barriers to teacher leadership were highlighted:

*'I'm just a teacher mindset'; 'Lack of confidence'; 'Unclear understanding of the concept'; 'No time for development'; 'Belief that too many cooks spoil the broth'; 'No rewards for extra effort'; and 'Teacher leadership not taught in pre-service education'.* It should be noted that most respondents indicated that *'lack of principal support'* is rarely or never a barrier to teacher leadership.

#### Professional development needs

Educators in the Eden and Central Karoo Education District in general agreed that there are professional development needs in the four suggested areas of teacher leadership. Out of the four areas (Personal Assessment, Changing Schools, Influencing Strategies and Plan for Action) the last three were highlighted by the majority of the target population.

#### The level of readiness for teacher leadership

A high level of readiness for teacher leadership had been indicated for educators in the Eden and Central Karoo Education District as 96.43% of the respondents indicated that they share attitudes, values and beliefs that parallel those related to teacher leadership.

More specifically, educators in the Eden and Central Karoo Education District feel strongly about cooperation rather than competition with colleagues; to work in an environment where they are recognised and valued as professionals; the importance of having the respect of school managers and other colleagues in the school; and the need for time and opportunity to discuss their values and beliefs about teaching with colleagues.

#### Healthy school culture for teacher leadership

All seven dimensions of a healthy school culture for teacher leadership were rated as above average. It can therefore be concluded that the educators of the Eden and Central Karoo Education District perceived their school cultures as healthy for teacher leadership.

It is important to note that, although all seven dimensions of a healthy school culture for teacher leadership were perceived by respondents as 'healthy' for

school leadership, open communication and participation were highlighted as less healthy.

#### Difference between educators

- There was a difference between the preliminary leadership perceptions of educators, including principals, members of school management teams, veteran, middle, novice and district officials. District officials differed significantly from other educators in relation to their preliminary leadership perceptions.
- There was no difference between the assumptions regarding teacher leadership as held by educators (principal, member of school management team, veteran, middle, novice and district official).
- There was no difference between the typical expressions (language of leadership and associated leadership theory) as used by educators (principal, member of school management team, veteran, middle, novice and district official).
- There was a difference between the barriers to teacher leadership as identified by educators (principal, member of school management team, veteran, middle, novice and district official). Again, district officials differed significantly from other educators (principals, members of school management teams, veteran, middle and novice) in relation to their perceptions of barriers to teacher leadership.
- There was no difference between the professional development needs as identified by educators (principal, member of school management team, veteran, middle, novice and district official).
- There was a difference in the level of readiness for teacher leadership between educators. Members of school management teams differed significantly from middle and novice educators in relation to their level of readiness for teacher leadership.
- There was no difference between educators (member of school management team, veteran, middle and novice) in relation to their perceptions of a healthy school culture for teacher leadership. This finding was consistent for all seven dimensions, namely developmental

focus, recognition, autonomy, collegiality, participation, open communication and positive environment.

#### Relationships between aspects of teacher leadership

- There was a significant relationship between the preliminary leadership and readiness for teacher leadership perceptions of educators (member of school management team, veteran, middle and novice) in the Eden and Central Karoo Education District.
- There was a significant relationship between educators' readiness for teacher leadership and their perceptions of a healthy school culture for teacher leadership. This finding was consistent for all seven dimensions of a healthy school culture, namely developmental focus, recognition, autonomy, collegiality, participation, open communication and positive environment.

#### **6.2.3 Conclusions from the literature study and empirical investigation**

The literature study revealed aspects of work done in the relatively new field of teacher leadership over the past two decades, focusing on the origin of teacher leadership, its place in the new paradigm of distributed leadership in schools of the future, definitions, a theoretical and conceptual framework, characteristics, capabilities, roles, and responsibilities of teacher leaders, the role of the principal, school management team, district and policy makers in nurturing teacher leadership and also the benefits of and barriers to teacher leadership that educators may experience. Finally, it was also important to focus on the continuous professional development aspect of teacher leadership, as this is a crucial element in creating awareness about and develop, nurture and sustain any new approach or innovation in schools.

From the empirical investigation it can be derived that educators in the Eden and Central Karoo Education District hold positive assumptions about teacher leadership, their attitudes, values and beliefs parallel those of teacher leadership and they are collectively ready for teacher leadership. Educators use language of leadership which reflects expressions that can be associated with the organisational and transformational leadership theory.

It can also be derived that educators in the Eden and Central Karoo Education District experience barriers to teacher leadership and acknowledge the need for continuous professional development in the field of teacher leadership. Some differences were found between district officials and other educators and also between members of school management teams and veteran, middle and novice educators. Significant relationships were found between preliminary leadership and readiness for teacher leadership perceptions, as well as between readiness and dimensions of a healthy school culture for teacher leadership.

In conclusion, it is evident that educators in the Eden and Central Karoo Education District show a high level of readiness for teacher leadership and perceive their school cultures as healthy environments to initiate, nurture and sustain teacher leadership.

It can also be concluded that the method used to address the first two aims of this study, namely a literature study to clarify relevant concepts, to identify a theoretical and conceptual framework for teacher leadership (cf 2), as well as review the literature in order to obtain information on the origin of teacher leadership; roles, responsibilities, characteristics, capabilities of teacher leaders; readiness and preparation for teacher leadership; as well as the roles of the principal, school management team, district and policy makers, proved sufficient (cf 3). The literature, however, failed to reveal empirical support for some of the findings of the empirical investigation of this study, namely that there is a significant correlation between educators' preliminary leadership and readiness perceptions, as well as educators' readiness and their perceptions of a healthy school culture for teacher leadership (cf 5.5.3).

It can also be concluded that the use of an empirical investigation to assess educators' perspectives, perceptions of and readiness for teacher leadership, proved to be significant, as adequate and sufficient conclusions could be drawn from the data. The results of the empirical research provide conclusive and detailed information on the current position and perceptions of educators in relation to various aspects of teacher leadership (cf 5).

In the ensuing section, recommendations will be made to advocate for the promotion of teacher leadership in schools, as well as for further research in the field of teacher leadership.

### **6.3 RECOMMENDATIONS**

In order to allow for teacher leadership to become a valued leadership theory and practice in decentralised education systems and self-managing schools, where district, circuit and school wide organisational development are of critical importance, to contribute to the teaching and learning process of every school and to contribute to the development and realisation of the potential of educators in schools, the following recommendations are made:

The Department of Education:

- To acknowledge the evidence-based research as revealed by this study;
- To acknowledge, embrace and invest in teacher leadership as leadership model for the future;
- To set the tone for change by acting as role models of democracy and distributed leadership practices;
- To review current policies which allow for democratic leadership practices in education and provide clear and comprehensive information about what teacher leadership entails, as well as guidelines on how to introduce teacher leadership in schools;
- To plan and provide for the necessary resources for the process of raising awareness about, planning for, implementation and sustainment of teacher leadership;
- To prioritise school-based continuous professional development opportunities in the field of teacher leadership in order to promote collaborative ways of working;
- To provide for a climate in which teachers will be motivated to assume leadership roles and responsibilities, participate in school-based innovation, take risks with innovation and change and find new ways of working together;

- To create career opportunities for teacher leaders, make provision for adequate compensation and improvement of educators' working conditions; and finally
- To enable teacher participation in discussions and policy development, as they are the experts in relation to current difficulties, potential barriers and the realities of their schools.

The Education District:

- To acknowledge and embrace teacher leadership as leadership model for the future;
- To incorporate teacher leadership in the District and Circuit Improvement Plan;
- To acknowledge the high level of readiness of educators for teacher leadership;
- To acknowledge the readiness of principals and school management teams for teacher leadership;
- To acknowledge the existence of relatively healthy school cultures for teacher leadership;
- To acknowledge the barriers to teacher leadership which may prevent teacher leaders from taking initiative or contribute to teacher leadership activities to fail;
- To acknowledge the importance of purposeful, long-term continuous professional development for educators;
- To set the tone for change by acting as role models of democracy and distributed leadership practices;
- To develop and establish relevant policy;
- To support, rather than to dictate or monitor, schools in finding new ways to respond to the needs of their students
- To plan and provide for the necessary resources for the process of raising awareness, planning, implementation and sustainment;
- To establish a district culture for the enhancement of teacher leadership;
- The district leadership and officials to advocate, support and encourage teacher leadership efforts; and

- To plan for the provision of incentives and recognition for teacher leadership work; and finally
- To enable teacher participation in discussions and policy development on district level, as they are the experts in relation to current difficulties, potential barriers and the realities of their schools.

The principal and School Management Team:

- To acknowledge and embrace teacher leadership as leadership model for the future;
- To incorporate teacher leadership in Whole School Development activities and the School Improvement Plan;
- To acknowledge the high level of readiness of educators for teacher leadership;
- To acknowledge the existence of relatively healthy school cultures for teacher leadership;
- To acknowledge the barriers to teacher leadership which may prevent teacher leaders from taking initiative or contribute to teacher leadership activities to fail;
- To acknowledge the importance of purposeful, long-term continuous professional development for educators;
- To set the tone for change by acting as role models of democracy and distributed leadership practices;
- To implement policy;
- To facilitate teacher leadership;
- To further develop a school culture for the enhancement of teacher leadership; and
- To acknowledge and celebrate the work of teacher leaders.

The educator:

- To provide new forms of leadership;
- To convey convictions about a better world;
- To facilitate communities of learning;
- To strive for pedagogical excellence;
- To confront barriers in the school's culture and structures;

- To translate ideas into sustainable systems of action; and
- To nurture a culture of success (Crowther *et al.* 2009:3).

#### **6.4 LIMITATIONS OF THE STUDY**

By reviewing the current study, the following limitations can be highlighted:

- As previously discussed, the majority of respondents who participated in this study, represented more experienced educators, for example principals, members of school management teams and veteran educators who probably (already) fulfil leadership roles and responsibilities. This group of respondents represented 72% of the total population, while middle and novice educators, who most probably do not fulfil leadership roles and responsibilities, represented only 19% of the total population. This might have contributed to the fact that a significant level of readiness for teacher leadership initiatives and activities was found. Should the population of the study be more represented of educators who do not fulfil (official) leadership roles and responsibilities, the outcome might have been different.
- The response rate of district officials, who were invited to complete the survey online, was unsatisfactory. This might have had an impact on the outcome of the study with specific reference to the perspectives, perceptions of and readiness of district officials for teacher leadership.
- Although the Teacher leadership Readiness Instrument (TLRI) and Teacher leadership School Survey (TLSS), as well as other questionnaires are widely used, it should be emphasised that they are used more specifically in training, professional development and informal activities within schools, with the focus to invite personal assessment, context analysis, conversation amongst school staff and development of insights which can facilitate further discussion, visioning and implementation. In other words, to facilitate a developmental process, rather than clinical assessment for the purpose of research.

- It should further be noted that school cultures and the specific dimensions, as assessed in this study, may differ from school to school or circuit to circuit. Subtle perspectives, perceptions, readiness and school cultures might not have been revealed.
- Finally, the literature failed to reveal empirical support for some of the findings of the empirical investigation of this study, namely that there is a significant correlation between educators' preliminary leadership and readiness perceptions, as well as educators' readiness and their perceptions of a healthy school culture for teacher leadership (cf 5.5.3).

The following suggestions for further studies in the area of teacher leadership can be made:

- It would be important to design a school-based continuous professional development programme, incorporating aspects of the CLASS Plan (Crowther *et al.* 2009:95) and the Development Model for Teacher Leadership (Katzenmeyer & Moller 2009:58). This programme can be piloted in a school or a group of schools. The outcomes of the study could serve as basis for the further development of the programme to promote teacher leadership in schools.
- Research should be undertaken to review different forms and practices of distributed and/or teacher leadership and more specifically, what school context/culture would be suitable for the specific form of distributed and/or teacher leadership.
- The benefits of teacher leadership should be investigated further, in order to provide research evidence to serve as motivation for and further stimulate the enhancement and nurturing of teacher leadership as leadership model for the future.
- In order to obtain a more specific measure of educators' readiness for teacher leadership, respondents who do not necessarily fulfil

leadership roles and responsibilities in schools should be selected to participate in the study.

- It is also suggested that direct contact with respondents, in relation to the completion of surveys, may result in more satisfactory participation. Online surveys, although constructed user-friendly and incentives provided, proved to be insufficient. In the case of district officials, completion of a survey during a meeting at the district office would have resulted in a more satisfactory level of participation.

## **6.5 SUMMARY**

In this final chapter of the thesis, conclusions were drawn from both the literature study and empirical investigation which were completed. The limitations of the study were highlighted and recommendations were made for possible future studies in the field of teacher leadership

In conclusion: It is evident that teacher leadership provides opportunities for collaboration, professional learning and affects school and classroom change. The literature also highlights the potential of teacher leadership to contribute to sustainable school improvement when teachers become more involved in school-based decision-making processes.

Harris and Muijs (2003:11) states the implicit values of teacher leadership, namely the empowerment of teachers, the development of professional communities who are accountable for their leadership practices, opportunities for professional growth and development, which enhance the self-esteem and self-efficacy of teachers.

The Department of Education (1996:64-67) states that “it is people who make organisations and structures work”, and that “managing and developing people appropriately can facilitate continuous improvement in any organisation”.

It is time for teacher leadership to take the stage.

The beauties of nature come in all colours  
The strength of mankind comes in many forms  
Every human being is wonderfully unique  
All of us contribute in different ways  
When we learn to honour the differences and appreciate the mix,  
We find harmony.

Anonymous 1994 (cited in Katzenmeyer & Moller 2001:68)

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## APPENDICES

## **APPENDIX A**

**LETTER OF APPROVAL  
WESTERN CAPE DEPARTMENT OF EDUCATION**

Navrae  
Enquiries **Dr RS Cornelissen**  
IMibuzo

Telefoon  
Telephone **(021) 467-2286**  
IFoni

Faks  
Fax **(021) 425-7445**  
IFeksi

Verwysing  
Reference **20091204-0045**  
ISalathiso



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**Wes-Kaap Onderwysdepartement**

---

**Western Cape Education Department**

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**ISEBE leMfundo leNtshona Koloni**

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Ms Elsabe de Villiers  
Stepaside Park  
Stepaside  
Co. Dublin  
IRELAND

**Dear Ms E. de Villiers**

**RESEARCH PROPOSAL: TEACHER LEADERSHIP: PERSPECTIVES, PERCEPTIONS AND READINESS OF TEACHERS, SCHOOL MANAGEMENT TEAMS, PRINCIPALS AND DISTRICT OFFICIALS.**

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. District Officials, principals, educators and learners are under no obligation to assist you in your investigation.
2. District Officials, principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. The programmes of District Officials and Educators are not to be interrupted.
5. The Study is to be conducted from **1<sup>st</sup> February 2010 to 30<sup>th</sup> April 2010.**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter must be submitted to the senior district official and principal where the intended research is to be conducted.
9. Your research will be limited to the education district and list of schools as submitted to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:  
**The Director: Research Services  
Western Cape Education Department  
Private Bag X9114  
CAPE TOWN  
8000**

We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen  
for: **HEAD: EDUCATION**  
**DATE: 15<sup>th</sup> December 2009**

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MELD ASSEBLIEF VERWYSINGSNUMMERS IN ALLE KORRESPONDENSIE / PLEASE QUOTE REFERENCE NUMBERS IN ALL CORRESPONDENCE /  
NCEDA UBHALE IINOMBOLO ZESALATHISO KUYO YONKE IMBALELWANO

GRAND CENTRAL TOWERS, LAER-PARLEMENTSTRAAT, PRIVAATSAK X9114, KAAPSTAD 8000  
GRAND CENTRAL TOWERS, LOWER PARLIAMENT STREET, PRIVATE BAG X9114, CAPE TOWN 8000

WEB: <http://wced.wcape.gov.za>

**INBELSENTRUM /CALL CENTRE**

INDIENSNEMING- EN SALARISNAVRAE/EMPLOYMENT AND SALARY QUERIES ☎0861 92 33 22  
VEILIGE SKOLE/SAFE SCHOOLS ☎ 0800 45 46 47

## **APPENDIX B**

**LETTER TO SCHOOLS**

**LETTER TO SCHOOLS – REMINDER**

**LETTER TO EDUCATION DISTRICT**

**LETTER TO EDUCATION DISTRICT - REMINDER**

## **TEACHER LEADERSHIP**

### **Your opinion?**

**Thank you** for taking the time to complete this survey in relation to **Teacher Leadership**.

**Teacher Leadership** refers to

*“teacher leaders who lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others toward improved educational practice; and accept responsibility for achieving the outcomes of their leadership” (Katzenmeyer & Moller 2009:6).*

The **purpose** of the survey is to determine the perceptions, perspectives and readiness of educators, members of school management teams and principals in primary, secondary and special schools and district officials in the Eden and Central Karoo Education District for *Teacher Leadership*.

#### **Of importance:**

- Feedback will be treated as *confidential*
  - Respondents' *anonymity* will be guaranteed and schools, principals, educators and district officials will not be identifiable in any way from the results of the investigation
  - The survey should only take **15 minutes** (principal) and **20 minutes** (educators) of your time
  - Every respondent will be entered into a **draw** for a Woolworths **gift voucher** with a value of R500
  - A summary of the content, findings and recommendations of the study will be made available on request
- Please return the completed questionnaire to the researcher before or on **26 February 2010** in the included envelope. (No postage payable.)

#### **Instructions for completion of the survey:**

- Your feedback to reflect your personal experience for the period February 2009 – February 2010
- Please read and follow the instructions at the beginning of each section
- Please answer ALL questions and ALL sections
- Only ONE response per statement/question is permitted
- Please use a pen
- Indicate your response by making an X
- Should you need to change any response, cross out and mark the preferred response

Should you have any questions or concerns, please contact the researcher at the following address: el\_sabe@hotmail.co.uk

**Thank you** in advance for your support and participation. *Your feedback will be of importance in the process of acknowledging, embracing, enhancing and supporting the dynamic and untapped potential of educators and a practice of distributed leadership in schools.*

Yours sincerely

The Researcher

21 February 2010

The Principal and staff

## **TEACHER LEADERSHIP: REQUEST TO PARTICIPATE IN RESEARCH PROJECT**

### **(FINAL REMINDER AND REQUEST):**

- **IF YOU WERE UNABLE TO COMPLETE AND SEND THE PRINTED COPIES OF THE SURVEY WHICH WERE POSTED TO YOU, YOU WILL STILL BE ABLE TO PARTICIPATE BY USING THE ONLINE VERSION OF THE SURVEY**
- **BY USING ONE COMPUTER, THE SURVEY CAN BE COMPLETED BY THE FIVE (5) RESPONDENTS BY CLICKING ON THE APPLICABLE LINK (see below) OR**
- **THIS EMAIL COULD BE FORWARDED TO EACH OF THE FIVE (5) RESPONDENTS AND EACH COULD COMPLETE THE SURVEY ON A PERSONAL COMPUTER BY CLICKING THE APPLICABLE LINK (see below)**
- **ONLY 10 – 15 OF YOUR TIME WILL BE NEEDED**

Hereby you are cordially invited to participate in a research project with the research title  
**Teacher Leadership**

*Teacher Leadership* refers to

*“teacher leaders who lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others toward improved educational practice; and accept responsibility for achieving the outcomes of their leadership” (Katzenmeyer & Moller 2009:6).*

The purpose of the survey is to determine the *perceptions, perspectives and readiness of educators, members of school management teams and principals in primary, secondary and special schools, as well as district officials in the Eden and Central Karoo Education District for Teacher Leadership.*

The research project has been approved by the Western Cape Department of Education (document attached).

### Of importance:

- Feedback will be treated as confidential
- Respondents' anonymity will be guaranteed and schools, principals, educators and district officials will not be identifiable in any way from the results of the investigation
- The survey should only take 15 minutes (principal) and 20 minutes (educators) of your time
- Every respondent will be entered into a draw for a Woolworths gift voucher with a value of R500
- A summary of the content, findings and recommendations of the study will be made available on request

The following individuals are requested to complete the survey:

<b>Educator status</b>	<b>Number</b>
Principal	1
Educator: Member of School Management Team (SMT)	1
Educator: Veteran (10+ years experience)	1
Educator: Mid (4 – 9 years experience)	1
Educator: Novice (0 – 3 years experience)	1
<b>Total number of respondents per school</b>	<b>5</b>

- Questionnaires to be completed and submitted before or on 1<sup>st</sup> March 2010.

Instructions for completion of the survey are provided on the questionnaire (**click on ONE of the following links**)

- Principal: English:
- Educator: English:
- Prinsipaal: Afrikaans:
- Opvoeders: Afrikaans:

Should you have any questions or concerns, please contact the researcher at the following address: el\_sabe@hotmail.co.uk

***Thank you** in advance for your support and participation. Your feedback will be of importance in the process of acknowledging, embracing, enhancing and supporting the dynamic and untapped potential of educators and a practice of distributed leadership in schools.*

Yours sincerely

The Researcher

01 February 2010

**District Official**

Eden and Central Karoo Education District

***TEACHER LEADERSHIP: REQUEST TO PARTICIPATE IN RESEARCH PROJECT***

Hereby you are cordially invited to participate in a research project with the research title  
**Teacher Leadership**

The survey will take **less than 10 minutes** of your time.

*Teacher Leadership* refers to

*“teacher leaders who lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others toward improved educational practice; and accept responsibility for achieving the outcomes of their leadership” (Katzenmeyer & Moller 2009:6).*

The purpose of the survey is to determine the *perceptions, perspectives and readiness of educators, members of school management teams and principals in primary, secondary and special schools, as well as district officials in the Eden and Central Karoo Education District for Teacher Leadership.*

The research project has been approved by the Western Cape Department of Education (document attached).

Of importance:

- Feedback will be treated as confidential
- Respondents' anonymity will be guaranteed and schools, principals, educators and district officials will not be identifiable in any way from the results of the investigation
- Every respondent will be entered into a draw for a Woolworths gift voucher with a value of R500
- A summary of the content, findings and recommendations of the study will be made available on request

**Closing date for completion of the survey: 26 February 2010**

Instructions for completion of the survey are attached to the survey (click on link)

English -

Afrikaans -

Should you have any questions or concerns, please contact the researcher at the following address:  
el\_sabe@hotmail.co.uk

***Thank you in advance for your support and participation. Your feedback will be of importance in the process of acknowledging, embracing, enhancing and supporting the dynamic and untapped potential of educators and a practice of distributed leadership in schools.***

Yours sincerely  
The Researcher

23 February 2010

**District Official**

Eden and Central Karoo Education District

**FINAL REMINDER AND REQUEST**

**TEACHER LEADERSHIP: REQUEST TO PARTICIPATE IN RESEARCH PROJECT**

Hereby you are cordially invited to participate in a research project with the research title  
**Teacher Leadership**

The survey will take **less than 10 minutes** of your time.

*Teacher Leadership* refers to

*“teacher leaders who lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others toward improved educational practice; and accept responsibility for achieving the outcomes of their leadership” (Katzenmeyer & Moller 2009:6).*

The purpose of the survey is to determine the *perceptions, perspectives and readiness of educators, members of school management teams and principals in primary, secondary and special schools, as well as district officials in the Eden and Central Karoo Education District for Teacher Leadership.*

The research project has been approved by the Western Cape Department of Education (document attached).

Of importance:

- Feedback will be treated as confidential
- Respondents' anonymity will be guaranteed and schools, principals, educators and district officials will not be identifiable in any way from the results of the investigation
- Every respondent will be entered into a draw for a Woolworths gift voucher with a value of R500
- A summary of the content, findings and recommendations of the study will be made available on request

**Closing date for completion of the survey: 26 February 2010**

**Instructions for completion of the survey are attached to the survey (click on link)**

English -

Afrikaans -

Should you have any questions or concerns, please contact the researcher at the following address:  
el\_sabe@hotmail.co.uk

***Thank you*** in advance for your support and participation. *Your feedback will be of importance in the process of acknowledging, embracing, enhancing and supporting the dynamic and untapped potential of educators and a practice of distributed leadership in schools.*

Yours sincerely  
The Researcher

## **APPENDIX C**

### **SURVEY 1**

**Educator: Principal and District Official**

### **SURVEY 2**

**Educator: Member of School Management Team, Veteran, Middle and Novice**

# 1. TEACHER LEADERSHIP (Principals)

## 1. Leadership Perceptions

Respondent's preliminary leadership perceptions will be obtained.

Please respond to each statement below in terms of how strongly you agree or disagree.

\* 1. Teaching is as important as any other profession

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 2. Part of being a teacher is influencing the educational ideas of other teachers, administrators, parents and community leaders

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 3. Teachers should be recognized for trying new teaching strategies whether or not they succeed

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 4. Teachers should participate actively in educational policy making

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 5. Good teaching involves observing and providing feedback to fellow teachers

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 6. District officials are a potential source of facilitative assistance for teachers

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 7. Teachers are responsible for encouraging a school wide approach to teaching, learning and assessment

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 8. Teachers can continue with classroom instruction and, at the same time, be school leaders

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 9. Teachers should allocate time to help plan school wide professional development activities

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

# 1. TEACHER LEADERSHIP (Principals)

\* 10. Teachers should know how organizations work and be effective at getting things done within them

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 11. Mentoring new teachers is part of the professional responsibility of a teacher

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 12. An active role in decision making about instructional materials, allocation of learning resources, and student assignments is one of a teacher's responsibilities

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 13. An educational leader should convey optimism to students, colleagues and parents

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 14. Teaching means standing up for all students, including those who are marginalized and disadvantaged

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 15. Teachers have knowledge and skills that can help their fellow teachers succeed with students, and these should be incorporated in professional development efforts

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

# 1. TEACHER LEADERSHIP (Principals)

## 2. A Framework of Assumptions

Respondent's assumptions regarding teacher leadership will be obtained.

Please read the two opposite statements/assumptions. Indicate which ONE of the two assumptions is more reflective of your opinion.

- \* 1. Schools do not need teacher leadership VS Schools need leadership from teachers

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 2. Teacher leadership is distinctive VS Teacher leadership is like other forms of leadership

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 3. Teaching, learning and assessment are the focus of teacher leadership VS Organizational issues are the focus of teacher leadership

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 4. Teacher leadership is enduring and sustainable VS Teacher leadership is episodic and situational

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 5. Teacher leaders are identifiable through scientific and personality analysis VS Teachers leaders may emerge unexpectedly

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 6. All teachers are potential leaders VS Some teachers are potential leaders

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 7. Teacher leadership can be nurtured VS Teacher leadership is inherent

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 8. Teacher leaders have pedagogical credibility VS Teacher leaders do not need to have pedagogical credibility

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

# 1. TEACHER LEADERSHIP (Principals)

\* 9. Teacher leaders work as individual professionals VS Teacher leaders work as collaborative individuals

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	jn	jn	jn	jn	jn

\* 10. Teacher leaders are popular with colleagues VS Teacher leaders are seen as difficult by colleagues

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	jn	jn	jn	jn	jn

# 1. TEACHER LEADERSHIP (Principals)

## 3. Typical Expressions

Typical expressions associated with leadership will be reviewed.

Please respond to each phrase and indicate how often a phrase is reflective of your 'language of leadership'.

\* 1. "We are champions."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 2. "We're a family."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 3. "Keep the scoundrels honest."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 4. "The buck stops here."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 5. "Climb every mountain."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 6. "We're all in this together."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 7. "I'm a committed activist."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 8. "If you can't beat them in the alleys, you can't beat them on the playing field."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 9. "Dream the impossible dream."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 10. "A champion team will beat a team of champions."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

# 1. TEACHER LEADERSHIP (Principals)

\* 11. "Against all odds."

	Never	Rarely	Sometimes	Often	Always
Response	j0	j0	j0	j0	j0

\* 12. "Results are all that count."

	Never	Rarely	Sometimes	Often	Always
Response	j0	j0	j0	j0	j0

# 1. TEACHER LEADERSHIP (Principals)

## 4. Barriers to Teacher Leadership

Please respond to each of the following phrases and indicate how often a phrase may be a factor or force that might prevent any teacher leadership activity in (the) school.

\* 1. "I'm just a teacher" mindset

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 2. Lack of confidence

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 3. Unclear understanding of the concept

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 4. "I just want to teach" mindset

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 5. No time for development

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 6. System that expects only principals to be leaders

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 7. Possible encouragement of rabble rousers

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 8. Belief that too many cooks spoil the broth

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 9. No rewards for extra effort

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 10. Open to abuse by manipulators

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 11. Previous failures with lead teachers

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

# 1. TEACHER LEADERSHIP (Principals)

\* 12. Language that reinforce teachers as subordinates ("bosses" and "staff")

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 13. Not taught in pre-service education

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 14. Peer pressure

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 15. Lack of principal support

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

# 1. TEACHER LEADERSHIP (Principals)

## 5. Professional Development Needs: Teacher Leadership

Please indicate how strongly you agree or disagree in relation to the areas in which teachers will need professional development in order to prepare them for teacher leadership

### \* 1. Area 1: Personal Assessment ("Who am I?")

Personal assessment activities can help teachers recognize the values, behaviours and philosophies that underlie their professional performance. Once teachers gather data about themselves, they feel more comfortable seeking feedback to better understand how they are perceived by their colleagues.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Response	ja	ja	ja	ja	ja

### \* 2. Area 2: Changing Schools ("Where am I?")

Teachers can benefit from reflecting on and analyzing their school cultures. Teachers who have the big-picture perspective of the context in which they lead are better equipped to think more broadly about the whole school and about making change within that setting as well as within the larger context of the school district.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Response	ja	ja	ja	ja	ja

### \* 3. Area 3: Influencing Strategies ("Who do I lead?")

Asking the question "How do I lead others?" shows recognition by teacher leaders that they can acquire a concrete set of strategies and skills to use in their daily roles. The skills set should include amongst others, acknowledging differences, disclosing one's own perspectives, and seeking to understand and use the perspectives of others.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Response	ja	ja	ja	ja	ja

### \* 4. Area 4: Plan for Action ("What can I do?")

Teacher leaders engage in application-level learning. Beginning with recognition of what needs to change, planning includes gathering data related to the change, testing others' experience, and learning from the research; finally, setting goals and determining strategies for making the change.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Response	ja	ja	ja	ja	ja

# 1. TEACHER LEADERSHIP (Principals)

## 6. Demographic Information

Information in relation to the respondent's teaching status, gender, language preference, school/district, number of learners and teachers, subject discipline and highest qualification will be gathered.

### \* 1. Respondent's (teaching) status

Teacher: Novice (0 - 3 years)     Teacher: Mid year (4 - 9 years)     Teacher: Veteran (10+ years)     Member of School Management Team (SMT)     School Principal     District Official

### \* 2. Gender

Male     Female

### \* 3. Language preference (completion of the survey)

English  
 Afrikaans

### \* 4. School

Primary     Secondary     Special     Not applicable (district official)

### \* 5. Number of learners in school

- 100     101 - 200     201 - 350     351 - 500     501 - 750     751 - 999     + 1000     Not applicable (district official)

### \* 6. Number of teachers in school

0 - 10     11 - 20     21 - 50     Not applicable (district official)

### \* 7. Expert / preferred subject discipline

LLC     MML     NS     SS     LS     EMS     AC     LO     Tech     Other, please specify

Other (please specify)

# 1. TEACHER LEADERSHIP (Principals)

## \* 8. Highest qualification

Diploma

Degree (BA, BSc, BComm, BEd, other)

Honors Degree (BA Hons., BEd Hons., other)

Masters Degree (MA, MEd, other)

Doctorate (PhD, DEd, other)

Other, specify

Other (please specify)

THANK YOU for completing the survey! Your time, effort and attention are appreciated.

## 2. TEACHER LEADERSHIP (Educators)

### 1. Leadership Perceptions

Respondent's preliminary leadership perceptions will be obtained.

Please respond to each statement below in terms of how strongly you agree or disagree.

\* 1. Teaching is as important as any other profession

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 2. Part of being a teacher is influencing the educational ideas of other teachers, administrators, parents and community leaders

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 3. Teachers should be recognized for trying new teaching strategies whether or not they succeed

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 4. Teachers should participate actively in educational policy making

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 5. Good teaching involves observing and providing feedback to fellow teachers

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 6. District officials are a potential source of facilitative assistance for teachers

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 7. Teachers are responsible for encouraging a school wide approach to teaching, learning and assessment

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 8. Teachers can continue with classroom instruction and, at the same time, be school leaders

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 9. Teachers should allocate time to help plan school wide professional development activities

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

## 2. TEACHER LEADERSHIP (Educators)

- \* 10. Teachers should know how organizations work and be effective at getting things done within them

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 11. Mentoring new teachers is part of the professional responsibility of a teacher

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 12. An active role in decision making about instructional materials, allocation of learning resources, and student assignments is one of a teacher's responsibilities

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 13. An educational leader should convey optimism to students, colleagues and parents

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 14. Teaching means standing up for all students, including those who are marginalized and disadvantaged

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 15. Teachers have knowledge and skills that can help their fellow teachers succeed with students, and these should be incorporated in professional development efforts

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

## 2. TEACHER LEADERSHIP (Educators)

### 2. A Framework of Assumptions

Respondent's assumptions regarding teacher leadership will be obtained.

Please read the two opposite statements/assumptions.

Indicate which ONE of the two assumptions is more reflective of your opinion.

- \* 1. Schools do not need teacher leadership VS Schools need leadership from teachers

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	<input type="radio"/>				

- \* 2. Teacher leadership is distinctive VS Teacher leadership is like other forms of leadership

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	<input type="radio"/>				

- \* 3. Teaching, learning and assessment are the focus of teacher leadership VS Organizational issues are the focus of teacher leadership

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	<input type="radio"/>				

- \* 4. Teacher leadership is enduring and sustainable VS Teacher leadership is episodic and situational

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	<input type="radio"/>				

- \* 5. Teacher leaders are identifiable through scientific and personality analysis VS Teachers leaders may emerge unexpectedly

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	<input type="radio"/>				

- \* 6. All teachers are potential leaders VS Some teachers are potential leaders

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	<input type="radio"/>				

- \* 7. Teacher leadership can be nurtured VS Teacher leadership is inherent

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	<input type="radio"/>				

- \* 8. Teacher leaders have pedagogical credibility VS Teacher leaders do not need to have pedagogical credibility

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	<input type="radio"/>				

## 2. TEACHER LEADERSHIP (Educators)

- \* 9. Teacher leaders work as individual professionals VS Teacher leaders work as collaborative individuals

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 10. Teacher leaders are popular with colleagues VS Teacher leaders are seen as difficult by colleagues

	Strongly agree	Agree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

## 2. TEACHER LEADERSHIP (Educators)

### 3. Typical Expressions

Typical expressions associated with leadership will be reviewed.

Please respond to each phrase and indicate how often a phrase is reflective of your 'language of leadership'.

\* 1. "We are champions."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 2. "We're a family."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 3. "Keep the scoundrels honest."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 4. "The buck stops here."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 5. "Climb every mountain."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 6. "We're all in this together."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 7. "I'm a committed activist."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 8. "If you can't beat them in the alleys, you can't beat them on the playing field."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 9. "Dream the impossible dream."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 10. "A champion team will beat a team of champions."

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

## 2. TEACHER LEADERSHIP (Educators)

\* 11. "Against all odds."

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 12. "Results are all that count."

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

## 2. TEACHER LEADERSHIP (Educators)

### 4. Barriers to Teacher Leadership

Please respond to each of the following phrases and indicate how often a phrase may be a factor or force that might prevent any teacher leadership activity in (the) school.

\* 1. "I'm just a teacher" mindset

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 2. Lack of confidence

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 3. Unclear understanding of the concept

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 4. "I just want to teach" mindset

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 5. No time for development

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 6. System that expects only principals to be leaders

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 7. Possible encouragement of rabble rousers

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 8. Belief that too many cooks spoil the broth

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 9. No rewards for extra effort

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 10. Open to abuse by manipulators

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

\* 11. Previous failures with lead teachers

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

## 2. TEACHER LEADERSHIP (Educators)

- \* 12. Language that reinforce teachers as subordinates ("bosses" and "staff")

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

- \* 13. Not taught in pre-service education

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

- \* 14. Peer pressure

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

- \* 15. Lack of principal support

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

## 2. TEACHER LEADERSHIP (Educators)

### 5. Teacher Leadership Readiness

Please respond to each of the following statements in terms of how strongly you agree or disagree.

- \* 1. To meet each learner's needs, I select from among various teaching strategies

	Strongly disagree	Disagree	No Opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 2. Individual teachers can influence how other teachers think about, plan for, and conduct their work with learners

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 3. Teachers should be recognized for being innovative in classrooms whether they succeed or fail

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 4. Teachers should decide on the best methods of meeting educational goals set by policy making groups (e.g. school boards, state departments)

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 5. I am willing to observe and provide feedback to fellow teachers

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 6. I would like to spend time discussing my values and beliefs about teaching with my colleagues

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 7. It is important to me to have the respect of the administrators and other teachers at my school

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 8. I would be willing to help a colleague who was having difficulty with his/her teaching

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 9. I can see the point of view of my colleagues, parents and students

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

## 2. TEACHER LEADERSHIP (Educators)

\* 10. I would give my time to help select new faculty members for the school

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 11. I am a facilitator of the work of learners in my classroom

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 12. Teachers working collaboratively are able to influence practice in their schools

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 13. I can continue to serve as a classroom teacher while serving as a leader in my school

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 14. Cooperating with my colleagues is more important than competing with them

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 15. I am comfortable working with parents and I know my school's community well

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 16. My work contributes to the overall success of our school program

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 17. Mentoring new teachers is part of my responsibility as professional teacher

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

\* 18. School faculty and university faculty can mutually benefit from working together

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

## 2. TEACHER LEADERSHIP (Educators)

- \* 19. I would be willing to give my time to participate in making decisions about such things as allocation of resources, professional development or learner assignments

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 20. I value time spent working with my colleagues on curriculum and instructional matters

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 21. I am effective in working with almost all of my colleagues

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 22. I have a responsibility to help all learners in my school to be successful

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 23. I recognize and value points of view that are different from mine

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 24. I am effective in working with almost all of my learners

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

- \* 25. I want to work in an environment where I am recognized and valued as a professional

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Response	jq	jq	jq	jq	jq

## 2. TEACHER LEADERSHIP (Educators)

### 6. Teacher Leadership School Survey

Please respond to each of the following statements in terms of how frequently each statement is descriptive of your school

- \* 1. At my school administrators (managers) and teachers try hard to help new teachers be successful

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

- \* 2. At my school teachers are provided with assistance, guidance or coaching if needed

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

- \* 3. Administrators (managers) at my school actively support the professional development of faculty and staff

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

- \* 4. We gain new knowledge and skills through staff development and professional reading

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

- \* 5. We share new ideas and strategies we have gained with each other

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

- \* 6. Teachers at my school are supportive of each other personally and professionally

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

- \* 7. Teachers at my school are engaged in gaining new knowledge and skills

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

- \* 8. The administrators (managers) at my school have confidence in me

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

- \* 9. My professional skills and competence are recognized by the administrators (managers) at my school

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

## 2. TEACHER LEADERSHIP (Educators)

\* 10. Other teachers recognize my professional skills and competence

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 11. It is apparent that many of the teachers at my school can take leadership roles

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 12. The ideas and opinions of teachers are valued and respected at my school

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 13. At my school we celebrate each others' successes

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 14. Many of the faculty and staff at my school are recognized for their work

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 15. In my role as teacher, I am free to make judgements about what is best for my students

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 16. At my school I have the freedom to make choices about the use of time and resources

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 17. I know that we will bend the rules if it is necessary to help children learn

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 18. Teachers are encouraged to take initiative to make improvements for students

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 19. I have input to developing a vision for my school and its future

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

## 2. TEACHER LEADERSHIP (Educators)

\* 20. At my school teachers can be innovative if they choose to be

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 21. Administrators (managers) and other teachers support me in making changes in my instructional strategies

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 22. Teachers at my school discuss strategies and share materials

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 23. Teachers at my school influence one another's teaching

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 24. Teachers in my school observe one another's work with students

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 25. I talk with other teachers in my school about my teaching and the curriculum

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 26. Teachers and administrators (managers) work together to solve students' academic and behaviour problems

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 27. Other teachers at my school have helped me find creative ways to deal with challenges I have faced in my classes

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 28. Conversations among professionals at my school are focused on students

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 29. Teachers have input to decisions about school changes

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

\* 30. Teachers have a say in what and how things are done

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

## 2. TEACHER LEADERSHIP (Educators)

- \* 31. Teachers and administrators (managers) share decisions about how time is used and how the school is organized

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

- \* 32. Teachers and administrators (managers) at my school understand and use the consensus process

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

- \* 33. Teachers participate in screening and selecting new faculty and/or staff at my school

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

- \* 34. My opinions and ideas are sought by administrators (managers) at my school

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

- \* 35. We try to reach consensus before making important decisions

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

- \* 36. Because teachers and administrators (managers) share ideas about our work, I stay aware of what is happening

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

- \* 37. At my school everybody talks freely and openly about feelings and options they have

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

- \* 38. Faculty and staff at my school share their feelings and concerns in productive ways

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

- \* 39. Teachers at my school discuss and help one another solve problems

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

- \* 40. Faculty and staff talk about ways to better serve our students and their families

	Never	Rarely	Sometimes	Often	Always
Response	jq	jq	jq	jq	jq

## 2. TEACHER LEADERSHIP (Educators)

- \* 41. When things go wrong at our school, we try not to blame, but talk about ways to do better the next time

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

- \* 42. Faculty meeting time is used for discussion and problem solving

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

- \* 43. Teachers are treated as professionals at my school

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

- \* 44. Teachers at my school look forward to coming to work every day

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

- \* 45. There is general satisfaction with the work environment among teachers at my school

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

- \* 46. Teachers and administrators (managers) at my school work in partnership

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

- \* 47. Teachers at my school are respected by parents, students and administrators (managers)

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

48. The principal, faculty and staff at my school work as a team

Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
----------	-----------------------	-----------------------	-----------------------	-----------------------

- \* 49. We feel positive about the ways we are responding to our students' needs

	Never	Rarely	Sometimes	Often	Always
Response	<input type="radio"/>				

## 2. TEACHER LEADERSHIP (Educators)

### 7. Professional Development Needs: Teacher Leadership

Please indicate how strongly you agree or disagree in relation to the areas in which teachers will need professional development in order to prepare them for teacher leadership

\* 1. Area 1: Personal Assessment ("Who am I?")

Personal assessment activities can help teachers recognize the values, behaviours and philosophies that underlie their professional performance. Once teachers gather data about themselves, they feel more comfortable seeking feedback to better understand how they are perceived by their colleagues.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Response	jq	jq	jq	jq	jq

\* 2. Area 2: Changing Schools ("Where am I?")

Teachers can benefit from reflecting on and analyzing their school cultures. Teachers who have the big-picture perspective of the context in which they lead are better equipped to think more broadly about the whole school and about making change within that setting as well as within the larger context of the school district.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Response	jq	jq	jq	jq	jq

\* 3. Area 3: Influencing Strategies ("Who do I lead?")

Asking the question "How do I lead others?" shows recognition by teacher leaders that they can acquire a concrete set of strategies and skills to use in their daily roles. The skills set should include amongst others, acknowledging differences, disclosing one's own perspectives, and seeking to understand and use the perspectives of others.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Response	jq	jq	jq	jq	jq

\* 4. Area 4: Plan for Action ("What can I do?")

Teacher leaders engage in application-level learning. Beginning with recognition of what needs to change, planning includes gathering data related to the change, testing others' experience, and learning from the research; finally, setting goals and determining strategies for making the change.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Response	jq	jq	jq	jq	jq

## 2. TEACHER LEADERSHIP (Educators)

### 8. Demographic Information

Information in relation to the respondent's teaching status, gender, language preference, school/district, number of learners and teachers, subject discipline and highest qualification will be gathered.

#### \* 1. Respondent's (teaching) status

Teacher: Novice (0 - 3 years)     Teacher: Mid year (4 - 9 years)     Teacher: Veteran (10+ years)     Member of School Management Team (SMT)     School Principal     District Official

#### \* 2. Gender

Male     Female

#### \* 3. Language preference (completion of the survey)

English  
 Afrikaans

#### \* 4. School

Primary     Secondary     Special     Not applicable (district official)

#### \* 5. Number of learners in school

- 100     101 - 200     201 - 350     351 - 500     501 - 750     751 - 999     + 1000     Not applicable (district official)

#### \* 6. Number of teachers in school

0 - 10     11 - 20     21 - 50     Not applicable (district official)

#### \* 7. Expert / preferred subject discipline

LLC     MML     NS     SS     LS     EMS     AC     LO     Tech     Other, please specify

Other (please specify)

## 2. TEACHER LEADERSHIP (Educators)

### \* 8. Highest qualification

Diploma

Degree (BA, BSc, BComm, BEd, other)

Honors Degree (BA Hons., BEd Hons., other)

Masters Degree (MA, MEd, other)

Doctorate (PhD, DEd, other)

Other, specify

Other (please specify)

THANK YOU for completing the survey! Your time, effort and attention are appreciated.

## **APPENDIX D**

### **TABLES**

## APPENDIX D

### TABLES

One-way frequency distributions of biographical attributes				
Teaching Status				
v140	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Novice (1-3 yrs)	26	9.19	26	9.19
Mid (4-9 yrs)	29	10.25	55	19.43
Veteran (10+yrs)	89	31.45	144	50.88
Member SMT	52	18.37	196	69.26
Principal	61	21.55	257	90.81
District Official	26	9.19	283	100.00
Gender (v142)				
Male	146	51.59	146	51.59
Female	137	48.41	283	100.00
Language				
English	11	12.79	11	12.79
Afrikaans	75	87.21	86	100.00
	Missing = 197			
Type of School				
Primary	179	70.20	179	70.20
Secondary	63	24.71	242	94.90
District	13	5.10	255	100.00
	Missing = 28			
Number of Learners				
<100	1	0.35	1	0.35
101-200	6	2.12	7	2.47
201-350	38	13.43	45	15.90
351-500	42	14.84	87	30.74
501-750	57	20.14	144	50.88
751-999	56	19.79	200	70.67
>999	57	20.14	257	90.81
Not applicable	26	9.19	283	100.00
Subject Discipline				
Language	74	26.15	74	26.15
Mathematics	55	19.43	129	45.58
Natural Science	21	7.42	150	53.00
Social Science	29	10.25	179	63.25
Life Science	3	1.06	182	64.31
E & M Science	14	4.95	196	69.26
Arts & Culture	7	2.47	203	71.73
Life Orientation	15	5.30	218	77.03
Technology	8	2.83	226	79.86
Other	34	12.01	260	91.87
Not applicable	23	8.13	283	100.00

Highest Qualification				
Diploma	133	47.00	133	47.00
Degree	83	29.33	216	76.33
Honours	49	17.31	265	93.64
Masters	16	5.65	281	99.29
Other	2	0.71	283	100.00

Table 5.1 Biographical characteristics: One-way frequency distributions

Frequency distributions for questionnaire items on leadership perceptions (Self-Survey on Preliminary Leadership Perceptions)						
N=283 (Educators, including principal and district official)						
Please note that frequencies are expressed as a multiple of 283 (number of questionnaire items)						
Items Frequency Cell Chi-Square Row Pct	Leadership Perceptions					Total
	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree	
1. Teaching is as important as any other profession	10 17.024 3.53	13 0.313 4.59	1 8.1 0.35	28 70.092 9.89	231 60.191 81.63	283
2. Part of being a teacher is influencing the educational ideas of other teachers, administrators, parents and community leaders	4 0.3879 1.41	15 1.3429 5.30	11 0.1 3.89	135 2.0013 47.70	118 3.2852 41.70	283
3. Teachers should be recognized for trying new teaching strategies whether or not they succeed	4 0.3879 1.41	21 8.7441 7.42	21 12.1 7.42	135 2.0013 47.70	102 10.034 36.04	283
4. Teachers should participate actively in educational policy making	0 2.9333 0.00	0 11.133 0.00	4 3.6 1.41	97 4.2478 34.28	182 13.018 64.31	283
5. Good teaching involves observing and providing feedback to fellow teachers	3 0.0015 1.06	7 1.5345 2.47	8 0.4 2.83	140 3.5043 49.47	125 1.4875 44.17	283
6. District officials are a potential source of facilitative assistance for teachers	8 8.7515 2.83	15 1.3429 5.30	23 16.9 8.13	148 6.7793 52.30	89 18.222 31.45	283
7. Teachers are responsible for encouraging a school wide approach to teaching, learning and assessment	0 2.9333 0.00	7 1.5345 2.47	5 2.5 1.77	119 0.0024 42.05	152 1.1389 53.71	283
8. Teachers can continue with classroom instruction and, at the same time, be school leaders	6 3.2061 2.12	30 31.972 10.60	11 0.1 3.89	144 5.008 50.88	92 16.117 32.51	283
9. Teachers should allocate time to help plan school wide professional development activities	4 0.3879 1.41	25 17.271 8.83	28 32.4 9.89	141 3.8551 49.82	85 21.229 30.04	283
10. Teachers should know how organizations work and be effective at getting things done within them	4 0.3879 1.41	16 2.1273 5.65	23 16.9 8.13	155 10.523 54.77	85 21.229 30.04	283
11. Mentoring new teachers is part of the professional responsibility of a teacher	0 2.9333 0.00	8 0.8818 2.83	3 4.9 1.06	109 0.9282 38.52	163 3.9954 57.60	283
12. An active role in decision making about instructional materials, allocation of learning resources, and student assignments is one of a teacher's responsibility	0 2.9333 0.00	4 4.5705 1.41	4 3.6 1.41	125 0.25 44.17	150 0.806 53.00	283
13. An educational leader should convey optimism to students, colleagues and parents	0 2.9333 0.00	3 5.9417 1.06	2 6.4 0.71	101 2.8735 35.69	177 10.142 62.54	283
14. Teaching means standing up for all students, including those who are marginalized and disadvantaged	1 1.2742 0.35	2 7.4926 0.71	2 6.4 0.71	75 16.591 26.50	203 29.017 71.73	283
15. Teachers have knowledge and skills that can help their fellow teachers succeed with students, and these should be incorporated in professional development efforts	0 2.9333 0.00	1 9.2232 0.35	4 3.6 1.41	141 3.8551 49.82	137 0.0413 48.41	283
<b>Total</b>	<b>44</b>	<b>167</b>	<b>150</b>	<b>1793</b>	<b>2091</b>	<b>4245</b>

Probability (Chi Square statistic = 615.30) < 0.0001\*\*\*

Table 5.2 Frequency distributions for questionnaire items on leadership perceptions (Self-Survey on Preliminary Leadership Perceptions)

Preliminary leadership perception scores (According to questionnaire protocol) N=283				
Perception	Frequency	Percent	Cumulative Frequency	Cumulative Percent
7	2	0.71	2	0.71
8	2	0.71	4	1.41
9	3	1.06	7	2.47
10	2	0.71	9	3.18
11	10	3.53	19	6.71
12	7	2.47	26	9.19
13	12	4.24	38	13.43
14	8	2.83	46	16.25
15	15	5.30	61	21.55
16	15	5.30	76	26.86
17	17	6.01	93	32.86
18	17	6.01	110	38.87
19	16	5.65	126	44.52
20	17	6.01	143	50.53
21	19	6.71	162	57.24
22	17	6.01	179	63.25
23	18	6.36	197	69.61
24	16	5.65	213	75.27
25	7	2.47	220	77.74
26	21	7.42	241	85.16
27	17	6.01	258	91.17
28	8	2.83	266	93.99
29	8	2.83	274	96.82
30	9	3.18	283	100.00

Table 5.3 Preliminary leadership perceptions scores

Mean perception score for each aspect of teacher leadership (N=283)				
Variable	Label	Mean	Std Dev	N
Pre-Perception	Preliminary Leadership Perception score	20.21	5.49	283
Assumptions	Assumptions: Teacher Leadership	2.55	0.70	283
Transform	Leadership theory: transformational	3.86	0.78	283
Strategic	Leadership theory: strategic	3.35	0.90	283
Advocacy	Leadership theory: advocacy	3.44	0.86	283
Organizational	Leadership theory: organizational	4.02	0.68	283
Barriers	Barriers to Teacher Leadership	2.84	0.84	283
Readiness	Readiness for Teacher Leadership	33.13	8.50	196

Table 5.4 Mean perception score for each aspect of teacher leadership

Frequency distributions for questionnaire items on teacher leadership assumptions (Framework of Assumptions Questionnaire)						
N=283, (Educators, including principal and district official)						
Please note that frequencies are expressed as multiple of 283 to include all statements						
Items stating two opposites	Assumption rating for two opposites					Total
Frequency Cell Chi-Square Row Pct	Strongly agree	Agree	Undecided	Agree	Strongly agree	
1. Schools do not need teacher leadership VS Schools need leadership from teachers	6 39.706 2.12	8 63.81 2.83	30 0.7682 10.60	110 12.931 38.87	129 201.83 45.58	283
2. Teacher leadership is distinctive VS Teacher leadership is like other forms of leadership	50 0.0196 17.67	95 3.2405 33.57	36 0.0182 12.72	75 0.1309 26.50	27 4.0091 9.54	283
3. Teaching, learning and assessment are the focus of teacher leadership VS Organizational issues are the focus of teacher leadership	68 5.6667 24.03	80 0.0127 28.27	32 0.2909 11.31	74 0.2256 26.15	29 2.8374 10.25	283
4. Teacher leadership is enduring and sustainable VS Teacher leadership is episodic and situational	108 63.706 38.16	108 10.646 38.16	28 1.4727 9.89	30 29.709 10.60	9 23.645 3.18	283
5. Teacher leaders are identifiable through science and personality analysis VS Teacher leaders may emerge unexpectedly	23 15.373 8.13	77 0.0506 27.21	38 0.2227 13.43	110 12.931 38.87	35 0.5343 12.37	283
6. All teachers are potential leaders VS Some teachers are potential leaders	49 0.0784 17.31	69 1.2658 24.38	16 10.473 5.65	113 15.486 39.93	36 0.3273 12.72	283
7. Teacher leadership can be nurtured VS Teacher leadership is inherent	70 7.0784 24.73	123 24.506 43.46	19 7.4557 6.71	50 10.169 17.67	21 8.7364 7.42	283
8. Teacher leaders have pedagogical credibility VS Teacher leaders do not need to have pedagogical credibility	105 57.176 37.10	111 12.962 39.22	30 0.7682 10.60	28 32.226 9.89	9 23.645 3.18	283
9. Teacher leaders work as individual professionals VS Teacher leaders work as collaborative individuals	10 32.961 3.53	28 32.924 9.89	31 0.5011 10.95	126 29.218 44.52	88 59.156 31.10	283
10. Teacher leaders are popular with colleagues VS Teacher leaders are seen as difficult by colleagues	21 17.647 7.42	91 1.8228 32.16	92 91.655 32.51	66 1.9033 23.32	13 17.868 4.59	283
<b>Total</b>	<b>510</b>	<b>790</b>	<b>352</b>	<b>782</b>	<b>396</b>	<b>2830</b>

Probability (Chi-square statistic=991.79) < 0.0001\*\*\*

Table 5.5 Frequency distributions for questionnaire items on teacher leadership assumptions (Framework of Assumptions)

Frequency distributions for questionnaire items pertaining to expressions used by educators to reflect theoretical leadership styles						
N=283, (Educators, including principal and district official)						
Please note that frequencies are expressed as multiple of 283 to include all statements						
Items +Frequency Cell Chi-Square Row Pct	Frequency use of Expressions					Total
	Never	Rarely	Sometimes	Often	Always	
1. We are champions	15 1.7553 5.30	38 6.8698 13.43	77 5.4331 27.21	106 0.3809 37.46	47 12.374 16.61	283
2. We're a family	6 10.791 2.12	12 6.6959 4.24	63 0.2596 22.26	122 4.9218 43.11	80 0.047 28.27	283
3. Keep the scoundrels honest	87 206.09 30.74	52 29.438 18.37	61 0.0622 21.55	46 29.029 16.25	37 21.616 13.07	283
4. The buck stops here	8 8.1189 2.83	17 2.5153 6.01	49 1.7209 17.31	107 0.5145 37.81	102 7.3256 36.04	283
5. Climb every mountain	4 13.842 1.41	8 11.485 2.83	32 12.415 11.31	125 6.3442 44.17	114 16.521 40.28	283
6. We're all in this together	2 17.273 0.71	2 21.077 0.71	34 10.649 12.01	111 1.249 39.22	134 40.043 47.35	283
7. I'm a committed activist	12 3.9134 4.24	24 0.0337 8.48	66 0.8097 23.32	93 0.4677 32.86	88 1.2594 31.10	283
8. If you can't beat them in the alleys, you can't beat them on the playing field	56 57.826 19.79	47 19.572 16.61	78 6.0565 27.56	70 8.9151 24.73	32 27.198 11.31	283
9. Dream the impossible dream	9 6.9252 3.18	18 1.92 6.36	61 0.0622 21.55	97 0.0804 34.28	98 5.0801 34.63	283
10. A champion team will beat a team of champions	11 4.8225 3.89	19 1.405 6.71	58 0.0199 20.49	112 1.4827 39.58	83 0.3096 29.33	283
11. Against all odds	4 13.842 1.41	16 3.1909 5.65	54 0.4374 19.08	137 13.837 48.41	72 0.4739 25.44	283
12. Results are all that count	39 15.226 13.78	46 17.84 16.25	76 4.8436 26.86	72 7.7599 25.44	50 10.1 17.67	283
<b>Total</b>	253	299	709	1198	937	3396
Probability (Chi Square statistic = 742.56) < 0.0001 ***						

Table 5.6 Frequency distributions for questionnaire items pertaining to expressions used by educators to reflect theoretical leadership styles (Typical Expressions – Language of Leadership)

Frequency distributions for summative scores that represent the 'Strength of Theoretical Leadership Style' for transactional, strategic, advocacy and organizational styles				
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Leadership theory: Transformational (q1,5,9)</b>				
below average	18	6.36	18	6.36
Average	68	24.03	86	30.39
above average	197	69.61	283	100.00
<b>Leadership theory: Strategic (q4,8,12)</b>				
below average	44	15.55	44	15.55
Average	117	41.34	161	56.89
above average	122	43.11	283	100.00
<b>Leadership theory: Advocacy (q3,7,11)</b>				
below average	40	14.13	40	14.13
Average	105	37.10	145	51.24
above average	138	48.76	283	100.00
<b>Leadership theory: Organizational (q2,6,10)</b>				
below average	4	1.41	4	1.41
Average	59	20.85	63	22.26
above average	220	77.74	283	100.00
Strength of theoretical leadership style legend: 0-2.49 = 'below average' 2.5-3.49 = 'average' 3.5-5 = 'above average';				

Table 5.7 Frequency distributions for theoretical leadership styles

Frequency distributions for questionnaire of items describing barriers to teacher leadership						
N=283, (Educators, including principal and district official)						
Please note that frequencies are expressed as multiple of 283 to include all statements						
Barriers items	Frequency rating of items acting as barrier force					Total
Frequency Cell Chi-Square Row Pct	Never	Rarely	Sometimes	Often	Always	
1. 'I'm just a teacher' mindset	50 0.2003 17.67	32 9.3546 11.31	78 0.2281 27.56	96 8.9137 33.92	27 1.1704 9.54	283
2. Lack of confidence	49 0.3418 17.31	50 0.3875 17.67	83 0.0054 29.33	76 0.3718 26.86	25 0.4288 8.83	283
3. Unclear understanding of the concept	32 8.4907 11.31	65 1.981 22.97	100 3.7908 35.34	69 0.0492 24.38	17 1.1096 6.01	283
4. 'I just want to teach' mindset	45 1.2829 15.90	39 4.4571 13.78	70 1.8475 24.73	103 14.57 36.40	26 0.754 9.19	283
5. No time for development	56 0.1403 19.79	53 0.0469 18.73	62 5.0216 21.91	73 0.0642 25.80	39 13.28 13.78	283
6. System that expects only principals to be leaders	70 5.2567 24.73	46 1.3546 16.25	49 13.495 17.31	74 0.1385 26.15	44 22.201 15.55	283
7. Possible encouragement of rabble rousers	66 3.0439 23.32	49 0.5744 17.31	92 1.135 32.51	62 1.1094 21.91	14 2.8695 4.95	283
8. Belief that too many cooks spoil the broth	40 3.3042 14.13	49 0.5744 17.31	114 12.179 40.28	68 0.116 24.03	12 4.4987 4.24	283
9. No rewards for extra effort	48 0.5207 16.96	44 2.0579 15.55	62 5.0216 21.91	98 10.389 34.63	31 3.7479 10.95	283
10. Open to abuse by manipulators	70 5.2567 24.73	57 0.1055 20.14	78 0.2281 27.56	58 2.3361 20.49	20 0.1704 7.07	283
11. Previous failures with lead teachers	50 0.2003 17.67	71 4.926 25.09	103 5.1876 36.40	52 5.0228 18.37	7 10.167 2.47	283
12. Language that reinforces teachers as subordinates ('bosses' and 'staff')	58 0.4206 20.49	67 2.8161 23.67	89 0.5398 31.45	50 6.1442 17.67	19 0.3923 6.71	283
13. Teacher leadership not taught in pre-service education	33 7.711 11.66	67 2.8161 23.67	104 5.7018 36.75	68 0.116 24.03	11 5.4501 3.89	283
14. Peer pressure	49 0.3418 17.31	66 2.3802 23.32	92 1.135 32.51	62 1.1094 21.91	14 2.8695 4.95	283
15. Lack of principal support	83 16.597 29.33	64 1.6183 22.61	59 6.6127 20.85	54 4.0144 19.08	23 0.0519 8.13	283
<b>Total</b>	<b>799</b>	<b>819</b>	<b>1235</b>	<b>1063</b>	<b>329</b>	<b>4245</b>

Probability (Chi Square statistic = 274.31) < 0.0001 \*\*\*

Table 5.8 Frequency distributions for barriers to teacher leadership

Frequency distributions for barrier rating scale calculated for 15-item <i>Barriers to Teacher Leadership</i> Questionnaire				
Barrier perception score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 (Never)	16	5.65	16	5.65
2 (Rarely)	87	30.74	103	36.40
3 (Sometimes)	113	39.93	216	76.33
4 (Often)	61	21.55	277	97.88
5 (Always)	6	2.12	283	100.00

Table 5.9 Frequency distributions for barrier rating scale calculated for 15-item Barriers to Teacher Leadership Questionnaire

Table of items of professional development needs for teachers leadership N=283, (Educators, including principal and district official) Please note that frequencies are expressed as multiple of 283 to include all statements						
Needs items	Frequency rating of needs					Total
Frequency Cell Chi-Square Row Pct	Strongly agree	Agree	Unsure	Disagree	Strongly disagree	
Area 1: Personal Assessment	68 0.6533 24.03	158 0.2019 55.83	27 0.1379 9.54	25 15.848 8.83	5 0.4167 1.77	283
Area 2: Changing Schools	62 2.2533 21.91	173 0.5225 61.13	32 0.3103 11.31	10 0.1957 3.53	6 1.35 2.12	283
Area 3: Influencing Strategies	69 0.48 24.38	173 0.5225 61.13	32 0.3103 11.31	7 1.7609 2.47	2 0.8167 0.71	283
Area 4: Plan for Action	101 9.0133 35.69	151 0.9927 53.36	25 0.5517 8.83	4 4.8913 1.41	2 0.8167 0.71	283
<b>Total</b>	300	655	116	46	15	1132
Probability (Chi-Square statistic = 42.05) < 0.001 ***						

Table 5.10 Table of items of professional development needs for teacher leadership

Table of items of readiness for teacher leadership (Teacher Leadership Readiness Instrument – TLR)						
N=196, (Educators, excluding principals and district officials)						
Please note that frequencies are expressed as multiple of 196 to include all statements						
Readiness statements Frequency Cell Chi-Square Row Pct	Agreement rating on readiness statements					Total
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	
1. To meet each learner's needs, I select from among various teaching strategies	0 0.76 0.00	3 0.6031 1.53	7 0.1979 3.57	99 0.0016 50.51	87 0.1317 44.39	196
2. Individual teachers can influence how other teachers think about, plan for, and conduct their work with learners	2 2.0232 1.02	8 2.3552 4.08	8 0.0095 4.08	120 4.6446 61.22	58 7.8808 29.59	196
3. Teachers should be recognized for being innovative in classrooms whether they succeed or fail	6 36.128 3.06	23 71.714 11.73	17 9.1834 8.67	86 1.6101 43.88	64 4.6284 32.65	196
4. Teachers should decide on the best methods of meeting educational goals set by policy making groups (e.g. school boards, state departments)	2 2.0232 1.02	5 0.0219 2.55	3 3.367 1.53	111 1.5594 56.63	75 0.9004 38.27	196
5. I am willing to observe and provide feedback to fellow teachers	1 0.0758 0.51	3 0.6031 1.53	9 0.0626 4.59	113 2.103 57.65	70 2.2364 35.71	196
6. I would like to spend time discussing my values and beliefs about teaching with my colleagues	1 0.0758 0.51	12 11.449 6.12	25 33.763 12.76	110 1.3181 56.12	48 15.213 24.49	196
7. It is important to me to have the respect of the administrators and other teachers at my school	0 0.76 0.00	0 4.68 0.00	3 3.367 1.53	70 8.2957 35.71	123 18.476 62.76	196
8. I would be willing to help a colleague who was having difficulty with his/her teaching	0 0.76 0.00	0 4.68 0.00	0 8.28 0.00	81 3.1416 41.33	115 11.723 58.67	196
9. I can see the points of view of my colleagues, parents and students	0 0.76 0.00	0 4.68 0.00	6 0.6278 3.06	128 8.7663 65.31	62 5.6169 31.63	196
10. I would give my time to help select new faculty members for my school	1 0.0758 0.51	8 2.3552 4.08	19 13.879 9.69	117 3.4337 59.69	51 12.763 26.02	196
11. I am a facilitator of the work of students in my classroom	1 0.0758 0.51	10 6.0475 5.10	5 1.2993 2.55	98 0.0037 50.00	82 0.0337 41.84	196
12. Teachers working collaboratively are able to influence practice in their schools	0 0.76 0.00	0 4.68 0.00	1 6.4008 0.51	90 0.7501 45.92	105 5.4319 53.57	196
13. I can continue to serve as a classroom teacher while serving as a leader in my school	2 2.0232 1.02	7 1.1501 3.57	13 2.6906 6.63	93 0.3181 47.45	81 0.0858 41.33	196
14. Cooperating with my colleagues is more important than competing with them	0 0.76 0.00	0 4.68 0.00	1 6.4008 0.51	56 18.405 28.57	139 36.571 70.92	196
15. I am comfortable working with parents and I know my school's community well	0 0.76 0.00	8 2.3552 4.08	11 0.8935 5.61	103 0.1963 52.55	74 1.1198 37.76	196
16. My work contribute to the overall success of our school program	0 0.76 0.00	0 4.68 0.00	3 3.367 1.53	104 0.2957 53.06	89 0.3382 45.41	196
17. Mentoring new teachers is part of my responsibility as a professional teacher	0 0.76 0.00	2 1.5347 1.02	9 0.0626 4.59	98 0.0037 50.00	87 0.1317 44.39	196
18. School faculty and university faculty can mutually benefit from working together	0 0.76 0.00	0 4.68 0.00	10 0.3573 5.10	93 0.3181 47.45	93 1.038 47.45	196
19. I would be willing to give my time to participate in making decisions about such things as allocation of resources, professional development or student assignments	0 0.76 0.00	7 1.1501 3.57	15 5.4539 7.65	100 0.0199 51.02	74 1.1198 37.76	196
20. I value time spent working with my colleagues on curriculum and instructional matters	0 0.76 0.00	4 0.0988 2.04	14 3.9515 7.14	115 2.7278 58.67	63 5.1107 32.14	196

Table of items of readiness for teacher leadership (Teacher Leadership Readiness Instrument – TLR)						
N=196, (Educators, excluding principals and district officials)						
Please note that frequencies are expressed as multiple of 196 to include all statements						
Readiness statements	Agreement rating on readiness statements					Total
Frequency Cell Chi-Square Row Pct	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	
21. I am effective in working with almost all of my colleagues	1 0.0758 0.51	2 1.5347 1.02	13 2.6906 6.63	112 1.8211 57.14	68 2.9381 34.69	196
22. I have a responsibility to help all students in my school be successful	0 0.76 0.00	4 0.0988 2.04	2 4.7631 1.02	77 4.7318 39.29	113 10.273 57.65	196
23. I recognize and value points of view that are different from mine	0 0.76 0.00	0 4.68 0.00	5 1.2993 2.55	115 2.7278 58.67	76 0.7049 38.78	196
24. I am effective in working with almost all of my students	2 2.0232 1.02	8 2.3552 4.08	5 1.2993 2.55	114 2.4053 58.16	67 3.3248 34.18	196
25. I want to work in an environment where I am recognized and valued as a professional	0 0.76 0.00	3 0.6031 1.53	3 3.367 1.53	62 13.586 31.63	128 23.473 65.31	196
<b>Total</b>	19	117	207	2465	2092	4900

Frequency Missing = 2125  
Probability (Chi Square statistic = 570.95) < 0.0001 \*\*\*

Table 5.11 Table of items of readiness for teacher leadership

Teacher leadership readiness scores				
Ready	Frequency	Percent	Cumulative Frequency	Cumulative Percent
12	1	0.51	1	0.51
13	1	0.51	2	1.02
15	1	0.51	3	1.53
16	1	0.51	4	2.04
17	1	0.51	5	2.55
19	2	1.02	7	3.57
20	4	2.04	11	5.61
21	7	3.57	18	9.18
22	6	3.06	24	12.24
23	3	1.53	27	13.78
24	6	3.06	33	16.84
25	9	4.59	42	21.43
26	6	3.06	48	24.49
27	5	2.55	53	27.04
28	10	5.10	63	32.14
29	9	4.59	72	36.73
30	7	3.57	79	40.31
31	6	3.06	85	43.37
32	10	5.10	95	48.47
33	12	6.12	107	54.59
34	3	1.53	110	56.12
35	6	3.06	116	59.18
36	5	2.55	121	61.73
37	14	7.14	135	68.88
38	4	2.04	139	70.92
39	5	2.55	144	73.47
40	8	4.08	152	77.55
41	5	2.55	157	80.10
42	6	3.06	163	83.16
43	7	3.57	170	86.73
44	4	2.04	174	88.78
45	7	3.57	181	92.35
46	4	2.04	185	94.39
47	5	2.55	190	96.94
48	1	0.51	191	97.45
49	1	0.51	192	97.96
50	4	2.04	196	100.00

Table 5.12 Teacher leadership readiness scores

Frequency distributions for questionnaire items describing a healthy school culture for teacher leadership						
N=196, (Educators, excluding principals and district officials)						
Please note that frequencies are expressed as multiple of 196 to include all statements						
School environment item	Frequency rating of occurrence at respondent's school					Total
Frequency Cell Chi-Square Row Pct	Never	Rarely	Sometimes	Often	Always	
<b>Developmental Focus</b>						
1. At my school administrators and teachers try hard to help new teachers be successful	1 0.7898 0.51	6 1.4709 3.06	28 2.8781 14.29	67 2.1308 34.18	94 12.673 47.96	196
2. At my school teachers are provided with assistance, guidance or coaching if needed	1 0.7898 0.51	8 0.3293 4.08	30 1.8887 15.31	74 0.4589 37.76	83 4.8317 42.35	196
3. Administrators at my school actively support the professional development of faculty and staff	0 2.3673 0.00	3 4.7147 1.53	26 4.0751 13.27	82 0.0469 41.84	85 5.9815 43.37	196
4. We gain knowledge and skills through staff development and professional reading	2 0.057 1.02	7 0.798 3.57	35 0.3235 17.86	85 0.3047 43.37	67 0.0472 34.18	196
5. We share new ideas and strategies we have gained with each other	4 1.126 2.04	8 0.3293 4.08	40 0.056 20.41	62 4.0745 31.63	82 4.3028 41.84	196
6. Teachers at my school are supportive of each other personally and professionally	2 0.057 1.02	10 0.0043 5.10	39 0.0057 19.90	65 2.8333 33.16	80 3.3369 40.82	196
7. Teachers at my school are engaged in gaining new knowledge and skills	1 0.7898 0.51	4 3.4293 2.04	38 0.0073 19.39	84 0.1938 42.86	69 0.2161 35.20	196
<b>Recognition</b>						
8. The administrators at my school have confidence in me	1 0.7898 0.51	2 6.2043 1.02	23 6.26 11.73	78 0.0531 39.80	92 10.972 46.94	196
9. My professional skills and competence are recognized by the administrators	1 0.7898 0.51	7 0.798 3.57	30 1.8887 15.31	75 0.32 38.27	83 4.8317 42.35	196
10. Other teachers recognize my professional skills and competence	1 0.7898 0.51	2 6.2043 1.02	45 1.0862 22.96	90 1.2338 45.92	58 0.8045 29.59	196
11. It is apparent that many of the teachers at my school can take leadership roles	1 0.7898 0.51	5 2.348 2.55	30 1.8887 15.31	101 5.4762 51.53	59 0.5977 30.10	196
12. The ideas and opinions of teachers are valued and respected at my school	1 0.7898 0.51	6 1.4709 3.06	42 0.3124 21.43	73 0.6228 37.24	74 1.1748 37.76	196
13. At my school we celebrate each others' successes	5 2.9277 2.55	14 1.8043 7.14	41 0.1583 20.92	60 5.0268 30.61	76 1.7729 38.78	196
14. Many of the faculty and staff at my school are recognized for their work	3 0.1691 1.53	12 0.4959 6.12	40 0.056 20.41	81 0.011 41.33	60 0.4216 30.61	196

Autonomy						
15. In my role as a teacher, I am free to make judgements about what is best for my students	1 0.7898 0.51	7 0.798 3.57	20 8.912 10.20	83 0.1079 42.35	85 5.9815 43.37	196
16. At my school I have the freedom to make choices about the use of time and resources	1 0.7898 0.51	13 1.048 6.63	40 0.056 20.41	71 1.0255 36.22	71 0.5076 36.22	196
17. I know that we will bend the rules if it is necessary to help children learn	5 2.9277 2.55	9 0.0647 4.59	40 0.056 20.41	76 0.206 38.78	66 0.0087 33.67	196
18. Teachers are encouraged to take initiative to make improvements for students	0 2.3673 0.00	2 6.2043 1.02	15 14.37 7.65	72 0.8117 36.73	107 26.722 54.59	196
19. I have input to developing a vision for my school and its future	2 0.057 1.02	10 0.0043 5.10	27 3.4506 13.78	70 1.2644 35.71	87 7.254 44.39	196
20. At my school teachers can be innovative if they choose to be	1 0.7898 0.51	4 3.4293 2.04	36 0.1662 18.37	87 0.6014 44.39	68 0.1163 34.69	196
21. Administrators and other teachers support me in making changes in my instructional strategies	2 0.057 1.02	14 1.8043 7.14	38 0.0073 19.39	93 2.091 47.45	49 4.0447 25.00	196
Collegiality						
22. Teachers at my school discuss strategies and share materials	1 0.7898 0.51	10 0.0043 5.10	36 0.1662 18.37	72 0.8117 36.73	77 2.1179 39.29	196
23. Teachers at my school influence one another's teaching	4 1.126 2.04	14 1.8043 7.14	51 4.0354 26.02	91 1.4946 46.43	36 13.109 18.37	196
24. Teachers in my school observe one another's work with students	3 0.1691 1.53	20 10.629 10.20	52 4.7086 26.53	77 0.117 39.29	44 6.9177 22.45	196
25. I talk with other teachers in my school about my teaching and the curriculum	1 0.7898 0.51	6 1.4709 3.06	33 0.7939 16.84	86 0.4405 43.88	70 0.3466 35.71	196
26. Teachers and administrators work together to solve students' academic and behaviour problems	1 0.7898 0.51	7 0.798 3.57	21 7.9761 10.71	66 2.4696 33.67	101 19.594 51.53	196
27. Other teachers at my school have helped me find creative ways to deal with challenges I have faced in my classes	4 1.126 2.04	15 2.7647 7.65	46 1.448 23.47	86 0.4405 43.88	45 6.2818 22.96	196
28. Conversations among professionals at my school are focused on students	1 0.7898 0.51	4 3.4293 2.04	38 0.0073 19.39	92 1.7803 46.94	61 0.2762 31.12	196
Participation						
29. Teachers have input to decisions about school changes	1 0.7898 0.51	13 1.048 6.63	45 1.0862 22.96	90 1.2338 45.92	47 5.102 23.98	196
30. Teachers have a say in what and how things are done	1 0.7898 0.51	14 1.8043 7.14	41 0.1583 20.92	86 0.4405 43.88	54 1.938 27.55	196
31. Teachers and administrators share decisions about how time is used and how the school is organized	0 2.3673 0.00	11 0.148 5.61	45 1.0862 22.96	88 0.7872 44.90	52 2.6888 26.53	196
32. Teachers and administrators at my school understand and use the consensus process	1 0.7898 0.51	10 0.0043 5.10	51 4.0354 26.02	84 0.1938 42.86	50 3.5621 25.51	196
33. Teachers participate in screening and selecting new faculty and/or staff at my school	34 422.68 17.35	42 105.87 21.43	42 0.3124 21.43	48 12.839 24.49	30 19.039 15.31	196
34. My opinions and ideas are sought by administrators at my school	6 5.5742 3.06	24 20.596 12.24	69 24.095 35.20	64 3.2221 32.65	33 15.936 16.84	196
35. We try to reach consensus before making important decisions	3 0.1691 1.53	14 1.8043 7.14	44 0.7764 22.45	74 0.4589 37.76	61 0.2762 31.12	196
Open Communication						

36. Because teachers and administrators share ideas about our work, I stay aware of what is happening	1 0.7898 0.51	13 1.048 6.63	32 1.1069 16.33	84 0.1938 42.86	66 0.0087 33.67	196
37. At my school everybody talks freely and openly about feelings and opinions they have	4 1.126 2.04	26 26.804 13.27	50 3.4141 25.51	69 1.5282 35.20	47 5.102 23.98	196
38. Faculty and staff at my school share their feelings and concerns in productive ways	1 0.7898 0.51	22 15.204 11.22	60 11.963 30.61	73 0.6228 37.24	40 9.7679 20.41	196
39. Teachers at my school discuss and help one another solve problems	1 0.7898 0.51	6 1.4709 3.06	40 0.056 20.41	97 3.5838 49.49	52 2.6888 26.53	196
40. Faculty and staff talk about ways to better serve our students and their families	1 0.7898 0.51	10 0.0043 5.10	40 0.056 20.41	95 2.7875 48.47	50 3.5621 25.51	196
41. When things go wrong at our school, we try not to blame, but talk about ways to do better next time	3 0.1691 1.53	11 0.148 5.61	33 0.7939 16.84	98 4.0194 50.00	51 3.1101 26.02	196
42. Faculty meeting time is used for discussions and problem solving	5 2.9277 2.55	3 4.7147 1.53	34 0.5327 17.35	84 0.1938 42.86	70 0.3466 35.71	196
<b>Positive Environment</b>						
43. Teachers are treated as professionals at my school	1 0.7898 0.51	1 7.898 0.51	28 2.8781 14.29	63 3.6358 32.14	103 21.848 52.55	196
44. Teachers at my school look forward to coming to work every day	0 2.3673 0.00	4 3.4293 2.04	49 2.8447 25.00	87 0.6014 44.39	56 1.31 28.57	196
45. There is a general satisfaction with the work environment among teachers at my school	2 0.057 1.02	5 2.348 2.55	52 4.7086 26.53	87 0.6014 44.39	50 3.5621 25.51	196
46. Teachers and administrators at my school work in partnership	0 2.3673 0.00	9 0.0647 4.59	36 0.1662 18.37	91 1.4946 46.43	60 0.4216 30.61	196
47. Teachers at my school are respected by parents, students and administrators	0 2.3673 0.00	7 0.798 3.57	47 1.8617 23.98	99 4.48 50.51	43 7.5843 21.94	196
48. The principal, faculty and staff at my school work as a team	0 2.3673 0.00	4 3.4293 2.04	36 0.1662 18.37	76 0.206 38.78	80 3.3369 40.82	196
49. We feel positive about the ways we are responding to our students' needs	0 2.3673 0.00	2 6.2043 1.02	34 0.5327 17.35	87 0.6014 44.39	73 0.9218 37.24	196
Total	116	480	1888	3923	3197	9604
Frequency Missing = 4165 Probability (Chi Square statistic = 1216.39) < 0.0001***						

**Table 5.13 Frequency distributions for dimensions of a healthy school culture for teacher leadership**

Frequency distributions for seven dimensions of a healthy school culture				
<i>Health rating</i>	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Developmental Focus</b>				
below average	7	3.54	7	3.54
average	33	16.67	40	20.20
above average	158	79.80	198	100.00
<b>Recognition</b>				
below average	6	3.03	6	3.03
average	36	18.18	42	21.21
above average	156	78.79	198	100.00
<b>Autonomy</b>				
below average	2	1.01	2	1.01
average	29	14.65	31	15.66
above average	167	84.34	198	100.00
<b>Collegiality</b>				
below average	8	4.04	8	4.04
average	37	18.69	45	22.73
above average	153	77.27	198	100.00
<b>Participation</b>				
below average	17	8.59	17	8.59
average	54	27.27	71	35.86
above average	127	64.14	198	100.00
<b>Open Communication</b>				
below average	8	4.04	8	4.04
average	47	23.74	55	27.78
above average	143	72.22	198	100.00
<b>Positive Environment</b>				
below average	4	2.02	4	2.02
average	34	17.17	38	19.19
above average	160	80.81	198	100.00
<b>Legend for perceived health of School Culture:</b> 0-2.49 = 'below average' 2.5-3.49 = 'average' 3.5-5 = 'above average':				

Table 5.14 Frequency distributions for seven dimensions of a healthy school culture for teacher leadership

Mean perception scores for seven dimensions of a healthy school culture for teacher leadership (N=196)			
Variable	Mean	Std Dev	N
Developmental Focus	4.15	0.71	196
Recognition	4.08	0.68	196
Autonomy	4.12	0.60	196
Collegiality	3.97	0.69	196
Participation	3.71	0.73	196
Open Communication	3.90	0.69	196
Positive Environment	4.08	0.60	196

Table 5.15 Mean perception scores for seven dimensions of a healthy school culture for teacher leadership

**Summary analyses of variance results conducted on seven aspects of teacher leadership to evaluate whether categories of educators view these issues differently**

The various issues, the summary anova tables, educator categories, number of respondents per category and mean Teacher Leadership aspect-score are presented in the table

Preliminary Leadership Perception: Effect of educator type									
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	Educator category	n <sub>i</sub>	Mean	R-sq
Model	5	596.060714	119.212143	4.18	0.0011***	District	26	23.538 a	0.07
						SMT	52	21.423ab	
Error	277	7895.218438	28.502594			Principal	61	20.574ab	
Corrected Total	282	8491.279152				Veteran	89	18.843 b	
						Middle	29	19.759 b	
						Novice	26	18.808 b	
Teacher Leadership Assumptions: Effect of educator type									
Model	5	3.1539258	0.6307852	1.29	0.2667	District			0.03
Error	277	135.0608286	0.4875842			SMT			
Corrected Total	282	138.2147545				Principal			
						Veteran			
						Middle			
						Novice			
Teacher Leadership: Barriers: Effect of educator type									
Model	5	20.9516260	4.1903252	6.46	<.0001***	District	26	3.6436 b	0.11
Error	277	179.5562970	0.6482177			SMT	52	2.7974 a	
Corrected Total	282	200.5079230				Principal	61	3.8645 a	
						Veteran	89	2.6816 a	
						Middle	29	2.8276 a	
						Novice	26	2.5769 a	
Teacher Leadership Readiness score: Effect of educator type									
Model	3	1152.68622	384.22874	5.70	0.0009***				0.08
Error	192	12941.86480	67.40555			SMT	52	37.038 a	
Corrected Total	195	14094.55102							
						Veteran	89	32.281 ab	
						Middle	29	30.759 b	
						Novice	26	30.883 b	

**Table 5.16 (continued)**

**Summary analyses of variance results conducted on seven aspects of teacher leadership to evaluate whether categories of educators view these issues differently**

The various issues, the summary anova tables, educator categories, number of respondents per category and mean Teacher Leadership aspect-score are presented in the table

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	Educator category	n <sub>i</sub>	Mean	R-sq
<b>Typical Expressions as Leadership theory, Transformational style: Effect of educator-type</b>									
Model	5	1.0914859	0.2182972	0.35	0.8789	District	26	3.7436a	0.01
Error	277	170.4130292	0.6152095			SMT	52	3.8526a	
Corrected Total	282	171.5045151				Principal	61	3.9454a	
						Veteran	89	3.8352a	
						Middle	29	3.7816a	
						Novice	26	3.9103a	
<b>Typical Expressions as Leadership theory, Strategic style: Effect of educator type</b>									
Model	5	6.0876495	1.2175299	1.51	0.1853	District	26	3.1923a	0.03
Error	277	222.6740309	0.8038774			SMT	52	3.3205a	
Corrected Total	282	228.7616804				Principal	61	3.5574a	
						Veteran	89	3.4082a	
						Middle	29	3.0805a	
						Novice	26	3.2308a	
<b>Typical Expressions as Leadership theory, Advocacy style: Effect of educator type</b>									
Model	5	1.6690037	0.3338007	0.44	0.8174	District	26	3.3718a	0.01
Error	277	208.2210630	0.7517006			SMT	52	3.4972a	
Corrected Total	282	209.8900667				Principal	61	3.5137a	
						Veteran	89	3.4120a	
						Middle	29	3.2644a	
						Novice	26	3.5128a	
<b>Typical Expressions as Leadership theory, Organizational style: Effect of educator type</b>									
Model	5	2.5799641	0.5159928	1.13	0.3447	District	26	3.7949a	0.02
Error	277	126.5005228	0.4566806			SMT	52	4.0769a	
Corrected Total	282	129.0804868				Principal	61	4.0765a	
						Veteran	89	4.0749a	
						Middle	29	3.8736a	
						Novice	26	4.0000a	

**Table 5.16 (continued)**

**Summary analyses of variance results conducted on seven aspects of teacher leadership to evaluate whether categories of educators view these issues differently**

The various issues, the summary anova tables, educator categories, number of respondents per category and mean Teacher Leadership aspect-score are presented in the table

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	Educator category	n <sub>i</sub>	Mean	R-sq
<b>Source Healthy School Culture, Developmental Focus dimension: Effect of educator type</b>									
Model	3	2.39575238	0.79858413	1.62	0.1864				0.02
Error	192	94.72575949	0.49336333			SMT	52	4.2253	
Corrected Total	195	97.12151187							
						Veteran	89	4.0562	
						Middle	29	4.0788	
						Novice	26	4.3626	
<b>Source Healthy School Culture, Recognition dimension: Effect of educator type</b>									
Model	3	1.18488847	0.39496282	0.86	0.4654				0.01
Error	192	88.67933477	0.46187154			SMT	52	4.1841	
Corrected Total	195	89.86422324							
						Veteran	89	4.0080	
						Middle	29	4.0739	
						Novice	26	4.1593	
<b>Source Healthy School Culture, Autonomy dimension: Effect of educator type</b>									
Model	3	0.88319875	0.29439958	0.80	0.4929				0.01
Error	192	70.28912528	0.36608919			SMT	52	4.2198	
Corrected Total	195	71.17232403							
						Veteran	89	4.0979	
						Middle	29	4.0985	
						Novice	26	4.0110	
<b>Source Healthy School Culture, Collegiality dimension: Effect of educator type</b>									
Model	3	0.76832143	0.25610714	0.54	0.6548	SMT	52	4.0275	0.01
Error	192	90.90181601	0.47344696			Veteran	89	3.9069	
Corrected Total	195	91.67013744				Middle	29	3.9803	
						Novice	26	4.0659	
<b>Source Healthy School Culture, Participation dimension: Effect of educator type</b>									
Model	3	2.2660213	0.7553404	1.42	0.2371				0.02
Error	192	101.8414339	0.5304241			SMT	52	3.8571	
Corrected Total	195	104.1074552							
						Veteran	89	3.5987	
						Middle	29	3.7241	
						Novice	26	3.7473	
<b>Source Healthy School Culture, Open Communication dimension: Effect of educator type</b>									
Model	3	1.87300109	0.62433370	1.31	0.2725				0.02
Error	192	91.52839416	0.47671039			SMT	52	3.9643	
Corrected Total	195	93.40139525							
						Veteran	89	3.7897	
						Middle	29	4.0000	
						Novice	26	4.0055	
<b>Source Healthy School Culture, Positive Environment dimension: Effect of educator type</b>									
Model	3	1.99766821	0.66588940	1.87	0.1363				0.03

<b>Error</b>	192	68.41590946	0.35633286			SMT	52	4.1374
<b>Corrected Total</b>	195	70.41357768						
						Veteran	89	3.9743
						Middle	29	4.1626
						Novice	26	4.2363
<b>Bonferroni Multiple Comparison of means tests.</b> Mean score values with the same letters next to them do not differ significantly from one another  <b>Significance legend</b> ***: significant on 0.1% level of significance ** : significant on 1% level of significance * : significant on 5% level of significance ? : significant on 10% level of significance								

Table 5.16 Summary analyses of variance results on seven dimensions of a healthy school culture for teacher leadership

Two-way frequency table of combinations of readiness-by-leadership scores				
Readiness score (categorized)	Leadership perception score(categorized)			Total
Frequency Cell Chi-Square Row Pct Col Pct	- tenets teacher leadership	+ tenets teacher leadership	++ tenets teacher leadership	
-- teacher leadership	0 0.25 0.00	7 3.3943 100.00	0 3.2143 0.00	7
- teacher leadership	7 2.999 6.80	76 11.048 73.79	20 15.753 19.42	103
+ teacher leadership	0 3.0714 0.00	16 17.332 18.60	70 23.572 81.40	86
<b>Total</b>	7	99	90	196
Exact probability (Chi-square statistic = 80.63) < 0.0001*** (Monte Carlo estimation of Fisher's Exact test was used since some frequency cells are sparsely populated)				

Table 5.17 Two-way frequency table of combinations of readiness-by-leadership scores

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	6417.66808	6417.66808	162.18	<.0001
Error	194	7676.88294	39.57156		
Corrected Total	195	14095			

Root MSE	6.29059	R-Square	0.4553
Dependent Mean	33.13265	Adj R-Sq	0.4525
Coeff Var	18.98608		

Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	12.37551	1.69074	7.32	<.0001
perception	Leadership perception score	1	1.05590	0.08291	12.73	<.0001

Table 5.18 Linear regression of raw preliminary leadership perceptions and readiness for teacher leadership scores

Two-way frequency table between categorized readiness for teacher leadership scores and seven sets of categorized healthy school culture dimension scores								
Table of Readiness by Developmental Focus					Table of Readiness by Recognition			
Readiness score (categorized)	Developmental Focus			Total	Recognition			
Frequency Cell Chi-Square Row Pct	Below average	average	above average		below average	Average	above average	Total
- teacher leadership	0 0.1786 0.00	4 6.7543 57.14	3 1.2378 42.86	7	1 5.1429 14.29	1 0.0635 14.29	5 0.0586 71.43	7
+ teacher leadership	5 2.1421 4.85	18 0.025 17.48	80 0.1106 77.67	103	2 0.005 1.94	24 1.365 23.30	77 0.3025 74.76	103
++ teacher leadership	0 2.1939 0.00	11 0.8362 12.79	75 0.4643 87.21	86	1 0.3249 1.16	11 1.4561 12.79	74 0.4502 86.05	86
Total	5	33	158	196	4	36	156	196
Frequency Missing = 87					Frequency missing=87			
Exact probability (Chi-square statistic = 13.94) < 0.02* (Monte Carlo estimation of Fisher's Exact test was used)					Exact probability (Chi-square statistic = 9.16) < 0.06? (Monte Carlo estimation of Fisher's Exact test was used)			
Table of Readiness by Autonomy					Table of Readiness by Collegiality			
Readiness score (categorized)	Autonomy			Total	Collegiality			
Frequency Cell Chi-Square Row Pct	Below average	average	above average		below average	Average	above average	Total
- teacher leadership	0 . 0.00	1 0.0012 14.29	6 0.0002 85.71	7	1 2.881 14.29	2 0.3485 28.57	4 0.3924 57.14	7
+ teacher leadership	0 . 0.00	20 1.4869 19.42	83 0.2582 80.58	103	5 1.0819 4.85	25 1.5877 24.27	73 0.6816 70.87	103
++ teacher leadership	0 . 0.00	8 1.7542 9.30	78 0.3046 90.70	86	0 2.6327 0.00	10 2.3943 11.63	76 1.1713 88.37	86
Total	0	29	167	196	6	37	153	196
Frequency Missing = 87					Frequency Missing = 87			
Exact probability (Chi-square statistic = 201.84) < 0.14 (Monte Carlo estimation of Fisher's Exact test was used)					Exact probability (Chi-square statistic = 13.17) < 0.02* (Monte Carlo estimation of Fisher's Exact test was used)			

Table of Readiness by Participation					Table of Readiness by Communication			
Readiness score (categorized)	Participation (categorized)			Total	Communication (categorized)			
Frequency Cell Chi-Square Row Pct	below average	average	above average		below average	average	above average	Total
- teacher leadership	2 4.0024 28.57	2 0.0026 28.57	3 0.52 42.86	7	0 0.2143 0.00	6 11.125 85.71	1 3.3029 14.29	7
+ teacher leadership	9 0.1584 8.74	38 3.2628 36.89	56 1.7283 54.37	103	5 1.0819 4.85	32 2.1582 31.07	66 1.1136 64.08	103
++ teacher leadership	4 1.0126 4.65	14 3.9661 16.28	68 2.7042 79.07	86	1 1.0125 1.16	9 6.5502 10.47	76 2.8002 88.37	86
<b>Total</b>	15	54	127	196	6	47	143	196
<b>Frequency Missing = 87</b>					<b>Frequency Missing = 87</b>			
Exact probability (Chi-square statistic = 17.36) < 0.002** (Monte Carlo estimation of Fisher's Exact test was used since some frequency cells are sparsely populated)					Exact probability (Chi-square statistic = 29.36) < 0.0001*** (Monte Carlo estimation of Fisher's Exact test was used since some frequency cells are sparsely populated)			
Table of Readiness by Environment								
Readiness score (categorized)	Environment (categorized)			Total				
Frequency Cell Chi-Square Row Pct	below average	average	above average					
- teacher leadership	0 0.0714 0.00	2 0.5084 28.57	5 0.0893 71.43	7				
+ teacher leadership	1 0.0025 0.97	25 2.8474 24.27	77 0.5964 74.76	103				
++ teacher leadership	1 0.0171 1.16	7 4.2029 8.14	78 0.8657 90.70	86				
<b>Total</b>	2	34	160	196				
<b>Frequency Missing = 87</b>					<b>Significance legend</b>			
Exact probability (Chi-square statistic = 9.020) < 0.092? (Monte Carlo estimation of Fisher's Exact test was used since some frequency cells are sparsely populated)					***: significant on 0.1% level of significance ** : significant on 1% level of significance * : significant on 5% level of significance ? : significant on 10% level of significance			

Table 5.19 Two-way frequency table between categorized readiness for teacher leadership scores and seven sets of categorized healthy school culture dimension scores

Summary results of analysis of variance table conducted on raw readiness scores and each of seven sets of raw healthy school culture scores						
1. Development Focus included in Readiness model						
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	R-sq
Model	1	1514.42691	1514.42691	23.35	<.0001***	0.11
Error	194	12580	64.84600			
Corrected Total	195	14095				
Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	16.76466	3.43548	4.88	<.0001***
Development		1	3.94881	0.81712	4.83	<.0001***
2. Recognition included in Readiness model						
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	R-sq
Model	1	1966.45119	1966.45119	31.46	<.0001***	0.14
Error	194	12128	62.51598			
Corrected Total	195	14095				
Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	14.02567	3.45329	4.06	<.0001***
Recognition		1	4.67787	0.83407	5.61	<.0001***

3. Autonomy included in Readiness model						
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	R-sq
Model	1	1885.63098	1885.63098	29.96	<.0001***	0.14
Error	194	12209	62.93258			
Corrected Total	195	14095				
Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	11.93226	3.91428	3.05	0.0026**
Autonomy		1	5.14722	0.94033	5.47	<.0001***
4. Collegiality included in Readiness model						
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	R-sq
Model	1	2135.71993	2135.71993	34.65	<.0001***	0.15
Error	194	11959	61.64346			
Corrected Total	195	14095				
Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	13.96622	3.30415	4.23	<.0001***
Collegiality		1	4.82679	0.82003	5.89	<.0001***
5. Participation included in Readiness model						
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	R-sq
Model	1	1691.62850	1691.62850	26.46	<.0001***	0.12
Error	194	12403	63.93259			
Corrected Total	195	14095				
Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	18.19567	2.95947	6.15	<.0001***
perception		1	4.03099	0.78365	5.14	<.0001***

6. Open Communication included in Readiness model						
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	R-sq
Model	1	2072.73297	2072.73297	33.45	<.0001***	0.14
Error	194	12022	61.96813			
Corrected Total	195	14095				
Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	14.78043	3.22266	4.59	<.0001***
Communication		1	4.71080	0.81453	5.78	<.0001***
7. Positive Environment included in Readiness model						
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F	R-sq
Model	1	1370.34414	1370.34414	20.89	<.0001***	0.10
Error	194	12724	65.58870			
Corrected Total	195	14095				
Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	15.13295	3.98017	3.80	0.0002***
Environment		1	4.41150	0.96513	4.57	<.0001

Table 5.20 Linear regression between raw readiness score and seven sets of healthy school culture dimension scores

## **APPENDIX E**

### **RAW DATA**

**1: Educators (Member of School Management Team, Veteran, Middle and Novice)**

**2: Educators (Principal)**

**3: Educators (District Official)**

ESK:P2: ONDERWYSERLEIERSKAP (Opvoeders)

1. Onderwys is net so belangrik as enige ander profesie						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respon	4.6% (9)	5.1% (10)	0.5% (1)	10.2% (20)	<b>79.6% (156)</b>	196
<i>answered question</i>						196
<i>skipped question</i>						0

2. Deel daarvan om 'n opvoeder te wees, is om die opvoedkundige idees van ander opvoeders, bestuurders, ouers en gemeenskapsleiers te beïnvloed						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respon	1.5% (3)	5.6% (11)	5.1% (10)	<b>53.6% (105)</b>	34.2% (67)	196
<i>answered question</i>						196
<i>skipped question</i>						0

3. Opvoeders behoort erkenning te kry vir pogings tot nuwe onderrigstrategie hetsy met of sonder sukses						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respon	2.0% (4)	8.7% (17)	9.2% (18)	<b>46.4% (91)</b>	33.7% (66)	196
<i>answered question</i>						196
<i>skipped question</i>						0

4. Opvoeders behoort aktief deel te neem aan opvoedkundige beleidmaking						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.0% (0)	2.0% (4)	36.2% (71)	61.7% (121)	196
<i>answered question</i>						196
<i>skipped question</i>						0

5. Goeie onderrig behels waarneming en voorsiening van terugvoer aan mede-opvoeders						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	1.0% (2)	1.5% (3)	4.1% (8)	52.0% (102)	41.3% (81)	196
<i>answered question</i>						196
<i>skipped question</i>						0

6. Distriksamptenare is 'n potensiele bron van fasiliterende ondersteuning vir opvoeders						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	2.6% (5)	5.1% (10)	11.2% (22)	53.6% (105)	27.6% (54)	196
<i>answered question</i>						196
<i>skipped question</i>						0

7. Opvoeders is verantwoordelik vir die bevordering van 'n skoolwye benadering tot onderrig, leer en assesering						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	3.1% (6)	2.0% (4)	42.9% (84)	52.0% (102)	196
<i>answered question</i>						196
<i>skipped question</i>						0

8. Opvoeders kan voortgaan met klaskameronderrig en terselfdertyd skoolleiers wees						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	1.5% (3)	9.7% (19)	5.1% (10)	52.6% (103)	31.1% (61)	196
<i>answered question</i>						196
<i>skipped question</i>						0

9. Opvoeders behoort tyd in te ruim om behulpsaam te wees met die beplanning van skoolwye professionele ontwikkelingsaktiwiteite						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	1.5% (3)	10.2% (20)	13.3% (26)	42.9% (84)	32.1% (63)	196
<i>answered question</i>						196
<i>skipped question</i>						0

10. Opvoeders behoort te weet hoe organisasies werk en behoort effektief te wees om dinge gedoen te kry in organisasies						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	1.5% (3)	5.6% (11)	9.7% (19)	52.6% (103)	30.6% (60)	196
<i>answered question</i>						196
<i>skipped question</i>						0

11. Om aan nuwe opvoeders leiding te gee, is deel van die professionele verantwoordelikheid van 'n opvoeder						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	2.6% (5)	1.0% (2)	40.3% (79)	56.1% (110)	196
<i>answered question</i>						196
<i>skipped question</i>						0

12. 'n Aktiewe rol in besluitneming oor onderrigmateriaal, toekenning van leerhulpbronne en leerdertake, is een van die verantwoordelikhede van 'n opvoeder

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.5% (1)	1.5% (3)	46.4% (91)	51.5% (101)	196
<i>answered question</i>						196
<i>skipped question</i>						0

13. 'n Opvoedkundige leier behoort optimisme aan leerders, kollegas en ouers oor te dra

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	1.5% (3)	1.0% (2)	39.3% (77)	58.2% (114)	196
<i>answered question</i>						196
<i>skipped question</i>						0

14. Onderwys beteken om op te staan vir alle leerders, insluitende diegene wat gemarginaliseer en minderbevoorreg is

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.5% (1)	0.5% (1)	1.0% (2)	28.1% (55)	69.9% (137)	196
<i>answered question</i>						196
<i>skipped question</i>						0

**15. Opvoeders beskik oor kennis en vaardighede wat mede-opvoeders kan help om suksesvol te wees met leerders en dit behoort ingesluit te word in professionele ontwikkelingspogings**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.0% (0)	2.0% (4)	<b>53.1% (104)</b>	44.9% (88)	196
<i>answered question</i>						<b>196</b>
<i>skipped question</i>						<b>0</b>

**16. Skole benodig nie onderwyserleierskap nie VS Skole benodig leierskap van onderwysers**

	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	2.0% (4)	4.1% (8)	13.8% (27)	37.8% (74)	<b>42.3% (83)</b>	4.14	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

**17. Onderwyserleierskap is onderskeidend VS Onderwyserleierskap is soos ander vorms van leierskap**

	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	14.8% (29)	<b>33.7% (66)</b>	15.8% (31)	26.5% (52)	9.2% (18)	2.82	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

18. Onderrig, leer en assessering is die fokus van onderwyserleierskap VS Organisasionele aspekte is die fokus van onderwyserleierskap

	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	23.0% (45)	<b>28.6%</b> <b>(56)</b>	13.3% (26)	26.0% (51)	9.2% (18)	2.70	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

19. Onderwyserleierskap is langdurend en volhoubaar VS Onderwyserleierskap is kortstondig en omgewingsensitief

	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	35.7% (70)	<b>41.8%</b> <b>(82)</b>	10.7% (21)	9.2% (18)	2.6% (5)	2.01	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

20. Onderwyserleiers is identifiseerbaar deur wetenskaplike en persoonlikheidsanalise VS Onderwyserleiers kan onoverwags na vore tree

	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	7.1% (14)	22.4% (44)	15.3% (30)	<b>42.3%</b> <b>(83)</b>	12.8% (25)	3.31	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

21. Alle opvoeders is potensiele leiers VS Sommige opvoeders is potensiele leiers							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	18.9% (37)	25.0% (49)	6.6% (13)	<b>39.3%</b> <b>(77)</b>	10.2% (20)	2.97	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

22. Onderwyserleierskap kan ontwikkel word VS Onderwyserleierskap is inherent							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	25.0% (49)	<b>43.4%</b> <b>(85)</b>	8.2% (16)	17.9% (35)	5.6% (11)	2.36	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

23. Onderwyserleiers het opvoedkundige geloofwaardigheid VS Onderwyserleiers benodig nie opvoedkundige geloofwaardigheid nie							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	32.7% (64)	<b>41.8%</b> <b>(82)</b>	12.2% (24)	9.7% (19)	3.6% (7)	2.10	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

24. Onderwyserleiers werk as individuele professionele persone VS Onderwyserleiers werk in groepsverband							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	4.6% (9)	9.7% (19)	13.8% (27)	<b>46.4%</b> <b>(91)</b>	25.5% (50)	3.79	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

25. Onderwyserleiers is gewild onder kollegas VS Onderwyserleiers word deur kollegas as problematies beskou							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	8.7% (17)	32.7% (64)	<b>35.2% (69)</b>	19.9% (39)	3.6% (7)	2.77	196
	<i>answered question</i>						196
	<i>skipped question</i>						0

26. "Ons is kampioene."							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	4.6% (9)	14.8% (29)	27.6% (54)	<b>37.8% (74)</b>	15.3% (30)	3.44	196
	<i>answered question</i>						196
	<i>skipped question</i>						0

27. "Ons is 'n familie."							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	2.0% (4)	4.1% (8)	21.4% (42)	<b>42.9% (84)</b>	29.6% (58)	3.94	196
	<i>answered question</i>						196
	<i>skipped question</i>						0

28. "Keep the scoundrels honest." (Hou die skobbejakke eerlik.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	<b>28.6% (56)</b>	18.4% (36)	25.0% (49)	15.3% (30)	12.8% (25)	2.65	196
	<i>answered question</i>						196
	<i>skipped question</i>						0

29. "The buck stops here." (Aanvaar eie verantwoordelikheid.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	4.1% (8)	5.6% (11)	18.4% (36)	35.2% (69)	<b>36.7% (72)</b>	3.95	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

30. "Climb every mountain." (Aanvaar elke uitdaging.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	1.5% (3)	2.6% (5)	12.8% (25)	<b>42.3% (83)</b>	40.8% (80)	4.18	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

31. "We're all in this together." (Ons is gesamentlik verantwoordelik.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	1.0% (2)	0.5% (1)	12.8% (25)	40.8% (80)	<b>44.9% (88)</b>	4.28	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

32. "I'm a committed activist." (Ek is toegewyd tot verandering.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	5.1% (10)	8.2% (16)	24.5% (48)	30.6% (60)	<b>31.6% (62)</b>	3.76	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

33. "If you can't beat them in the alleys, you can't beat them on the playing field."							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	19.9% (39)	15.3% (30)	<b>31.1% (61)</b>	21.4% (42)	12.2% (24)	2.91	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

34. "Dream the impossible dream."							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	3.6% (7)	7.1% (14)	20.9% (41)	32.7% (64)	<b>35.7% (70)</b>	3.90	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

35. "A champion team will beat a team of champions." ('n Goeie span sal 'n span kampioene wen.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	3.1% (6)	6.6% (13)	20.4% (40)	<b>38.3% (75)</b>	31.6% (62)	3.89	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

36. "Against all odds." (Ten spyte van enige struikelblokke.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	1.5% (3)	7.7% (15)	17.3% (34)	<b>50.0% (98)</b>	23.5% (46)	3.86	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

37. "Results are all that count."							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	14.8% (29)	15.3% (30)	<b>32.1%</b> <b>(63)</b>	22.4% (44)	15.3% (30)	3.08	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

38. "Ek is net 'n onderwyser" ingesteldheid							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	18.4% (36)	12.2% (24)	<b>32.7%</b> <b>(64)</b>	30.1% (59)	6.6% (13)	2.94	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

39. Gebrek aan selfvertroue							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	20.4% (40)	17.3% (34)	<b>32.7%</b> <b>(64)</b>	21.4% (42)	8.2% (16)	2.80	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

40. Gebrekkige begrip van die konsep							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	13.8% (27)	26.0% (51)	<b>34.2%</b> <b>(67)</b>	19.9% (39)	6.1% (12)	2.79	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

41. "Ek wil net klasgee" ingesteldheid							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	16.3% (32)	16.3% (32)	25.0% (49)	<b>35.2%</b> <b>(69)</b>	7.1% (14)	3.01	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

42. Geen tyd vir ontwikkeling nie							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	23.5% (46)	20.9% (41)	20.9% (41)	<b>24.0%</b> <b>(47)</b>	10.7% (21)	2.78	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

43. 'n Sisteem wat net van prinsipale verwag om leiers te wees							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	<b>27.0%</b> <b>(53)</b>	19.9% (39)	18.4% (36)	24.5% (48)	10.2% (20)	2.71	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

44. 'n Moontlike aanmoediging vir moeilikheidmakers							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	<b>29.1%</b> <b>(57)</b>	16.3% (32)	28.6% (56)	20.9% (41)	5.1% (10)	2.57	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

45. Geloof dat ... "too many cooks spoil the broth"							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	16.3% (32)	16.8% (33)	<b>42.3%</b> <b>(83)</b>	20.9% (41)	3.6% (7)	2.79	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

46. Geen belonings vir ekstra pogings							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	18.9% (37)	16.8% (33)	23.0% (45)	<b>34.7%</b> <b>(68)</b>	6.6% (13)	2.93	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

47. Blootgestel aan mishandeling deur manipuleerders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	<b>25.5%</b> <b>(50)</b>	21.9% (43)	<b>25.5%</b> <b>(50)</b>	19.9% (39)	7.1% (14)	2.61	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

48. Vorige mislukkings met leier-opvoeders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	20.4% (40)	26.5% (52)	<b>31.1%</b> <b>(61)</b>	20.9% (41)	1.0% (2)	2.56	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

49. Taal wat opvoeders as ondergeskiktes versterk ("base" and "personeel")							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	21.4% (42)	26.0% (51)	<b>31.1%</b> <b>(61)</b>	16.3% (32)	5.1% (10)	2.58	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

50. Onderwyserleierskap nie onderrig tydens opleiding nie							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	14.8% (29)	25.5% (50)	<b>35.7%</b> <b>(70)</b>	20.9% (41)	3.1% (6)	2.72	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

51. Groepdruk							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	18.9% (37)	25.5% (50)	<b>32.1%</b> <b>(63)</b>	19.4% (38)	4.1% (8)	2.64	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

52. Gebrek aan ondersteuning van prinsipaal							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	<b>33.7%</b> <b>(66)</b>	23.5% (46)	19.9% (39)	15.8% (31)	7.1% (14)	2.39	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

53. Ten einde in elke leerder se behoeftes te voorsien, selekteer ek vanuit verskeie onderrigstrategiee

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	1.5% (3)	3.6% (7)	<b>50.5% (99)</b>	44.4% (87)	4.38	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

54. Individuele opvoeders kan 'n invloed uitoefen oor hoe ander opvoeders dink oor, beplan vir en hul werk doen met leerders

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	1.0% (2)	4.1% (8)	4.1% (8)	<b>61.2% (120)</b>	29.6% (58)	4.14	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

55. Opvoeders behoort erkenning te kry vir hul innovering in die klaskamer ongeag of hul suksesvol is of misluk

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	3.1% (6)	11.7% (23)	8.7% (17)	<b>43.9% (86)</b>	32.7% (64)	3.91	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

56. Opvoeders behoort te besluit oor die beste metodes om opvoedkundige doelwitte te bereik wat deur beleidmakers daargestel is (bv. skoolbeheerliggame, skoolbestuurspanne, staatsdepartemente)

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	1.0% (2)	2.6% (5)	1.5% (3)	<b>56.6% (111)</b>	38.3% (75)	4.29	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

57. Ek is gewillig om waar te neem en terugvoer te voorsien aan mede-opvoeders

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.5% (1)	1.5% (3)	4.6% (9)	<b>57.7% (113)</b>	35.7% (70)	4.27	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

58. Ek sal graag tyd wil spandeer om my waardes en oortuigings oor onderwys/onderrig met my kollegas te bespreek

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.5% (1)	6.1% (12)	12.8% (25)	<b>56.1% (110)</b>	24.5% (48)	3.98	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

59. Dit is belangrik om deur die bestuurders en ander opvoeders by my skool respekteer te word							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	1.5% (3)	35.7% (70)	<b>62.8% (123)</b>	4.61	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

60. Ek sal gewillig wees om 'n kollega te help wat probleme ondervind met sy/haar onderrig							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	41.3% (81)	<b>58.7% (115)</b>	4.59	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

61. Ek kan die standpunt van my kollegas, ouers en leerders insien							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	3.1% (6)	<b>65.3% (128)</b>	31.6% (62)	4.29	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

62. Ek sal my tyd gee om behulpsaam te wees met die seleksie van nuwe opvoeders vir die skool							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.5% (1)	4.1% (8)	9.7% (19)	<b>59.7% (117)</b>	26.0% (51)	4.07	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

63. Ek is 'n fasiliteerder van die werk van leerders in my klaskamer							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respon	0.5% (1)	5.1% (10)	2.6% (5)	<b>50.0% (98)</b>	41.8% (82)	4.28	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

64. Opvoeders wat saamwerk is in staat om praktyk in hul skole te beïnvloed							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respon	0.0% (0)	0.0% (0)	0.5% (1)	45.9% (90)	<b>53.6% (105)</b>	4.53	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

65. Ek kan voortgaan om as 'n klasopvoeder te dien terwyl ek dien as 'n leier in my skool							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respon	1.0% (2)	3.6% (7)	6.6% (13)	<b>47.4% (93)</b>	41.3% (81)	4.24	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

66. Samewerking met my kollegas is belangriker as om met hul te kompeteer							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respon	0.0% (0)	0.0% (0)	0.5% (1)	28.6% (56)	<b>70.9% (139)</b>	4.70	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

67. Ek is gemaklik om met ouers te werk en ek ken my skoolgemeenskap baie goed							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	4.1% (8)	5.6% (11)	<b>52.6% (103)</b>	37.8% (74)	4.24	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

68. My werk dra by tot die algehele sukses van ons skoolprogram							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	1.5% (3)	<b>53.1% (104)</b>	45.4% (89)	4.44	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

69. Om nuwe opvoeders te begelei, is deel van my verantwoordelikheid as professionele opvoeder							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	1.0% (2)	4.6% (9)	<b>50.0% (98)</b>	44.4% (87)	4.38	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

70. Skool- en universiteitsdepartemente kan beide baat deur saam te werk							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	5.1% (10)	<b>47.4% (93)</b>	<b>47.4% (93)</b>	4.42	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

71. Ek sal bereid wees om tyd af te staan om deel te neem aan besluite rakende sake soos toekenning van bronne, professionele ontwikkeling of leerdertake							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	3.6% (7)	7.7% (15)	<b>51.0% (100)</b>	37.8% (74)	4.23	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

72. Ek waardeer tyd spandeer om saam met kollegas te werk aan kurrikulum en onderrigsake							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	2.0% (4)	7.1% (14)	<b>58.7% (115)</b>	32.1% (63)	4.21	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

73. Ek werk effektief saam met bykans al my kollegas							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.5% (1)	1.0% (2)	6.6% (13)	<b>57.1% (112)</b>	34.7% (68)	4.24	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

74. Ek het 'n verantwoordelikheid om al die leerders in my skool te help om suksesvol te wees							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	2.0% (4)	1.0% (2)	39.3% (77)	<b>57.7% (113)</b>	4.53	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

75. Ek erken en waardeer standpunte wat van myne verskil							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	2.6% (5)	<b>58.7% (115)</b>	38.8% (76)	4.36	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

76. Ek werk effektief met bykans al my leerders							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	1.0% (2)	4.1% (8)	2.6% (5)	<b>58.2% (114)</b>	34.2% (67)	4.20	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

77. Ek wil in 'n omgewing werk waar ek erken en waardeer word as 'n professionele persoon							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	1.5% (3)	1.5% (3)	31.6% (62)	<b>65.3% (128)</b>	4.61	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

78. Bestuurders en opvoeders by my skool probeer hard om nuwe opvoeders te help om suksesvol te wees							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	3.1% (6)	14.3% (28)	34.2% (67)	<b>48.0% (94)</b>	4.26	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

79. Opvoeders by my skool word voorsien van bystand, voorligting en afrigting indien nodig							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	4.1% (8)	15.3% (30)	37.8% (74)	<b>42.3% (83)</b>	4.17	196
<i>answered question</i>							196
<i>skipped question</i>							0

80. Bestuurders by my skool ondersteun die professionele ontwikkeling van departemente en personeel op 'n aktiewe wyse							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	1.5% (3)	13.3% (26)	41.8% (82)	<b>43.4% (85)</b>	4.27	196
<i>answered question</i>							196
<i>skipped question</i>							0

81. Ons bekom nuwe kennis en vaardighede deur personeelontwikkeling en professionele leeswerk							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	1.0% (2)	3.6% (7)	17.9% (35)	<b>43.4% (85)</b>	34.2% (67)	4.06	196
<i>answered question</i>							196
<i>skipped question</i>							0

82. Ons deel nuwe idees en strategiee wat ons bekom het met mekaar							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	2.0% (4)	4.1% (8)	20.4% (40)	31.6% (62)	<b>41.8% (82)</b>	4.07	196
<i>answered question</i>							196
<i>skipped question</i>							0

83. Opvoeders by my skool is ondersteunend van mekaar - persoonlik en professioneel							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	1.0% (2)	5.1% (10)	19.9% (39)	33.2% (65)	<b>40.8% (80)</b>	4.08	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

84. Opvoeders by my skool is betrokke by die verkryging van nuwe kennis en vaardighede							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	2.0% (4)	19.4% (38)	<b>42.9% (84)</b>	35.2% (69)	4.10	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

85. Die bestuurders by my skool het vertroue in my							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	1.0% (2)	11.7% (23)	39.8% (78)	<b>46.9% (92)</b>	4.32	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

86. My professionele vaardighede en bekwaamheid word erken deur die bestuurders by my skool							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	3.6% (7)	15.3% (30)	38.3% (75)	<b>42.3% (83)</b>	4.18	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

87. Ander opvoeders erken my professionele vaardighede en bekwaamheid							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	1.0% (2)	23.0% (45)	<b>45.9% (90)</b>	29.6% (58)	4.03	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

88. Dit is duidelik dat verskeie van die opvoeders by my skool leierskaprolle kan vervul							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	2.6% (5)	15.3% (30)	<b>51.5% (101)</b>	30.1% (59)	4.08	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

89. Die idees en opinies van opvoeders word waardeer en respekteer by my skool							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	3.1% (6)	21.4% (42)	37.2% (73)	<b>37.8% (74)</b>	4.09	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

90. By my skool vier ons mekaar se suksesse							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	2.6% (5)	7.1% (14)	20.9% (41)	30.6% (60)	<b>38.8% (76)</b>	3.96	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

91. Baie van die departemente en personeel by my skool word erken vir hul werk							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	1.5% (3)	6.1% (12)	20.4% (40)	<b>41.3% (81)</b>	30.6% (60)	3.93	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

92. In my rol as opvoeder is ek vry om oordele te fel oor wat die beste is vir my leerders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	3.6% (7)	10.2% (20)	42.3% (83)	<b>43.4% (85)</b>	4.24	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

93. By my skool het ek die vryheid om keuses te maak oor die gebruik van tyd en bronne							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	6.6% (13)	20.4% (40)	<b>36.2% (71)</b>	<b>36.2% (71)</b>	4.01	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

94. Ek weet dat ons die reëls sal buig indien dit nodig is om kinders te help leer							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	2.6% (5)	4.6% (9)	20.4% (40)	<b>38.8% (76)</b>	33.7% (66)	3.96	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

95. Opvoeders wod aangemoedig om initiatief te neem om verbeterings te maak vir leerders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	1.0% (2)	7.7% (15)	36.7% (72)	<b>54.6% (107)</b>	4.45	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

96. Ek kan 'n bydrae lewer in die ontwikkeling van 'n visie vir my skool en die skool se toekoms							
	Never	Rarely	Sometimes	Often	Always	Rating Average	Response Count
Respons	1.0% (2)	5.1% (10)	13.8% (27)	35.7% (70)	<b>44.4% (87)</b>	4.17	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

97. By my skool kan opvoeders innoverend wees sou dit hul keuse wees							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	2.0% (4)	18.4% (36)	<b>44.4% (87)</b>	34.7% (68)	4.11	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

98. Bestuurders en ander opvoeders ondersteun my in die maak van veranderinge aan my onderrigstrategiee							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	1.0% (2)	7.1% (14)	19.4% (38)	<b>47.4% (93)</b>	25.0% (49)	3.88	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

99. Opvoeders by my skool bespreek strategiee en deel materiaal							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	5.1% (10)	18.4% (36)	36.7% (72)	<b>39.3% (77)</b>	4.09	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

100. Opvoeders by my skool beïnvloed mekaar se onderrig							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	2.0% (4)	7.1% (14)	26.0% (51)	<b>46.4% (91)</b>	18.4% (36)	3.72	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

101. Opvoeders by my skool neem mekaar se werk met leerders waar							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	1.5% (3)	10.2% (20)	26.5% (52)	<b>39.3% (77)</b>	22.4% (44)	3.71	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

102. Ek praat met ander opvoeders by my skool oor my onderrig en die kurrikulum							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	3.1% (6)	16.8% (33)	<b>43.9% (86)</b>	35.7% (70)	4.11	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

103. Opvoeders en bestuurders werk saam ten einde leerders se akademiese en gedragsprobleme op te los							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	3.6% (7)	10.7% (21)	33.7% (66)	<b>51.5% (101)</b>	4.32	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

104. Ander opvoeders by my skool het my gehelp om kreatiewe maniere te vind om uitdagings in my klas te hanteer							
	Never	Rarely	Sometimes	Often	Always	Rating Average	Response Count
Respons	2.0% (4)	7.7% (15)	23.5% (46)	<b>43.9% (86)</b>	23.0% (45)	3.78	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

105. Gesprekke onder professionele persone by my skool is gefokus op leerders							
	Never	Rarely	Sometimes	Often	Always	Rating Average	Response Count
Respons	0.5% (1)	2.0% (4)	19.4% (38)	<b>46.9% (92)</b>	31.1% (61)	4.06	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

106. Opvoeders lewer 'n bydrae tot besluite oor skoolveranderinge							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	6.6% (13)	23.0% (45)	<b>45.9% (90)</b>	24.0% (47)	3.86	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

107. Opvoeders het insae in wat en hoe dinge gedoen word							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	7.1% (14)	20.9% (41)	<b>43.9% (86)</b>	27.6% (54)	3.91	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

108. Opvoeders en bestuurders deel besluite oor hoe tyd gebruik word en hoe die skool georganiseer word							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	5.6% (11)	23.0% (45)	<b>44.9% (88)</b>	26.5% (52)	3.92	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

109. Opvoeders en bestuurders by my skool verstaan en gebruik die konsensusproses							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	5.1% (10)	26.0% (51)	<b>42.9% (84)</b>	25.5% (50)	3.88	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

110. Opvoeders neem deel aan die sifting en seleksie van nuwe personeel by my skool							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	17.3% (34)	21.4% (42)	21.4% (42)	<b>24.5% (48)</b>	15.3% (30)	2.99	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

111. By my skool word my opinies en idees deur bestuurders gevra							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	3.1% (6)	12.2% (24)	<b>35.2% (69)</b>	32.7% (64)	16.8% (33)	3.48	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

112. Ons poog om konsensus te bereik voordat belangrike besluite geneem word							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	1.5% (3)	7.1% (14)	22.4% (44)	<b>37.8% (74)</b>	31.1% (61)	3.90	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

113. Omdat opvoeders en bestuurders gedagtes oor ons werk deel, bly ek bewus van wat gebeur							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	6.6% (13)	16.3% (32)	<b>42.9% (84)</b>	33.7% (66)	4.03	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

114. By my skool praat almal vrylik en openlik oor hul gevoelens en opinies							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	2.0% (4)	13.3% (26)	25.5% (50)	<b>35.2% (69)</b>	24.0% (47)	3.66	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

115. Personeel by my skool deel hul gevoelens en bekommernisse op produktiewe maniere							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	11.2% (22)	30.6% (60)	<b>37.2% (73)</b>	20.4% (40)	3.66	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

116. Opvoeders by my skool bespreek en help mekaar om probleme op te los							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	3.1% (6)	20.4% (40)	<b>49.5% (97)</b>	26.5% (52)	3.98	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

117. Personeel praat oor maniere om leerders en hul families beter te dien							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	5.1% (10)	20.4% (40)	<b>48.5% (95)</b>	25.5% (50)	3.93	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

118. Wanneer dinge by ons skool verkeerd gaan, poog ons om nie te blameer nie, maar praat oor maniere om volgende keer beter te doen							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	1.5% (3)	5.6% (11)	16.8% (33)	<b>50.0% (98)</b>	26.0% (51)	3.93	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

119. Departementele vergadertyd word gebruik vir bespeking en probleemoplossing							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	2.6% (5)	1.5% (3)	17.3% (34)	<b>42.9% (84)</b>	35.7% (70)	4.08	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

120. Opvoeders word as professionele persone behandel by my skool							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.5% (1)	0.5% (1)	14.3% (28)	32.1% (63)	<b>52.6% (103)</b>	4.36	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

121. Opvoeders by my skool sien uit daarna om elke dag werk toe te kom							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	2.0% (4)	25.0% (49)	<b>44.4% (87)</b>	28.6% (56)	3.99	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

122. Daar is algemene tevredenheid met die werksomgewing onder opvoeders by my skool							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	1.0% (2)	2.6% (5)	26.5% (52)	<b>44.4% (87)</b>	25.5% (50)	3.91	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

123. Opvoeders en bestuurders by my skool werk in vennootskap met mekaar							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	4.6% (9)	18.4% (36)	<b>46.4% (91)</b>	30.6% (60)	4.03	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

124. Opvoeders by my skool word respekteer deur ouers, leerders en bestuurders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	3.6% (7)	24.0% (47)	<b>50.5% (99)</b>	21.9% (43)	3.91	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

125. Die prinsipaal, departemente en personeel by my skool werk as 'n span saam							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	2.0% (4)	18.4% (36)	38.8% (76)	<b>40.8% (80)</b>	4.18	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

126. Ons voel positief oor die manier waarop ons reageer op die behoeftes van ons leerders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	1.0% (2)	17.3% (34)	<b>44.4% (87)</b>	37.2% (73)	4.18	196
<i>answered question</i>							<b>196</b>
<i>skipped question</i>							<b>0</b>

127. Area 1: Persoonlike Assessering ("Wie is ek?")							
	Stem beslis saam	Stem saam	Onseker	Verskil	Verskil ten sterkste	Rating Average	Response Count
Respons	21.9% (43)	<b>53.6%</b> <b>(105)</b>	11.7% (23)	10.7% (21)	2.0% (4)	2.17	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

128. Area 2: Skoolverandering ("Waar is ek?")							
	Stem beslis saam	Stem saam	Onseker	Verskil	Verskil ten sterkste	Rating Average	Response Count
Respons	18.9% (37)	<b>62.8%</b> <b>(123)</b>	11.7% (23)	4.6% (9)	2.0% (4)	2.08	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

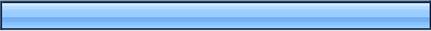
129. Area 3: Beïnvloedingstrategie ("Wie lei ek?")							
	Stem beslis saam	Stem saam	Onseker	Verskil	Verskil ten sterkste	Rating Average	Response Count
Respons	21.9% (43)	<b>60.2%</b> <b>(118)</b>	13.8% (27)	3.1% (6)	1.0% (2)	2.01	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

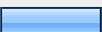
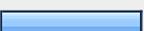
130. Area 4: Plan van Aksie ("Wat kan ek doen?")							
	Stem beslis saam	Stem saam	Onseker	Verskil	Verskil ten sterkste	Rating Average	Response Count
Respons	31.6% (62)	<b>55.1%</b> <b>(108)</b>	10.2% (20)	2.0% (4)	1.0% (2)	1.86	196
	<i>answered question</i>						<b>196</b>
	<i>skipped question</i>						<b>0</b>

131. Respondent se (onderrig-) status			Response Percent	Response Count
Opvoeder: Beginner (0 - 3 jaar)			13.3%	26
Opvoeder: Middel (4 - 9 jaar)			14.8%	29
<b>Opvoeder: Veteraan (10+ jaar)</b>			<b>45.4%</b>	<b>89</b>
Lid van Skoolbestuurspan (SBS)			26.5%	52
Prinsipaal			0.0%	0
Distriksamptenaar			0.0%	0
<i>answered question</i>				<b>196</b>
<i>skipped question</i>				<b>0</b>

132. Geslag			Response Percent	Response Count
Manlik			39.8%	78
<b>Vroulik</b>			<b>60.2%</b>	<b>118</b>
<i>answered question</i>				<b>196</b>
<i>skipped question</i>				<b>0</b>

133. Taalvoorkeur (voltooiing van vraelys)			Response Percent	Response Count
English			15.3%	30
<b>Afrikaans</b>			<b>84.7%</b>	<b>166</b>
<i>answered question</i>				<b>196</b>
<i>skipped question</i>				<b>0</b>

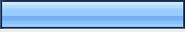
134. Skool			Response Percent	Response Count
Primer			69.4%	136
Sekonder			26.0%	51
Spesiale			4.6%	9
Nie toepaslik (distriksamptenaar)			0.0%	0
<b>answered question</b>				<b>196</b>
<b>skipped question</b>				<b>0</b>

135. Aantal leerders in skool			Response Percent	Response Count
- 100			0.5%	1
101 - 200			2.6%	5
201 - 350			15.3%	30
351 - 500			15.8%	31
501 - 750			22.4%	44
751 - 999			22.4%	44
+1000			20.9%	41
Nie toepaslik (distriksamptenaar)			0.0%	0
<b>answered question</b>				<b>196</b>
<b>skipped question</b>				<b>0</b>

136. Aantal opvoeders in skool			
		Response Percent	Response Count
0 - 10		6.1%	12
11 - 20		39.3%	77
21 - 50		54.6%	107
Nie toepaslik (distriksamptenaar)		0.0%	0
<b>answered question</b>			<b>196</b>
<b>skipped question</b>			<b>0</b>

137. Ekspert / voorkeur vakdisipline			
		Response Percent	Response Count
TGK		31.6%	62
WWG		17.3%	34
NW		7.7%	15
SW		9.7%	19
LW		1.5%	3
EBW		4.6%	9
KK		3.1%	6
LO		5.1%	10
Teg		2.6%	5
Ander, spesifiseer		16.8%	33
Ander (spesifiseer asseblief)			98
<b>answered question</b>			<b>196</b>
<b>skipped question</b>			<b>0</b>

**138. Hoogste kwalifikasie**

		Response Percent	Response Count
Diploma		54.6%	107
Graad (BA, BSc, BComm, BEd, ander)		29.1%	57
Honneurs Graad (BA Hons., BEd Hons., ander)		14.3%	28
Meesters Graad (MA, MEd, ander)		1.0%	2
Doktoraal (PhD, DEd, ander)		0.0%	0
Ander, spesifiseer		1.0%	2
	Ander (spesifiseer asseblief)		11
<b>answered question</b>			<b>196</b>
<b>skipped question</b>			<b>0</b>

ESK:P1 - ONDERWYSERLEIERSKAP (Prinsipaal) Aanlyn

1. Onderwys is net so belangrik as enige ander profesie						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	4.9% (3)	0.0% (0)	9.8% (6)	<b>85.2% (52)</b>	61
<i>answered question</i>						<b>61</b>
<i>skipped question</i>						<b>0</b>

2. Deel daarvan om 'n opvoeder te wees, is om die opvoedkundige idees van ander opvoeders, bestuurders, ouers en gemeenskapsleiers te beïnvloed						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	1.6% (1)	6.6% (4)	1.6% (1)	41.0% (25)	<b>49.2% (30)</b>	61
<i>answered question</i>						<b>61</b>
<i>skipped question</i>						<b>0</b>

3. Opvoeders behoort erkenning te kry vir pogings tot nuwe onderrigstrategiee hetsy met of sonder sukses						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	6.6% (4)	4.9% (3)	<b>50.8% (31)</b>	37.7% (23)	61
<i>answered question</i>						<b>61</b>
<i>skipped question</i>						<b>0</b>

4. Opvoeders behoort aktief deel te neem aan opvoedkundige beleidmaking						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	24.6% (15)	<b>75.4% (46)</b>	61
<i>answered question</i>						<b>61</b>
<i>skipped question</i>						<b>0</b>

5. Goeie onderrig behels waarneming en voorsiening van terugvoer aan mede-opvoeders						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	1.6% (1)	3.3% (2)	0.0% (0)	45.9% (28)	<b>49.2% (30)</b>	61
<i>answered question</i>						<b>61</b>
<i>skipped question</i>						<b>0</b>

6. Distriksamptenare is 'n potensiele bron van fasiliterende ondersteuning vir opvoeders						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	4.9% (3)	8.2% (5)	1.6% (1)	<b>55.7% (34)</b>	29.5% (18)	61
<i>answered question</i>						<b>61</b>
<i>skipped question</i>						<b>0</b>

7. Opvoeders is verantwoordelik vir die bevordering van n skoolwye benadering tot onderrig, leer en assesering						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	1.6% (1)	0.0% (0)	44.3% (27)	<b>54.1% (33)</b>	61
<i>answered question</i>						<b>61</b>
<i>skipped question</i>						<b>0</b>

8. Opvoeders kan voortgaan met klaskameronderrig en terselfdertyd skoolleiers wees						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	4.9% (3)	18.0% (11)	1.6% (1)	<b>50.8% (31)</b>	24.6% (15)	61
<i>answered question</i>						<b>61</b>
<i>skipped question</i>						<b>0</b>

**9. Opvoeders behoort tyd in te ruim om behulpsaam te wees met die beplanning van skoolwye professionele ontwikkelingsaktiwiteite**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	1.6% (1)	6.6% (4)	1.6% (1)	<b>72.1% (44)</b>	18.0% (11)	61
	<i>answered question</i>					<b>61</b>
	<i>skipped question</i>					<b>0</b>

**10. Opvoeders behoort te weet hoe organisasies werk en behoort effektief te wees om dinge gedoen te kry in organisasies**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	1.6% (1)	6.6% (4)	3.3% (2)	<b>60.7% (37)</b>	27.9% (17)	61
	<i>answered question</i>					<b>61</b>
	<i>skipped question</i>					<b>0</b>

**11. Om aan nuwe opvoeders leiding te gee, is deel van die professionele verantwoordelikheid van 'n opvoeder**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	4.9% (3)	0.0% (0)	31.1% (19)	<b>63.9% (39)</b>	61
	<i>answered question</i>					<b>61</b>
	<i>skipped question</i>					<b>0</b>

**12. 'n Aktiewe rol in besluitneming oor onderrigmateriaal, toekenning van leerhulpbronne en leerdertake, is een van die verantwoordelikhede van 'n opvoeder**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	4.9% (3)	0.0% (0)	39.3% (24)	<b>55.7% (34)</b>	61
	<i>answered question</i>					<b>61</b>
	<i>skipped question</i>					<b>0</b>

13. 'n Opvoedkundige leier behoort optimisme aan leerders, kollegas en ouers oor te dra						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	27.9% (17)	72.1% (44)	61
<i>answered question</i>						61
<i>skipped question</i>						0

14. Onderwys beteken om op te staan vir alle leerders, insluitende diegene wat gemarginaliseer en minderbevoorreg is						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	1.6% (1)	0.0% (0)	26.2% (16)	72.1% (44)	61
<i>answered question</i>						61
<i>skipped question</i>						0

15. Opvoeders beskik oor kennis en vaardighede wat mede-opvoeders kan help om suksesvol te wees met leerders en dit behoort ingesluit te word in professionele ontwikkelingspogings						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	1.6% (1)	0.0% (0)	41.0% (25)	57.4% (35)	61
<i>answered question</i>						61
<i>skipped question</i>						0

16. Skole benodig nie onderwyserleierskap nie VS Skole benodig leierskap van onderwysers							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	3.3% (2)	44.3% (27)	52.5% (32)	4.49	61
<i>answered question</i>							61
<i>skipped question</i>							0

17. Onderwyserleierskap is onderskeidend VS Onderwyserleierskap is soos ander vorms van leierskap							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	24.6% (15)	<b>29.5%</b> <b>(18)</b>	6.6% (4)	24.6% (15)	14.8% (9)	2.75	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

18. Onderrig, leer en assessering is die fokus van onderwyserleierskap VS Organisasionele aspekte is die fokus van onderwyserleierskap							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	19.7% (12)	27.9% (17)	6.6% (4)	<b>29.5%</b> <b>(18)</b>	16.4% (10)	2.95	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

19. Onderwyserleierskap is langdurend en volhoubaar VS Onderwyserleierskap is kortstondig en omgewings sensitief							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	<b>41.0%</b> <b>(25)</b>	31.1% (19)	9.8% (6)	14.8% (9)	3.3% (2)	2.08	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

20. Onderwyserleiers is identifiseerbaar deur wetenskaplike en persoonlikheidsanalise VS Onderwyserleiers kan onverwags na vore tree

	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	9.8% (6)	<b>36.1%</b> (22)	6.6% (4)	<b>36.1%</b> (22)	11.5% (7)	3.03	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

21. Alle opvoeders is potensiele leiers VS Sommige opvoeders is potensiele leiers

	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	9.8% (6)	23.0% (14)	3.3% (2)	<b>44.3%</b> (27)	19.7% (12)	3.41	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

22. Onderwyserleierskap kan ontwikkel word VS Onderwyserleierskap is inherent

	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	18.0% (11)	<b>49.2%</b> (30)	3.3% (2)	13.1% (8)	16.4% (10)	2.61	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

23. Onderwyserleiers het opvoedkundige geloofwaardigheid VS Onderwyserleiers benodig nie opvoedkundige geloofwaardigheid nie							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	<b>41.0% (25)</b>	39.3% (24)	8.2% (5)	8.2% (5)	3.3% (2)	1.93	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

24. Onderwyserleiers werk as individuele professionele persone VS Onderwyserleiers werk in groepsverband							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	1.6% (1)	14.8% (9)	4.9% (3)	<b>41.0% (25)</b>	37.7% (23)	3.98	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

25. Onderwyserleiers is gewild onder kollegas VS Onderwyserleiers word deur kollegas as problematies beskou							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	4.9% (3)	29.5% (18)	26.2% (16)	<b>32.8% (20)</b>	6.6% (4)	3.07	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

26. "Ons is kampioene."							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	4.9% (3)	6.6% (4)	24.6% (15)	<b>42.6% (26)</b>	21.3% (13)	3.69	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

27. "Ons is 'n familie."							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	3.3% (2)	19.7% (12)	<b>47.5% (29)</b>	29.5% (18)	4.03	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

28. "Keep the scoundrels honest." (Hou die skobbejakke eerlik.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	<b>36.1% (22)</b>	11.5% (7)	14.8% (9)	21.3% (13)	16.4% (10)	2.70	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

29. "The buck stops here." (Aanvaar eie verantwoordelikheid.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	4.9% (3)	13.1% (8)	<b>44.3% (27)</b>	37.7% (23)	4.15	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

30. "Climb every mountain." (Aanvaar elke uitdaging.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	3.3% (2)	9.8% (6)	<b>47.5% (29)</b>	39.3% (24)	4.23	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

31. "We're all in this together." (Ons is gesamentlik verantwoordelik.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	1.6% (1)	11.5% (7)	31.1% (19)	<b>55.7% (34)</b>	4.41	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

32. "I'm a committed activist." (Ek is toegewyd tot verandering.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	3.3% (2)	9.8% (6)	18.0% (11)	<b>37.7% (23)</b>	31.1% (19)	3.84	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

33. "If you can't beat them in the alleys, you can't beat them on the playing field."							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	23.0% (14)	14.8% (9)	16.4% (10)	<b>36.1% (22)</b>	9.8% (6)	2.95	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

34. "Dream the impossible dream."							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	6.6% (4)	23.0% (14)	<b>42.6% (26)</b>	27.9% (17)	3.92	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

35. "A champion team will beat a team of champions." ('n Goeie span sal 'n span kampioene wen.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	4.9% (3)	6.6% (4)	19.7% (12)	<b>42.6% (26)</b>	26.2% (16)	3.79	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

36. "Against all odds." (Ten spyte van enige struikelblokke.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	1.6% (1)	1.6% (1)	19.7% (12)	<b>49.2% (30)</b>	27.9% (17)	4.00	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

37. "Results are all that count."							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	9.8% (6)	13.1% (8)	14.8% (9)	<b>34.4% (21)</b>	27.9% (17)	3.57	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

38. "Ek is net 'n onderwyser" ingesteldheid							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	21.3% (13)	13.1% (8)	19.7% (12)	<b>36.1% (22)</b>	9.8% (6)	3.00	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

39. Gebrek aan selfvertroue							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	14.8% (9)	<b>26.2% (16)</b>	24.6% (15)	<b>26.2% (16)</b>	8.2% (5)	2.87	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

40. Gebrekkige begrip van die konsep 'onderwyserleierskap'							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	8.2% (5)	23.0% (14)	<b>39.3% (24)</b>	23.0% (14)	6.6% (4)	2.97	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

41. "Ek wil net klasgee" ingesteldheid							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	18.0% (11)	9.8% (6)	24.6% (15)	<b>34.4% (21)</b>	13.1% (8)	3.15	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

42. Geen tyd vir ontwikkeling nie							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	14.8% (9)	16.4% (10)	<b>31.1% (19)</b>	23.0% (14)	14.8% (9)	3.07	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

43. 'n Sisteem wat net van prinsipale verwag om leiers te wees							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	26.2% (16)	9.8% (6)	18.0% (11)	<b>27.9% (17)</b>	18.0% (11)	3.02	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

44. 'n Moontlike aanmoediging vir moeilikheidmakers							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	13.1% (8)	23.0% (14)	<b>34.4% (21)</b>	23.0% (14)	6.6% (4)	2.87	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

45. Geloof dat ... "too many cooks spoil the broth"							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	13.1% (8)	24.6% (15)	<b>29.5% (18)</b>	24.6% (15)	8.2% (5)	2.90	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

46. Geen belonings vir ekstra pogings							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	18.0% (11)	16.4% (10)	18.0% (11)	<b>29.5% (18)</b>	18.0% (11)	3.13	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

47. Blootgestel aan mishandeling deur manipuleerders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	<b>31.1% (19)</b>	19.7% (12)	26.2% (16)	18.0% (11)	4.9% (3)	2.46	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

48. Vorige mislukkings met leier-opvoeders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	16.4% (10)	24.6% (15)	<b>41.0% (25)</b>	11.5% (7)	6.6% (4)	2.67	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

49. Taal wat opvoeders as ondergeskiktes versterk ("base" and "personeel")							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	24.6% (15)	19.7% (12)	<b>34.4% (21)</b>	11.5% (7)	9.8% (6)	2.62	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

50. 'Onderwyserleierskap' nie onderrig tydens voor diens opleiding nie							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	4.9% (3)	24.6% (15)	<b>37.7% (23)</b>	29.5% (18)	3.3% (2)	3.02	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

51. Groepdruk							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	19.7% (12)	21.3% (13)	<b>37.7% (23)</b>	13.1% (8)	8.2% (5)	2.69	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

52. Gebrek aan ondersteuning van prinsipaal							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	26.2% (16)	<b>29.5% (18)</b>	21.3% (13)	9.8% (6)	13.1% (8)	2.54	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

53. Ten einde in elke leerder se behoeftes te voorsien, selekteer ek vanuit verskeie onderrigstrategiee							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslissam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
	<i>answered question</i>						<b>0</b>
	<i>skipped question</i>						<b>61</b>

54. Individuele opvoeders kan 'n invloed uitoefen oor hoe ander opvoeders dink oor, beplan vir en hul werk doen met leerders							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslissam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
	<i>answered question</i>						<b>0</b>
	<i>skipped question</i>						<b>61</b>

**55. Opvoeders behoort erkenning te kry vir hul innovering in die klaskamer ongeag of hul suksesvol is of misluk**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

**56. Opvoeders behoort te besluit oor die beste metodes om opvoedkundige doelwitte te bereik wat deur beleidmakers daargestel is (bv. skoolbeheerliggame, skoolbestuurspanne, staatsdepartemente)**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

**57. Ek is gewillig om waar te neem en terugvoer te voorsien aan mede-opvoeders**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

**58. Ek sal graag tyd wil spandeer om my waardes en oortuigings oor onderwys/onderrig met my kollegas te bespreek**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

59. Dit is belangrik om deur die bestuurders en ander opvoeders by my skool respekteer te word							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

60. Ek sal gewillig wees om 'n kollega te help wat probleme ondervind met sy/haar onderrig							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

61. Ek kan die standpunt van my kollegas, ouers en leerders insien							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

62. Ek sal my tyd gee om behulpsaam te wees met die seleksie van nuwe opvoeders vir die skool							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

63. Ek is 'n fasiliteerder van die werk van leerders in my klaskamer							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

64. Opvoeders wat saamwerk is in staat om praktyk in hul skole te beïnvloed							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

65. Ek kan voortgaan om as 'n klasopvoeder te dien terwyl ek dien as 'n leier in my skool							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

66. Samewerking met my kollegas is belangriker as om met hul te kompeteer							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

67. Ek is gemaklik om met ouers te werk en ek ken my skoolgemeenskap baie goed							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

68. My werk dra by tot die algehele sukses van ons skoolprogram							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

69. Om nuwe opvoeders te begelei, is deel van my verantwoordelikheid as professionele opvoeder							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

70. Skool- en universiteitsdepartemente kan beide baat deur saam te werk							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

**71. Ek sal bereid wees om tyd af te staan om deel te neem aan besluite rakende sake soos toekenning van bronne, professionele ontwikkeling of leerdertake**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

**72. Ek waardeer tyd spandeer om saam met kollegas te werk aan kurrikulum en onderrigsake**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

**73. Ek werk effektief saam met bykans al my kollegas**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

**74. Ek het 'n verantwoordelikheid om al die leerders in my skool te help om suksesvol te wees**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

75. Ek erken en waardeer standpunte wat van myne verskil							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

76. Ek werk effektief met bykans al my leerders							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

77. Ek wil in 'n omgewing werk waar ek erken en waardeer word as 'n professionele persoon							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

78. Bestuurders en opvoeders by my skool probeer hard om nuwe opvoeders te help om suksesvol te wees							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

79. Opvoeders by my skool word voorsien van bystand, voorligting en afrigting indien nodig							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

80. Bestuurders by my skool ondersteun die professionele ontwikkeling van departemente en personeel op 'n aktiewe wyse							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

81. Ons bekom nuwe kennis en vaardighede deur personeelontwikkeling en professionele leeswerk							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

82. Ons deel nuwe idees en strategiees wat ons bekom het met mekaar							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

83. Opvoeders by my skool is ondersteunend van mekaar - persoonlik en professioneel							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

84. Opvoeders by my skool is betrokke by die verkryging van nuwe kennis en vaardighede							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

85. Die bestuurders by my skool het vertroue in my							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

86. My professionele vaardighede en bekwaamheid word erken deur die bestuurders by my skool							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

87. Ander opvoeders erken my professionele vaardighede en bekwaamheid							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

88. Dit is duidelik dat verskeie van die opvoeders by my skool leierskaprolle kan vervul							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

89. Die idees en opinies van opvoeders word waardeer en respekteer by my skool							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

90. By my skool vier ons mekaar se suksesse							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

91. Baie van die departemente en personeel by my skool word erken vir hul werk							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

92. In my rol as opvoeder is ek vry om oordele te fel oor wat die beste is vir my leerders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

93. By my skool het ek die vryheid om keuses te maak oor die gebruik van tyd en bronne							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

94. Ek weet dat ons die reëls sal buig indien dit nodig is om kinders te help leer							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

95. Opvoeders wod aangemoedig om initiatief te neem om verbeterings te maak vir leerders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

96. Ek kan 'n bydrae lewer in die ontwikkeling van 'n visie vir my skool en die skool se toekoms							
	Never	Rarely	Sometimes	Often	Always	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

97. By my skool kan opvoeders innoverend wees sou dit hul keuse wees							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

98. Bestuurders en ander opvoeders ondersteun my in die maak van veranderinge aan my onderrigstrategiee							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

99. Opvoeders by my skool bespreek strategie en deel materiaal							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respon	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>61</b>

100. Opvoeders by my skool beïnvloed mekaar se onderrig							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respon	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>61</b>

101. Opvoeders by my skool neem mekaar se werk met leerders waar							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respon	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>61</b>

102. Ek praat met ander opvoeders by my skool oor my onderrig en die kurrikulum							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respon	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>61</b>

103. Opvoeders en bestuurders werk saam ten einde leerders se akademiese en gedragsprobleme op te los							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

104. Ander opvoeders by my skool het my gehelp om kreatiewe maniere te vind om uitdagings in my klas te hanteer							
	Never	Rarely	Sometimes	Often	Always	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

105. Gesprekke onder professionele persone by my skool is gefokus op leerders							
	Never	Rarely	Sometimes	Often	Always	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

106. Opvoeders lewer 'n bydrae tot besluite oor skoolveranderinge							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

107. Opvoeders het insae in wat en hoe dinge gedoen word							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

108. Opvoeders en bestuurders deel besluite oor hoe tyd gebruik word en hoe die skool georganiseer word							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

109. Opvoeders en bestuurders by my skool verstaan en gebruik die konsensusproses							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

110. Opvoeders neem deel aan die sifting en seleksie van nuwe personeel by my skool							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

111. By my skool word my opinies en idees deur bestuurders gevra							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

112. Ons poog om konsensus te bereik voordat belangrike besluite geneem word							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

113. Omdat opvoeders en bestuurders gedagtes oor ons werk deel, bly ek bewus van wat gebeur							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

114. By my skool praat almal vrylik en openlik oor hul gevoelens en opinies							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

115. Personeel by my skool deel hul gevoelens en bekommernisse op produktiewe maniere							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

116. Opvoeders by my skool bespreek en help mekaar om probleme op te los							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

117. Personeel praat oor maniere om leerders en hul families beter te dien							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

118. Wanneer dinge by ons skool verkeerd gaan, poog ons om nie te blameer nie, maar praat oor maniere om volgende keer beter te doen							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

119. Departementele vergadertyd word gebruik vir bespeking en probleemoplossing							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>61</b>

120. Opvoeders word as professionele persone behandel by my skool							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>61</b>

121. Opvoeders by my skool sien uit daarna om elke dag werk toe te kom							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>61</b>

122. Daar is algemene tevredenheid met die werksomgewing onder opvoeders by my skool							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>61</b>

123. Opvoeders en bestuurders by my skool werk in vennootskap met mekaar							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

124. Opvoeders by my skool word respekteer deur ouers, leerders en bestuurders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

125. Die prinsipaal, departemente en personeel by my skool werk as 'n span saam							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

126. Ons voel positief oor die manier waarop ons reageer op die behoeftes van ons leerders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>61</b>

127. Area 1: Persoonlike Assessering ("Wie is ek?") Persoonlike assesseringsaktiwiteite kan onderwysers help om hul waardes, gedrag en filosofie wat hul professionele praktyk onderle, te identifiseer. Sodra onderwysers data oor hulself versamel het, voel hul meer gemaklik en gereed om terugvoer te ontvang oor hoe kollegas hul waarneem.

	Stem beslis saam	Stem saam	Onseker	Verskil	Verskil ten sterkste	Rating Average	Response Count
Respons	32.8% (20)	<b>55.7%</b> <b>(34)</b>	6.6% (4)	4.9% (3)	0.0% (0)	1.84	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

128. Area 2: Skoolverandering ("Waar is ek?") Onderwysers kan baat by refleksie oor en analisering van hul skoolkulture. Onderwysers wat die groter-prent perspektief het van die konteks waarin hul lei, is beter toegerus om 'n geheelskoolbenadering te volg en om verandering mee te bring binne die skool sowel as in die groter konteks van die skool distrik.

	Stem beslis saam	Stem saam	Onseker	Verskil	Verskil ten sterkste	Rating Average	Response Count
Respons	26.2% (16)	<b>57.4%</b> <b>(35)</b>	13.1% (8)	1.6% (1)	1.6% (1)	1.95	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

129. Area 3: Beïnvloedingstrategie ("Wie lei ek?") Deur die vraag te vra "Hoe lei ek ander?", dui daarop dat onderwyserleiers erken dat hul 'n konkrete stel strategieë and vaardighede benodig in hul daaglikse rolle. Die stel vaardighede behoort o.a. die volgende in te sluit: erkenning van verskille, bekendmaking van eie perspektiewe en pogings om ander se perspektiewe te verstaan en te gebruik.

	Stem beslis saam	Stem saam	Onseker	Verskil	Verskil ten sterkste	Rating Average	Response Count
Respons	26.2% (16)	<b>65.6%</b> <b>(40)</b>	6.6% (4)	1.6% (1)	0.0% (0)	1.84	61
	<i>answered question</i>						<b>61</b>
	<i>skipped question</i>						<b>0</b>

130. Area 4: Plan van Aksie ("Wat kan ek doen?") Onderwyserleiers tree toe tot toepassingsvlak leer. Terwyl die proses begin met die erkenning van wat presies verander moet word, beplanning sluit die versameling van data wat verband hou met die verandering, toetsing van andere se ervaring en leer uit navorsing in; ten slotte, die stel van doelwitte en die bepaling van strategiee ten einde die verandering mee te bring.

	Stem beslis saam	Stem saam	Onseker	Verskil	Verskil ten sterkste	Rating Average	Response Count
Respons	47.5% (29)	<b>49.2% (30)</b>	3.3% (2)	0.0% (0)	0.0% (0)	1.56	61
<i>answered question</i>							<b>61</b>
<i>skipped question</i>							<b>0</b>

131. Die respondent se (onderrig-)status

	Response Percent	Response Count
Opvoeder: Beginner (0 - 3jaar)	0.0%	0
Opvoeder: Middel (4 - 9jaar)	0.0%	0
Opvoeder: Veteraan (10+jaar)	0.0%	0
Opvoeder: Lid van Skoolbestuurspan	0.0%	0
<b>Prinsipaal</b>	<b>100.0%</b>	<b>61</b>
Distriksamptenaar	0.0%	0
<i>answered question</i>		<b>61</b>
<i>skipped question</i>		<b>0</b>

132. Geslag

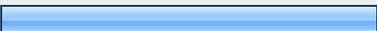
	Response Percent	Response Count
<b>Manlik</b>	<b>88.5%</b>	<b>54</b>
Vroulik	11.5%	7
<i>answered question</i>		<b>61</b>
<i>skipped question</i>		<b>0</b>

133. Taalvoorkeur (voltooiing van vraelys)			
		Response Percent	Response Count
English		13.1%	8
<b>Afrikaans</b>		<b>86.9%</b>	<b>53</b>
<b>answered question</b>			<b>61</b>
<b>skipped question</b>			<b>0</b>

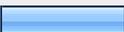
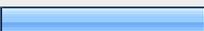
134. Skool			
		Response Percent	Response Count
<b>Primer</b>		<b>73.8%</b>	<b>45</b>
Sekonder		19.7%	12
Spesiale		6.6%	4
Nie toepaslik (distriksamptenaar)		0.0%	0
<b>answered question</b>			<b>61</b>
<b>skipped question</b>			<b>0</b>

135. Aantal leerders in skool			
		Response Percent	Response Count
- 100		0.0%	0
101 - 200		1.6%	1
201 - 350		13.1%	8
351 - 500		18.0%	11
501 - 750		21.3%	13
751 - 999		19.7%	12
<b>+1000</b>		<b>26.2%</b>	<b>16</b>
Nie toepaslik (distriksamptenaar)		0.0%	0
<b>answered question</b>			<b>61</b>
<b>skipped question</b>			<b>0</b>

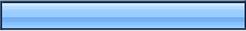
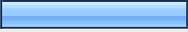
### 136. Aantal opvoeders in skool

	Response Percent	Response Count
0 - 10 	6.6%	4
11 - 20 	31.1%	19
<b>21 - 50</b> 	<b>60.7%</b>	<b>37</b>
Nie toepaslik (distriksamptenaar) 	1.6%	1
<b>answered question</b>		<b>61</b>
<b>skipped question</b>		<b>0</b>

### 137. Ekspert / voorkeur vakdisipline

	Response Percent	Response Count
TGK 	19.7%	12
<b>WWG</b> 	<b>32.8%</b>	<b>20</b>
NW 	8.2%	5
SW 	16.4%	10
LW	0.0%	0
EBW 	8.2%	5
KK 	1.6%	1
LO 	8.2%	5
Teg 	4.9%	3
Ander, spesifiseer asseblief	0.0%	0
Nie toepaslik (distrik)	0.0%	0
Ander (spesifiseer asseblief)		21
<b>answered question</b>		<b>61</b>
<b>skipped question</b>		<b>0</b>

**138. Hoogste kwalifikasie**

		Response Percent	Response Count
Diploma		39.3%	24
Graad (BA, BSc, BComm, BEd, ander)		29.5%	18
Honneurs Graad (BA Hons., BEd Hons., ander)		26.2%	16
Meesters Graad (MA, MEd, ander)		4.9%	3
Doktoraal (PhD, DEd, ander)		0.0%	0
Ander, spesifiseer		0.0%	0
	Ander (spesifiseer asseblief)		5
<b>answered question</b>			<b>61</b>
<b>skipped question</b>			<b>0</b>

## ONDERWYSERLEIERSKAP (Distriksamptenare)

1. Onderwys is net so belangrik as enige ander profesie						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	3.8% (1)	0.0% (0)	0.0% (0)	7.7% (2)	<b>88.5% (23)</b>	26
<i>answered question</i>						<b>26</b>
<i>skipped question</i>						<b>0</b>

2. Deel daarvan om 'n opvoeder te wees, is om die opvoedkundige idees van ander opvoeders, bestuurders, ouers en gemeenskapsleiers te beïnvloed						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	19.2% (5)	<b>80.8% (21)</b>	26
<i>answered question</i>						<b>26</b>
<i>skipped question</i>						<b>0</b>

3. Opvoeders behoort erkenning te kry vir pogings tot nuwe onderrigstrategiee hetsy met of sonder sukses						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	<b>50.0% (13)</b>	<b>50.0% (13)</b>	26
<i>answered question</i>						<b>26</b>
<i>skipped question</i>						<b>0</b>

4. Opvoeders behoort aktief deel te neem aan opvoedkundige beleidmaking						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	42.3% (11)	<b>57.7% (15)</b>	26
<i>answered question</i>						<b>26</b>
<i>skipped question</i>						<b>0</b>

5. Goeie onderrig behels waarneming en voorsiening van terugvoer aan mede-opvoeders						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	7.7% (2)	0.0% (0)	38.5% (10)	53.8% (14)	26
<i>answered question</i>						26
<i>skipped question</i>						0

6. Distriksamptenare is 'n potensiele bron van fasiliterende ondersteuning vir opvoeders						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	34.6% (9)	65.4% (17)	26
<i>answered question</i>						26
<i>skipped question</i>						0

7. Opvoeders is verantwoordelik vir die bevordering van n skoolwye benadering tot onderrig, leer en assesering						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.0% (0)	3.8% (1)	30.8% (8)	65.4% (17)	26
<i>answered question</i>						26
<i>skipped question</i>						0

8. Opvoeders kan voortgaan met klaskameronderrig en terselfdertyd skoolleiers wees						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	38.5% (10)	61.5% (16)	26
<i>answered question</i>						26
<i>skipped question</i>						0

**9. Opvoeders behoort tyd in te ruim om behulpsaam te wees met die beplanning van skoolwye professionele ontwikkelingsaktiwiteite**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	3.8% (1)	3.8% (1)	<b>50.0% (13)</b>	42.3% (11)	26
	<i>answered question</i>					<b>26</b>
	<i>skipped question</i>					<b>0</b>

**10. Opvoeders behoort te weet hoe organisasies werk en behoort effektief te wees om dinge gedoen te kry in organisasies**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	3.8% (1)	7.7% (2)	<b>57.7% (15)</b>	30.8% (8)	26
	<i>answered question</i>					<b>26</b>
	<i>skipped question</i>					<b>0</b>

**11. Om aan nuwe opvoeders leiding te gee, is deel van die professionele verantwoordelikheid van 'n opvoeder**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.0% (0)	3.8% (1)	42.3% (11)	<b>53.8% (14)</b>	26
	<i>answered question</i>					<b>26</b>
	<i>skipped question</i>					<b>0</b>

**12. 'n Aktiewe rol in besluitneming oor onderrigmateriaal, toekenning van leerhulpbronne en leerdertake, is een van die verantwoordelikhede van 'n opvoeder**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.0% (0)	3.8% (1)	38.5% (10)	<b>57.7% (15)</b>	26
	<i>answered question</i>					<b>26</b>
	<i>skipped question</i>					<b>0</b>

13. 'n Opvoedkundige leier behoort optimisme aan leerders, kollegas en ouers oor te dra						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	26.9% (7)	73.1% (19)	26
<i>answered question</i>						26
<i>skipped question</i>						0

14. Onderwys beteken om op te staan vir alle leerders, insluitende diegene wat gemarginaliseer en minderbevoorreg is						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	15.4% (4)	84.6% (22)	26
<i>answered question</i>						26
<i>skipped question</i>						0

15. Opvoeders beskik oor kennis en vaardighede wat mede-opvoeders kan help om suksesvol te wees met leerders en dit behoort ingesluit te word in professionele ontwikkelingspogings						
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	46.2% (12)	53.8% (14)	26
<i>answered question</i>						26
<i>skipped question</i>						0

16. Skole benodig nie onderwyserleierskap nie VS Skole benodig leierskap van onderwysers							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	7.7% (2)	0.0% (0)	3.8% (1)	34.6% (9)	53.8% (14)	4.27	26
<i>answered question</i>							26
<i>skipped question</i>							0

17. Onderwyserleierskap is onderskeidend VS Onderwyserleierskap is soos ander vorms van leierskap							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	23.1% (6)	<b>42.3%</b> <b>(11)</b>	3.8% (1)	30.8% (8)	0.0% (0)	2.42	26
	<i>answered question</i>						<b>26</b>
	<i>skipped question</i>						<b>0</b>

18. Onderrig, leer en assessering is die fokus van onderwyserleierskap VS Organisasoriese aspekte is die fokus van onderwyserleierskap							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	<b>42.3%</b> <b>(11)</b>	26.9% (7)	7.7% (2)	19.2% (5)	3.8% (1)	2.15	26
	<i>answered question</i>						<b>26</b>
	<i>skipped question</i>						<b>0</b>

19. Onderwyserleierskap is langdurend en volhoubaar VS Onderwyserleierskap is kortstondig en omgewings sensitief							
	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	<b>50.0%</b> <b>(13)</b>	26.9% (7)	3.8% (1)	11.5% (3)	7.7% (2)	2.00	26
	<i>answered question</i>						<b>26</b>
	<i>skipped question</i>						<b>0</b>

20. Onderwyserleiers is identifiseerbaar deur wetenskaplike en persoonlikheidsanalise VS Onderwyserleiers kan onverwags na vore tree

	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	11.5% (3)	<b>42.3%</b> <b>(11)</b>	15.4% (4)	19.2% (5)	11.5% (3)	2.77	26
	<i>answered question</i>						<b>26</b>
	<i>skipped question</i>						<b>0</b>

21. Alle opvoeders is potensiele leiers VS Sommige opvoeders is potensiele leiers

	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	23.1% (6)	23.1% (6)	3.8% (1)	<b>34.6%</b> <b>(9)</b>	15.4% (4)	2.96	26
	<i>answered question</i>						<b>26</b>
	<i>skipped question</i>						<b>0</b>

22. Onderwyserleierskap kan ontwikkel word VS Onderwyserleierskap is inherent

	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	<b>38.5%</b> <b>(10)</b>	30.8% (8)	3.8% (1)	26.9% (7)	0.0% (0)	2.19	26
	<i>answered question</i>						<b>26</b>
	<i>skipped question</i>						<b>0</b>

**23. Onderwyserleiers het opvoedkundige geloofwaardigheid VS Onderwyserleiers benodig nie opvoedkundige geloofwaardigheid nie**

	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	<b>61.5%</b> <b>(16)</b>	19.2% (5)	3.8% (1)	15.4% (4)	0.0% (0)	1.73	26
	<i>answered question</i>						<b>26</b>
	<i>skipped question</i>						<b>0</b>

**24. Onderwyserleiers werk as individuele professionele persone VS Onderwyserleiers werk in groepsverband**

	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	3.8% (1)	38.5% (10)	<b>57.7%</b> <b>(15)</b>	4.54	26
	<i>answered question</i>						<b>26</b>
	<i>skipped question</i>						<b>0</b>

**25. Onderwyserleiers is gewild onder kollegas VS Onderwyserleiers word deur kollegas as problematies beskou**

	Stem beslis saam	Stem saam	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	3.8% (1)	<b>34.6%</b> <b>(9)</b>	26.9% (7)	26.9% (7)	7.7% (2)	3.00	26
	<i>answered question</i>						<b>26</b>
	<i>skipped question</i>						<b>0</b>

**26. "Ons is kampioene."**

	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	11.5% (3)	19.2% (5)	<b>30.8%</b> <b>(8)</b>	23.1% (6)	15.4% (4)	3.12	26
	<i>answered question</i>						<b>26</b>
	<i>skipped question</i>						<b>0</b>

27. "Ons is 'n familie."							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	7.7% (2)	7.7% (2)	<b>34.6% (9)</b>	<b>34.6% (9)</b>	15.4% (4)	3.42	26
	<i>answered question</i>						<b>26</b>
	<i>skipped question</i>						<b>0</b>

28. "Keep the scoundrels honest." (Hou die skobbejakke eerlik.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	<b>34.6% (9)</b>	<b>34.6% (9)</b>	11.5% (3)	11.5% (3)	7.7% (2)	2.23	26
	<i>answered question</i>						<b>26</b>
	<i>skipped question</i>						<b>0</b>

29. "The buck stops here." (Aanvaar eie verantwoordelikheid.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	11.5% (3)	19.2% (5)	<b>42.3% (11)</b>	26.9% (7)	3.85	26
	<i>answered question</i>						<b>26</b>
	<i>skipped question</i>						<b>0</b>

30. "Climb every mountain." (Aanvaar elke uitdaging.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	3.8% (1)	3.8% (1)	3.8% (1)	<b>50.0% (13)</b>	38.5% (10)	4.15	26
	<i>answered question</i>						<b>26</b>
	<i>skipped question</i>						<b>0</b>

31. "We're all in this together." (Ons is gesamentlik verantwoordelik.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	7.7% (2)	<b>46.2% (12)</b>	<b>46.2% (12)</b>	4.38	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

32. "I'm a committed activist." (Ek is toegewyd tot verandering.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	7.7% (2)	26.9% (7)	<b>38.5% (10)</b>	26.9% (7)	3.85	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

33. "If you can't beat them in the alleys, you can't beat them on the playing field."							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	11.5% (3)	<b>30.8% (8)</b>	26.9% (7)	23.1% (6)	7.7% (2)	2.85	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

34. "Dream the impossible dream."							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	7.7% (2)	0.0% (0)	23.1% (6)	26.9% (7)	<b>42.3% (11)</b>	3.96	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

35. "A champion team will beat a team of champions." ('n Goeie span sal 'n span kampioene wen.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	7.7% (2)	7.7% (2)	23.1% (6)	<b>42.3% (11)</b>	19.2% (5)	3.58	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

36. "Against all odds." (Ten spyte van enige struikelblokke.)							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	30.8% (8)	<b>34.6% (9)</b>	<b>34.6% (9)</b>	4.04	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

37. "Results are all that count."							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	15.4% (4)	<b>30.8% (8)</b>	15.4% (4)	26.9% (7)	11.5% (3)	2.88	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

38. "Ek is net 'n onderwyser" ingesteldheid							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	3.8% (1)	0.0% (0)	7.7% (2)	<b>57.7% (15)</b>	30.8% (8)	4.12	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

39. Gebrek aan selfvertroue							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	15.4% (4)	<b>69.2% (18)</b>	15.4% (4)	4.00	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

40. Gebrekkige begrip van die konsep 'onderwyserleierskap'							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	34.6% (9)	<b>61.5% (16)</b>	3.8% (1)	3.69	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

41. "Ek wil net klasgee" ingesteldheid							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	7.7% (2)	3.8% (1)	23.1% (6)	<b>50.0% (13)</b>	15.4% (4)	3.62	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

42. Geen tyd vir ontwikkeling nie							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	3.8% (1)	7.7% (2)	7.7% (2)	<b>46.2% (12)</b>	34.6% (9)	4.00	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

43. 'n Sisteem wat net van prinsipale verwag om leiers te wees							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	3.8% (1)	3.8% (1)	7.7% (2)	34.6% (9)	<b>50.0% (13)</b>	4.23	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

44. 'n Moontlike aanmoediging vir moeilikheidmakers							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	3.8% (1)	11.5% (3)	<b>57.7% (15)</b>	26.9% (7)	0.0% (0)	3.08	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

45. Geloof dat ... "too many cooks spoil the broth"							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	3.8% (1)	<b>50.0% (13)</b>	46.2% (12)	0.0% (0)	3.42	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

46. Geen belonings vir ekstra pogings							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	3.8% (1)	23.1% (6)	<b>46.2% (12)</b>	26.9% (7)	3.96	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

47. Blootgestel aan mishandeling deur manipuleerders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	3.8% (1)	7.7% (2)	<b>46.2% (12)</b>	30.8% (8)	11.5% (3)	3.38	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

48. Vorige mislukkings met leier-opvoeders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	15.4% (4)	<b>65.4% (17)</b>	15.4% (4)	3.8% (1)	3.08	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

49. Taal wat opvoeders as ondergeskiktes versterk ("base" and "personeel")							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	3.8% (1)	15.4% (4)	26.9% (7)	<b>42.3% (11)</b>	11.5% (3)	3.42	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

50. 'Onderwyserleierskap' nie onderrig tydens voor diens opleiding nie							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	3.8% (1)	7.7% (2)	<b>42.3% (11)</b>	34.6% (9)	11.5% (3)	3.42	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

51. Groepdruk							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	11.5% (3)	23.1% (6)	<b>61.5% (16)</b>	3.8% (1)	3.58	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

52. Gebrek aan ondersteuning van prinsipaal							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	3.8% (1)	0.0% (0)	26.9% (7)	<b>65.4% (17)</b>	3.8% (1)	3.65	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

53. Ten einde in elke leerder se behoeftes te voorsien, selekteer ek vanuit verskeie onderrigstrategiee							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslissam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

54. Individuele opvoeders kan 'n invloed uitoefen oor hoe ander opvoeders dink oor, beplan vir en hul werk doen met leerders							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslissam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

**55. Opvoeders behoort erkenning te kry vir hul innovering in die klaskamer ongeag of hul suksesvol is of misluk**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>26</b>

**56. Opvoeders behoort te besluit oor die beste metodes om opvoedkundige doelwitte te bereik wat deur beleidmakers daargestel is (bv. skoolbeheerliggame, skoolbestuurspanne, staatsdepartemente)**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>26</b>

**57. Ek is gewillig om waar te neem en terugvoer te voorsien aan mede-opvoeders**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>26</b>

**58. Ek sal graag tyd wil spandeer om my waardes en oortuigings oor onderwys/onderrig met my kollegas te bespreek**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>26</b>

59. Dit is belangrik om deur die bestuurders en ander opvoeders by my skool respekteer te word							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

60. Ek sal gewillig wees om 'n kollega te help wat probleme ondervind met sy/haar onderrig							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

61. Ek kan die standpunt van my kollegas, ouers en leerders insien							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

62. Ek sal my tyd gee om behulpsaam te wees met die seleksie van nuwe opvoeders vir die skool							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

63. Ek is 'n fasiliteerder van die werk van leerders in my klaskamer							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

64. Opvoeders wat saamwerk is in staat om praktyk in hul skole te beïnvloed							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

65. Ek kan voortgaan om as 'n klasopvoeder te dien terwyl ek dien as 'n leier in my skool							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

66. Samewerking met my kollegas is belangriker as om met hul te kompeteer							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

67. Ek is gemaklik om met ouers te werk en ek ken my skoolgemeenskap baie goed							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

68. My werk dra by tot die algehele sukses van ons skoolprogram							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

69. Om nuwe opvoeders te begelei, is deel van my verantwoordelikheid as professionele opvoeder							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

70. Skool- en universiteitsdepartemente kan beide baat deur saam te werk							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

**71. Ek sal bereid wees om tyd af te staan om deel te neem aan besluite rakende sake soos toekenning van bronne, professionele ontwikkeling of leerdertake**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
	<i>answered question</i>						<b>0</b>
	<i>skipped question</i>						<b>26</b>

**72. Ek waardeer tyd spandeer om saam met kollegas te werk aan kurrikulum en onderrigsake**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
	<i>answered question</i>						<b>0</b>
	<i>skipped question</i>						<b>26</b>

**73. Ek werk effektief saam met bykans al my kollegas**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
	<i>answered question</i>						<b>0</b>
	<i>skipped question</i>						<b>26</b>

**74. Ek het 'n verantwoordelikheid om al die leerders in my skool te help om suksesvol te wees**

	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
	<i>answered question</i>						<b>0</b>
	<i>skipped question</i>						<b>26</b>

75. Ek erken en waardeer standpunte wat van myne verskil							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

76. Ek werk effektief met bykans al my leerders							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

77. Ek wil in 'n omgewing werk waar ek erken en waardeer word as 'n professionele persoon							
	Verskil ten sterkste	Verskil	Geen opinie	Stem saam	Stem beslis saam	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

78. Bestuurders en opvoeders by my skool probeer hard om nuwe opvoeders te help om suksesvol te wees							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

79. Opvoeders by my skool word voorsien van bystand, voorligting en afrigting indien nodig							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>26</b>

80. Bestuurders by my skool ondersteun die professionele ontwikkeling van departemente en personeel op 'n aktiewe wyse							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>26</b>

81. Ons bekom nuwe kennis en vaardighede deur personeelontwikkeling en professionele leeswerk							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>26</b>

82. Ons deel nuwe idees en strategiees wat ons bekom het met mekaar							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<b>answered question</b>							<b>0</b>
<b>skipped question</b>							<b>26</b>

83. Opvoeders by my skool is ondersteunend van mekaar - persoonlik en professioneel							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

84. Opvoeders by my skool is betrokke by die verkryging van nuwe kennis en vaardighede							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

85. Die bestuurders by my skool het vertroue in my							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

86. My professionele vaardighede en bekwaamheid word erken deur die bestuurders by my skool							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

87. Ander opvoeders erken my professionele vaardighede en bekwaamheid							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

88. Dit is duidelik dat verskeie van die opvoeders by my skool leierskaprolle kan vervul							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

89. Die idees en opinies van opvoeders word waardeer en respekteer by my skool							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

90. By my skool vier ons mekaar se suksesse							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

91. Baie van die departemente en personeel by my skool word erken vir hul werk							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

92. In my rol as opvoeder is ek vry om oordele te fel oor wat die beste is vir my leerders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

93. By my skool het ek die vryheid om keuses te maak oor die gebruik van tyd en bronne							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

94. Ek weet dat ons die reëls sal buig indien dit nodig is om kinders te help leer							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

95. Opvoeders wod aangemoedig om initiatief te neem om verbeterings te maak vir leerders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

96. Ek kan 'n bydrae lewer in die ontwikkeling van 'n visie vir my skool en die skool se toekoms							
	Never	Rarely	Sometimes	Often	Always	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

97. By my skool kan opvoeders innoverend wees sou dit hul keuse wees							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

98. Bestuurders en ander opvoeders ondersteun my in die maak van veranderinge aan my onderrigstrategiee							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

99. Opvoeders by my skool bespreek strategie en deel materiaal							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respon	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

100. Opvoeders by my skool beïnvloed mekaar se onderrig							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respon	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

101. Opvoeders by my skool neem mekaar se werk met leerders waar							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respon	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

102. Ek praat met ander opvoeders by my skool oor my onderrig en die kurrikulum							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respon	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

103. Opvoeders en bestuurders werk saam ten einde leerders se akademiese en gedragsprobleme op te los							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

104. Ander opvoeders by my skool het my gehelp om kreatiewe maniere te vind om uitdagings in my klas te hanteer							
	Never	Rarely	Sometimes	Often	Always	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

105. Gesprekke onder professionele persone by my skool is gefokus op leerders							
	Never	Rarely	Sometimes	Often	Always	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

106. Opvoeders lewer 'n bydrae tot besluite oor skoolveranderinge							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

107. Opvoeders het insae in wat en hoe dinge gedoen word							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

108. Opvoeders en bestuurders deel besluite oor hoe tyd gebruik word en hoe die skool georganiseer word							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

109. Opvoeders en bestuurders by my skool verstaan en gebruik die konsensusproses							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

110. Opvoeders neem deel aan die sifting en seleksie van nuwe personeel by my skool							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

111. By my skool word my opinies en idees deur bestuurders gevra							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

112. Ons poog om konsensus te bereik voordat belangrike besluite geneem word							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

113. Omdat opvoeders en bestuurders gedagtes oor ons werk deel, bly ek bewus van wat gebeur							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

114. By my skool praat almal vrylik en openlik oor hul gevoelens en opinies							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

115. Personeel by my skool deel hul gevoelens en bekommernisse op produktiewe maniere							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

116. Opvoeders by my skool bespreek en help mekaar om probleme op te los							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

117. Personeel praat oor maniere om leerders en hul families beter te dien							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

118. Wanneer dinge by ons skool verkeerd gaan, poog ons om nie te blameer nie, maar praat oor maniere om volgende keer beter te doen							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

119. Departementele vergadertyd word gebruik vir bespeking en probleemoplossing							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

120. Opvoeders word as professionele persone behandel by my skool							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

121. Opvoeders by my skool sien uit daarna om elke dag werk toe te kom							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

122. Daar is algemene tevredenheid met die werksomgewing onder opvoeders by my skool							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

123. Opvoeders en bestuurders by my skool werk in vennootskap met mekaar							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

124. Opvoeders by my skool word respekteer deur ouers, leerders en bestuurders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

125. Die prinsipaal, departemente en personeel by my skool werk as 'n span saam							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

126. Ons voel positief oor die manier waarop ons reageer op die behoeftes van ons leerders							
	Nooit	Selde	Soms	Dikwels	Altyd	Rating Average	Response Count
Respons	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
<i>answered question</i>							<b>0</b>
<i>skipped question</i>							<b>26</b>

127. Area 1: Persoonlike Assessering ("Wie is ek?") Persoonlike assesseringsaktiwiteite kan onderwysers help om hul waardes, gedrag en filosofie wat hul professionele praktyk onderle, te identifiseer. Sodra onderwysers data oor hulself versamel het, voel hul meer gemaklik en gereed om terugvoer te ontvang oor hoe kollegas hul waarneem.

	Stem beslis saam	Stem saam	Onseker	Verskil	Verskil ten sterkste	Rating Average	Response Count
Respons	19.2% (5)	<b>73.1%</b> <b>(19)</b>	0.0% (0)	3.8% (1)	3.8% (1)	2.00	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

128. Area 2: Skoolverandering ("Waar is ek?") Onderwysers kan baat by refleksie oor en analisering van hul skoolkulture. Onderwysers wat die groter-prent perspektief het van die konteks waarin hul lei, is beter toegerus om 'n geheelskoolbenadering te volg en om verandering mee te bring binne die skool sowel as in die groter konteks van die skool distrik.

	Stem beslis saam	Stem saam	Onseker	Verskil	Verskil ten sterkste	Rating Average	Response Count
Respons	34.6% (9)	<b>57.7%</b> <b>(15)</b>	3.8% (1)	0.0% (0)	3.8% (1)	1.81	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

129. Area 3: Beïnvloedingstrategie ("Wie lei ek?") Deur die vraag te vra "Hoe lei ek ander?", dui daarop dat onderwyserleiers erken dat hul 'n konkrete stel strategiee and vaardighede benodig in hul daaglikse rolle. Die stel vaardighede behoort o.a. die volgende in te sluit: erkenning van verskille, bekendmaking van eie perspektiewe en pogings om ander se perspektiewe te verstaan en te gebruik.

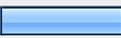
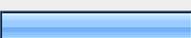
	Stem beslis saam	Stem saam	Onseker	Verskil	Verskil ten sterkste	Rating Average	Response Count
Respons	38.5% (10)	<b>57.7%</b> <b>(15)</b>	3.8% (1)	0.0% (0)	0.0% (0)	1.65	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

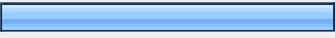
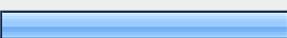
130. Area 4: Plan van Aksie ("Wat kan ek doen?") Onderwyserleiers tree toe tot toepassingsvlak leer. Terwyl die proses begin met die erkenning van wat presies verander moet word, beplanning sluit die versameling van data wat verband hou met die verandering, toetsing van andere se ervaring en leer uit navorsing in; ten slotte, die stel van doelwitte en die bepaling van strategiee ten einde die verandering mee te bring.

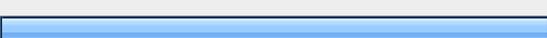
	Stem beslis saam	Stem saam	Onseker	Verskil	Verskil ten sterkste	Rating Average	Response Count
Respons	38.5% (10)	<b>50.0%</b> <b>(13)</b>	11.5% (3)	0.0% (0)	0.0% (0)	1.73	26
<i>answered question</i>							<b>26</b>
<i>skipped question</i>							<b>0</b>

131. Die respondent se (onderrig-)status

	Response Percent	Response Count
Opvoeder: Beginner (0 - 3jaar)	0.0%	0
Opvoeder: Middel (4 - 9jaar)	0.0%	0
Opvoeder: Veteraan (10+jaar)	0.0%	0
Opvoeder: Lid van Skoolbestuurspan	0.0%	0
Prinsipaal	0.0%	0
<b>Distriksamptenaar</b>	<b>100.0%</b>	<b>26</b>
<i>answered question</i>		<b>26</b>
<i>skipped question</i>		<b>0</b>

132. Respondent se werksafdeling			Response Percent	Response Count
Distriksamptenaar: Institutional Management & Governance			7.7%	2
<b>Distriksamptenaar: Curriculum Advice</b>			42.3%	11
Distriksamptenaar: Learning Support			19.2%	5
Distriksamptenaar: Ander			30.8%	8
Nie van toepassing (Opvoeder)			0.0%	0
<b>answered question</b>				<b>26</b>
<b>skipped question</b>				<b>0</b>

133. Geslag			Response Percent	Response Count
Manlik			53.8%	14
Vroulik			46.2%	12
<b>answered question</b>				<b>26</b>
<b>skipped question</b>				<b>0</b>

134. Taalvoorkeur (voltooiing van vraelys)			Response Percent	Response Count
English			15.4%	4
Afrikaans			88.5%	23
<b>answered question</b>				<b>26</b>
<b>skipped question</b>				<b>0</b>

135. Skool		
	Response Percent	Response Count
Primer	0.0%	0
Sekonder	0.0%	0
Spesiale	0.0%	0
<b>Nie toepaslik (distriksamptenaar)</b>	<b>100.0%</b>	<b>26</b>
<i>answered question</i>		<b>26</b>
<i>skipped question</i>		<b>0</b>

136. Aantal leerders in skool		
	Response Percent	Response Count
- 100	0.0%	0
101 - 200	0.0%	0
201 - 350	0.0%	0
351 - 500	0.0%	0
501 - 750	0.0%	0
751 - 999	0.0%	0
+1000	0.0%	0
<b>Nie toepaslik (distriksamptenaar)</b>	<b>100.0%</b>	<b>26</b>
<i>answered question</i>		<b>26</b>
<i>skipped question</i>		<b>0</b>

137. Aantal opvoeders in skool			Response Percent	Response Count
0 - 10			0.0%	0
11 - 20			0.0%	0
21 - 50			0.0%	0
<b>Nie toepaslik (distriksamptenaar)</b>			<b>100.0%</b>	<b>26</b>
<b>answered question</b>				<b>26</b>
<b>skipped question</b>				<b>0</b>

138. Ekspert / voorkeur vakdisipline			Response Percent	Response Count
TGK			0.0%	0
WWG	<input type="checkbox"/>		3.8%	1
NW	<input type="checkbox"/>		3.8%	1
SW			0.0%	0
LW			0.0%	0
EBW			0.0%	0
KK			0.0%	0
LO			0.0%	0
Teg			0.0%	0
Ander, spesifiseer asseblief	<input type="checkbox"/>		3.8%	1
<b>Nie toepaslik (distrik)</b>			<b>88.5%</b>	<b>23</b>
Ander (spesifiseer asseblief)				3
<b>answered question</b>				<b>26</b>
<b>skipped question</b>				<b>0</b>

139. Hoogste kwalifikasie

		Response Percent	Response Count
Diploma		7.7%	2
Graad (BA, BSc, BComm, BEd, ander)		30.8%	8
Honneurs Graad (BA Hons., BEd Hons., ander)		19.2%	5
<b>Meesters Graad (MA, MEd, ander)</b>		<b>42.3%</b>	<b>11</b>
Doktoraal (PhD, DEd, ander)		0.0%	0
Ander, spesifiseer		0.0%	0
	Ander (spesifiseer asseblief)		1
<b><i>answered question</i></b>			<b>26</b>
<b><i>skipped question</i></b>			<b>0</b>