

**Teacher leadership towards creating and maintaining a culture of learning
and teaching**

by

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Dissertation

Submitted in partial fulfilment of the requirements for the degree of

Masters in Education Leadership

in the

FACULTY OF EDUCATION

at the

UNIVERSITY OF PRETORIA

Supervisor: Dr N Sing

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2021

DECLARATION

I, Noko Billy Kgomo (Student number: 28526440) hereby declare that this M.Ed. dissertation titled, “**Teacher leadership towards creating and maintaining a culture of learning and teaching**”, is submitted in accordance with the requirements for the Magister Educationis (Education Leadership) degree at the University of Pretoria. This is my original work and it has not previously been submitted to another institution of higher learning. All the resources cited or quoted in this study are indicated and acknowledged with a comprehensive list of references.

NB KGOMO

September 2021

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DEGREE AND PROJECT	MEd Teacher leadership towards creating and maintaining a Culture of Learning and Teaching
INVESTIGATOR	Mr Noko Billy Kgomo
DEPARTMENT	Education Management and Policy Studies
APPROVAL TO COMMENCE STUDY	18 June 2019
DATE OF CLEARANCE CERTIFICATE	19 August 2021

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DEDICATION

I dedicate this study to my wife, Mabotsana and two children, Lesedi and Katlego. Thank you for the understanding and support during my study. You gave me love and motivation. To my mother Annah Kwena Kgomo and my late father Mmakwena Jones Kgomo, thank you for taking a giant step to register me in formal education. It is because of you that I managed to complete this study. Therefore, this is a family achievement.

God bless you!

ACKNOWLEDGEMENTS

To have achieved this milestone in my life, I would like to express my sincere gratitude to the following people:

- Dr N Sing and Dr TA Ogina, my research supervisors, for their invaluable advice, guidance and inspiring motivation during difficult times of conducting this study. Your support taught me to be more focused as a researcher. Through your guidance I have learnt lifelong research skills. Thank you so much.
- The Gauteng Department of Education for granting me permission to conduct this study in the Tshwane South district, Olievenhoutbosch area.
- Post level 1 teachers who participated in this study for permitting me to conduct face- to- face interviews with them.
- My wife Mabotsana and two children, Lesedi and Katlego for their support in every step of the way.
- My academic friend and brother, Dr HB Moyo who supported me throughout the research journey.
- Language editor, Jack Chokwe, for editing this dissertation.
- Last, but not the least my Heavenly Father, who provided me the strength, knowledge and perseverance to complete this study.

ABSTRACT

Teacher leadership is one of the key concepts for curriculum delivery in schools and it gives Post Level 1 (PL1) teachers a chance to lead. This study builds on teacher leadership and contributes to knowledge in the field of Educational Leadership. Although a number of studies have examined school leadership, there has been limited studies that focus on teacher leadership (Grant, 2010:416) towards creating and maintaining a culture of learning and teaching (COLT) in the classroom and school. Based on this lack of focus, there is a need to investigate teacher leadership in creating and maintaining COLT and to contribute to knowledge in this field. The study focuses on investigating the experiences of PL1 teachers towards COLT, their leadership practices, challenges and how they address these challenges. The study is underpinned by Grant's (2010:409) theory on teacher leadership that argues that PL1 teachers can lead both inside and outside the classroom. Qualitative data was generated through interviews and observation. Three secondary schools were sampled from Tshwane South district of the Gauteng province. Thirteen PL1 teachers participated in this study. It was found that PL1 teachers play a key leadership role in creating and maintaining COLT. Teachers develop their colleagues in school activities and also lead communities. The study further shows that as the teachers executed their leadership roles, they experience challenges such as ill-disciplined learners, shortage of resources and a lack of parental involvement in schools. These findings may assist both the Department of Education and schools to improve their practices with the purpose of supporting teacher-leaders to create and maintain COLT. Furthermore, the study recommends guidelines for effective teacher leadership towards creating and maintaining COLT which could be included in in-service teacher training.

Key words: Teacher leadership; school leadership; culture of learning and teaching; distributive leadership.

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TO WHOM IT MAY CONCERN

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LIST OF ABBREVIATIONS

ATP	Annual Teaching Plan
COLT	Culture of Learning and Teaching
CPTD	Continuous Professional Teacher Development
DSG	Developmental Support Group
EEA	Employment of Educators Act 76 of 1998
ELRC	Education Labour Relations Council
FET	Further Education and Training
GET	General Education and Training
HoD	Head of Department
ICT	Information and Communications Technology
IQMS	Integrated Quality Management System
IWSE	Internal Whole School Evaluation
LTSM	Learner Teacher Supply Material
NEPA	National Education Policy Act 27/1996
OSD	Occupational Specific Dispensation
PAM	Personnel Administrative Measures
PL1	Post Level one
PSCBC	Public Service Coordinating Bargaining Council
RCL	Representative Council of Learners
SACE	South African Council for Educators
SADTU	South African Democratic Teachers' Union
SASA	South African Schools Act 84/1996
SAT	School Assessment Team
SBST	School Based Support Team
SDT	School Development Team
SGB	School Governing Body
SMT	School Management Team
WSE	Whole School Evaluation

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CHAPTER : 1

ORIENTATION OF THE STUDY

1.1. Introduction and Background to the Study

This chapter provides an overview of the study by indicating the background of teacher leadership towards creating and maintaining a culture of learning and teaching (COLT). This introductory chapter also highlights the research problem, research questions, data collection method as well as data analysis. The focus of this study was on the COLT which refers to how schools' approach and conduct their daily activities. This includes the approach to learning, teaching and management. COLT has been found to be one of the necessities for effective schools. Driescher (2016:1), DuFour (1999:12) and Khoza (2012:90) confirm that COLT is necessary for the functionality of schools. The creation and maintenance of COLT is mostly perceived as the responsibility of school management teams and Post Level 1 (PL1) teachers.

The study argues that PL1 teachers are usually left out of this responsibility despite being involved in leading teaching and learning on a daily basis. This view is evident in the studies of Melikhaya (2015:70), Khoza (2012:89) and Masuku (2011:35) who focused their leadership studies more on the school management and less attention was given to PL1 teachers as leaders. The limited focus on teacher leadership is also argued by Grant (2010:514) who contends that this area of research has not been adequately explored in South Africa. Against the above background, it was therefore found to be necessary to look at how teacher leadership can create and maintain COLT in schools. Learner's achievement depends on the commitment of teacher-leaders to teach. However, DuFour (1999:13) argues that one of the challenges that high schools experience is the lack of commitment of teachers to effectively lead learning and teaching.

The concept of COLT was launched as a campaign by the former state president, Nelson Mandela in 1997. At that time, the state of education in South

Africa was not performing well owing to low standards of academic achievement. Where was it not acceptable? The purpose of launching COLT was to revive commitment to education by teachers, learners and the community. Nelson Mandela (1997) said that, “The spirit of the new patriotism that is shaping the new South Africa must make itself felt in the proud resurgence of a culture of learning and teaching”. Grade 12 performance pass percentages were used as clear indicators, and revealed in: 1997-47,4%, 1998-49,3% and 1999-48,9%. These percentages reflect that more than 50% of the Grade 12 learners failed Grade 12 examinations in the years (1997 – 1999).

The concept of establishing COLT is still relevant today because the South African education system is facing challenges that hamper good learner performance. Some of these challenges are learner’s ill-discipline (Chetty, 2019:3) and teacher absenteeism (Daily Marverick, 2019). There are also increased incidences of school violence in some South African schools. Chetty (2019:3), in his study on violence against teachers at South African schools, found out that in 2011, the SABC reported that a female teacher was stabbed in the stomach in class at a school in Gauteng. This is an example of ill-disciplined conduct of learners. The *Daily Marverick* (2019) reported that the Minister of Basic Education, Angie Motshekga indicated that a survey conducted showed that teacher absenteeism has increased from 8% to 10%. Teacher absenteeism has a negative effect on syllabus coverage and learner performance. With these challenges, there is therefore a need to create and maintain commitment of stakeholders to education; therefore, the need for an improved COLT. This study focused on teachers as stakeholders towards creating and maintaining COLT.

The study therefore argues that when COLT is created and maintained, teachers may be more committed to their work. More importantly, teacher absenteeism would be reduced and schools are likely to perform better. The creation and maintenance of COLT is therefore pivotal to the success in schools. Therefore, the study argues for the need to address the established gap by investigating teacher leadership towards creating and maintaining COLT.

1.2. Research problem

Creating and maintaining COLT is one of the key areas in ensuring that schools are effective. Masuku (2011:35) and Khoza (2012:89) in their studies which focused on school principals as leaders, have indicated that a conducive COLT is necessary for learners' success. Masuku (2011:35) maintains that a supportive and positive COLT is required to effect reforms that can result in schools' effectiveness. It is therefore necessary that COLT is created and maintained in schools. However, in South Africa, it has been found that PL1 teachers are mostly excluded in school leadership roles (Grant.2010). COLT can be created and maintained when the school has good leadership to steer it towards better performance. Bush (2007:391) argues that the quality of leadership contributes significantly towards school and learner outcomes. Teachers as leaders must ensure that there is effective teaching and learning in schools. Once there is a sound COLT, schools may deliver curriculum more effectively. A collective effort of teachers, parents, learner leadership forums also known as Representative Council of Learners (RCL) and the School Management Team (SMT) may form a good recipe for the creation of COLT. Therefore, the study argues that the principal cannot improve COLT alone.

Drawing from Masuku (2011:35) and Khoza (2012:89), most schools do not have a proper COLT and PL1 teachers have been excluded from being responsible for creating COLT because the expectation has mostly been on principals to execute that duty. PL1 teachers are not given adequate space to lead. It is a problem in most schools. This study will focus on how COLT can be created and maintained through teacher leadership. There is a need to start looking at teachers as leaders in their own right. Writing on teacher leadership, Grant (2006:410) asserts that there is more that schools can achieve if teachers' leadership potential is fully utilised. Within literature on creating COLT, the focus has been more on the principal as the leader of the school. For example, Ash and Persall (2000:15) focused on the principal as chief learning officer. Masitsa (2005:205) considers the principal as an instructional leader responsible to address challenges related to the school's COLT.

Although there have been some studies on school leadership, less focus is placed on PL1 teachers as leaders in creating and maintaining COLT in the classroom and school. This study attempts to close this gap by investigating PL1 teachers' experiences, practices and challenges. Given the shortage of research on teacher leadership and creation of COLT, it is necessary to explore what role teachers play as leaders towards creating and maintaining COLT. . However, they seem to forget that teachers are key in this process as they spend most of their working hours directly involved in teaching and learning.

1.3. Rationale

The researcher is a principal of a school that was underperforming ,when he was appointed at this school he observed that leadership was mostly centred in the SMT and that denied the school an opportunity to benefit from the skills and knowledge of the PL1 teachers. In his career, he was once a PL1 teacher, departmental head and deputy principal, and further observed that PL1 teachers played a key leadership role in the daily operation of the school. However, in most cases, they were not afforded an opportunity to lead. Their leadership starts in the classroom when they lead teaching and learning and it goes outside the classroom when they lead their co-workers. They are the key drivers to create and maintain COLT. The study therefore argues that there may be PL1 teachers who have good leadership skills and if given a chance, they may form a strong leadership and management support base for the SMT.

Most of the studies (Khoza, 2012:5; Masuku, 2011:35) on leadership focus on the principal's role and there is limited focus on PL1 teachers as leaders. Grant (2010:416) argues that the area of teacher-leaders has not been researched thoroughly. Therefore, this study aimed to add valuable knowledge to the field of teacher leadership and management.

1.4. Purpose statement

Given the problem of shortage of studies in teacher leadership (Grant, 2010:416) towards creating and maintaining COLT, the purpose of the study was to investigate the roles of teachers towards COLT within their classroom and school in sampled secondary schools in Gauteng, Tshwane South district. Masuku (2011:35) and Khoza (2012:90) argue that a conducive COLT is necessary for learners' success. The study focused on what PL1 teacher-leaders understand to be their role towards creating and maintaining COLT, the way teachers as leaders perform their roles and the challenges teacher-leaders experience in creating COLT.

1.5. Research questions

The study was guided by the main research question which is divided into sub-questions to ensure that the investigation is operational. The guiding questions for the study are as follows:

Main research question

How do Post Level 1 (PL1) teachers perform and experience leadership roles towards COLT within their classroom and school?

Sub-questions

- a) What are PL1 teachers' experiences of the COLT at their schools?
- b) What leadership practices do PL1 teachers' exercise to create and maintain COLT?
- c) What challenges do PL1 teachers' experience in creating and maintaining COLT and how do they address these challenges?

1.6. Research objectives

The study was undertaken to investigate the role of PL1 teachers towards creating and maintaining COLT within their classroom and school. The objectives of the investigation are:

- To investigate the experience of PL1 teachers towards COLT.
- To analyse and establish leadership practices that PL1 teachers exercise in maintaining COLT.
- To determine the challenges that PL1 teachers experience towards creating and maintaining COLT and how they address these challenges.
- To develop recommendations that could serve as guidelines for effective teacher leadership towards creating and maintaining COLT.

1.7. Methodology and Ethics

In conducting this study, the researcher used the qualitative research approach grounded in an interpretivist paradigm. According to Nieuwenhuis (2007), qualitative research attempts to collect rich descriptive data in respect of a particular phenomenon or context with the intention of developing an understanding of what is being observed or studied. White (2003:10) asserts that qualitative research is more than a set of data gathering techniques. It is a way of approaching the empirical world. In this study the researcher gave an explanatory account of teacher-leaders' understanding and experiences of their role towards creating and maintaining COLT. The approach is also in line with the chosen interpretivist paradigm because the researcher was interested in understanding and interpreting the participant's interaction in their social environment which in the study is the school and the classroom in particular.

In collecting data to investigate teacher leadership in creating and maintaining COLT, semi-structured individual interviews were also used because the researcher had a chance to probe the participants to give an in-depth information and answer the research questions. These interviews were recorded to allow the researcher to listen again to the participants' responses.

The participants were made aware that the interviews are recorded and a request for their consent for recording these interviews was sought. The researcher further visited the sampled schools to observe the practise by teacher leaders in creating and maintaining COLT.

Permission to undertake this study was requested from the University of Pretoria Faculty of Education Research Ethics Committee. A further request was made to the Gauteng Department of Education for permission to conduct the study in selected schools in Tshwane South District. In both applications, the researcher stated the purpose of the study and how it would be conducted. The researcher informed the participants that they take part voluntarily and they may withdraw their participation from the study at any time. Participants were further informed of their right to privacy and that their participation was risk-free. In conducting the study, the researcher explained to the participants that any information or data collected from them will be kept strictly confidential and anonymous. The information they shared with the researcher was only used for the purpose of the study. Codes and pseudo-names were used to protect the identities of the participants. This is in line with Creswell and Creswell's (2017) study reporting that participants' confidentiality and anonymity must be protected by coding institutions and use pseudonyms to refer to participants. The findings of the study was made accessible to all the participants for verification. Detailed explanations on research methodology is presented in chapter 3 of the dissertation.

1.8. Context of the study

The study was conducted at three secondary schools in Pretoria. The location of the study is an informal settlement that developed a few years ago and later developed to low cost housing residences. One of the schools setting consisting of temporary mobile classes. The schools offer education in Grade 8 to 12. The three secondary schools in this area have been performing well and produced good matric results. Each of these schools has 30 to 35 PL1 teachers.

Two of these schools are well resourced with buildings that are made of bricks and mortar. The schools also have the media centres, laboratories and the

sports fields. One of these two schools is an Information and Communications Technology (ICT) school. An ICT school is a school with smart boards instead of chalkboards in the classrooms, learners and teachers have access to tablets, laptops and computers for teaching and learning. One school is housed in temporary structures and does not have resources such as the media centre and laboratories.

Parental involvement in these schools is not as expected by the schools. This concern was raised by participants during the interviews.

1.9. Significance and contribution of the study

The investigation may be an extension of studies on teacher leadership in creating and maintaining COLT within the classroom and school. The findings of the study may assist the Department of Basic Education (DBE) to have more information on the experiences of PL1 teachers towards COLT within the classroom and school. It may further highlight and provide a better understanding of the challenges that teacher-leaders experience and how they deal with those challenges. The study indicates that while schools are led by the SMT, PL1 teachers also play an important leadership role that contributes significantly to the success of such schools. Participants in this study may benefit from the process by reflecting on their leadership experiences and challenges in creating and maintaining COLT.

1.9. Limitations

The study was limited to the Tshwane area in Gauteng Province and it focused on the experiences of PL1 teacher-leaders in creating and maintaining a COLT in their classrooms and schools. The main limitation was that data were collected only from PL1 teachers and the researcher observed the leadership activities. The number of participants was limited to five per school and this may not be the experiences and reflection of the views of the entire population of teachers in Gauteng Province and South Africa as a country. Although it was planned to have five participants per school, at school C only three participants

were available for this study. It is crucial that further studies be conducted in other parts of Gauteng Province to be able to generalise the findings.

1.10. Clarification of concepts

1.10.1. Post Level 1 (PL1) teachers

The study was about teacher leadership; it refers to PL1 teachers. These are teachers who are occupying the entry level of the teaching profession. The Employment of Educators Act 76 of 1998 section 1 defines a teacher as an educator. According to this act an educator means any person who teaches, educates or trains other persons or provides professional service, including professional therapy and education psychological services, at any public school, further education and training institution, departmental office or adult basic education centre and who is appointed in a post on any educator establishment under this Act. The study was based on teachers or educators who teach in the selected public schools.

1.10.2. Leadership

Leadership as a concept is defined by a number of scholars as a process whereby an individual controls or influences a group with the aim of achieving a specific objective. This is indicated by Northouse (2016:91) who argues that leadership is how a group of people is motivated towards achieving a common goal. This view is in line with Norton's (2018:1) perception that leadership is about influencing others with the aim of achieving a specific objective. In this study, teacher-leaders are also expected to play a similar role of influencing staff members to restore COLT both inside and outside the classroom.

1.10.3. Teacher leadership

In the study, the concept teacher-leaders refers to PL1 teachers who play a leadership role inside and outside the classroom. These are teachers who are not formally appointed as school managers; they are not departmental heads, deputy principals or principals. They are teachers who are in class and deliver the curriculum on daily basis. Some of these teachers perform their duties

beyond the classroom activities such as representing colleagues in the SGB or in unions, leading committees such as the staff development team, coordinating extra and co-curricular activities. These teachers perform leadership duties in addition to their allocated daily duties. These are teacher-leaders. The study is focusing on what they do to create and maintain COLT. Literature (Weeks, 2012:1;Driescher, 2016:1) supports the concept teacher leadership and Grant (2010:410) argues that teacher-leaders lead both in the classroom and outside the classroom.

1.10.4. Culture of learning and teaching (COLT)

A COLT is the attitude of teachers towards teaching and learning. It is when teachers are punctual and are committed to the school's activities such as teaching and learning in a disciplined environment. Steyn (2012:193), Masuku (2011:35), Khoza (2012:90) and Mafisa (2017.10553) have the same view on COLT and they further add that COLT is a necessity for the success of our schools.

1.11. Structure and outline of the study

Chapter 1 presents an introduction and background of this study. It outlined the main focus of the study which is teacher leadership in creating and maintaining COLT. It goes further by indicating the problem and the purpose of this study, the rationale, contribution and the research questions. The chapter further highlights the methodology for the study.

Chapter 2 is a review of local and international literature related to this study. It also gives a detailed analysis of the key concepts such as leadership, school leadership, teacher leadership, distributive leadership and COLT. A theoretical framework based on Grant's 2010 model on teacher leadership is outlined. The researcher has done this to establish approaches, practices and gaps in teacher leadership in creating and maintaining COLT in the classroom and schools.

Chapter 3 is a description of the research approach, design and methodology used in this study. The methodology for this study was guided by the following techniques:

The interpretivist paradigm was applied and focused on teachers' interpretation of their understanding and experiences in leading, creating and maintaining COLT. Qualitative approach was used in this study because it gave the researcher an opportunity to collect rich and descriptive data (Nieuwenhuis, 2007).

A case study design guided the study and it assisted the researcher to get an in depth study (Yin,2015:8) of teacher leadership in creating and maintaining COLT. This was done at the three sampled schools in Gauteng Province, Tshwane South District. The three secondary schools were conveniently sampled as they are all the secondary schools in that area.

Purposive sampling technique was used to target PL1 teachers as participants. Purposive sampling is a technique that is used in research to sample participants whereby the researcher has a specific purpose in mind. In this study the purpose is to focus on PL1 teacher leaders, therefore these are the only teachers who are the participants. The methodology included the instruments that were used to collect data for this study, which are interviews and observation of the practices of teacher-leaders in learning and teaching.

The collected data was coded and analysed in chapter 4. Face-to-face interviews were used as an instrument to collect data and it was corroborated through observation. The theoretical framework was strategically employed to analyse the data. Appropriate findings were documented using relevant themes in this chapter. The presented themes were: Teachers' experiences of COLT, Leadership practices in creating and maintaining COLT and challenges experiences by PL1 teachers in creating and maintaining COLT and how these challenges are addressed

Chapter 5 presents the summary of the findings, draws the conclusion, makes recommendations based on the findings of the study, makes suggestions for future studies as well as concluding remarks.

1.12. Summary of the chapter

In this chapter a clear plan was outlined for the study, setting the stage by giving direction for the study. This includes the guiding research questions on teacher leadership in creating and maintaining COLT in the classroom and schools, methodology and how data were analysed. It is a general overview of this study because it gave a brief description of the content of all the chapters.

In the following chapter, a discussion of literature on teacher leadership and the COLT is presented.

CHAPTER : 2

LITERATURE REVIEW ON TEACHER LEADERSHIP IN COLT

2.1. Introduction

The purpose of the literature review in this study is to analyse local and international literature related to this topic with the intention of laying a solid foundation for this investigation into the main question of this study being: How do PL1 teachers perform and experience leadership roles towards COLT within their classroom and school? Reference to local and international literature is most relevant to adequately unpack this question and identify the gap that this study aims to address, thereby confirming the need for this study in the field of educational leadership.

The analysis of literature serves as a strong guide and foundation for the study. A similar opinion view is confirmed by international researchers such as Xiao and Watson (2019:93) who contend that literature reviews establish the foundations of an academic enquiry. The review of literature affirms the need for the investigation and also set a strong foundation and direction for the topic being studied. It is imperative for a study like this one to be supported by literature and set the tone of the investigation. O’Leary (2004:83) also underscores the importance of a literature review by maintaining that “Your literature review will inform your question, theory, and methods, and your question, theory, and methods will help set the parameters of your literature review. This is a cyclical process.” These scholars emphasise the significance of the literature review in a research study. Furthermore, they indicate that no study will exist in isolation; it needs to be linked with previous studies to indicate continuity in a specific field of knowledge. The literature review in this study involved various literature sources such as journal articles, dissertations, books as well as other internet sources. Drawing knowledge from a number of different sources assist in ensuring that the study is rich with information from different fields. The researcher views it as one of the strategic tools to ensure

that the study remains relevant and informative. The literature review starts with leadership followed by COLT, then PL1 teachers and the theoretical framework.

2.2. Leadership

The study investigated teacher leadership. Therefore, entails teachers (PL1) as leaders in schools and the impact they make in creating and maintaining COLT. This is one of the core concepts for this study and it needs to be explained so that there is a better understanding of school leadership and teacher leadership. Bush (2007:392) explains leadership as a process whereby an individual or a group influences other people to act in a specific manner to achieve the set objective. In this study, there are PL1 teachers who have the ability to influence their co-workers to conduct themselves in a specific manner to improve the conditions at schools. For example, there are teachers who lead the staff professional development processes such as IQMS which is aimed at empowering teachers. Such teacher-leaders are expected to influence other staff members to improve their skills. A leader is expected to steer his followers to the right direction through how he leads them. It could be through his talks or actions. The teacher-leaders are therefore expected to present themselves in a professional way in line with their code of ethics. This will surely win the confidence and trust of their colleagues. Ward (2018) also argues that leadership is the art of motivating a group of people to act towards achieving a common goal. The perception corroborates with the views of Snythe and Norton (2011) who argue that leadership is about being in control and exercising knowledge by influencing others with the aim of achieving a specific objective. Furthermore, Grant (2010:402) also argues from an educational perspective that leadership is a process of influencing people to transform schools by achieving the set objectives. All these cited scholars indicate common issues in their perception of leadership, which include the ability to influence others to act positively and the achievement of the set goals which in the study is creation and maintenance of COLT.

2.2.1. School leadership

There is a need to unpack school leadership as a concept and practice for the purpose of understanding teacher leadership. Principals, deputy principals and heads of department are the formal leaders of schools. Teachers also play a leadership role which supports the school's formal leadership. It is therefore crucial to explain the concept in detail. Northouse (2016:91) explains school leadership as a process whereby teachers are influenced by an individual to achieve organisational goals. Scholars (Gage and Smith, 2016:1; Grant, (2010:402) agree on common features of school leadership being a process, a leader influencing other people and the attainment of organisational goals. Therefore, it is imperative that the SMT should lead the school in the correct direction and influence teachers to achieve school's vision and mission statement. This approach may motivate and influence teachers to participate in school leadership.

Furthermore, there is a need for interaction between the principal, who is a leader and the people he is leading, that is the teachers, parents and learners (Gage & Smith, 2016:2). Hence, teacher leadership is important in the daily operation of a school. The same view is also shared by Bhengu and Myende (2016:1) who argue that leadership is about being aware of societal needs. The leader should influence the followers with the aim of achieving the organisational objectives (Kemp, 2008:40). In a school situation there is a group of teachers, learners and parents sharing a common goal of educating learners and therefore, influencing their behaviour to achieve the commonly shared goal is crucial. Kemp (2008:40) argues that the process of influencing followers may be done through intimidation, manipulation or persuasion.

Intimidation is when the leader assigns tasks to colleagues and threatens them if they fail to perform such activities. This is not the correct form of leadership because the leader is always instilling fear to his colleagues to perform the allocated tasks. Manipulation is when a leader instils guilt in the followers through threats so that if they do not produce the set results then the objectives of the organisation will not be reached and they will be perceived as being disloyal. Persuasion is influencing people to act and behave in the interest of

the organisation and themselves. School and teacher-leaders are therefore expected to persuade teachers to remain focused on the objectives of their schools and the creation of COLT.

The principal should sell the school's vision and mission in an attractive and favourable manner so that other stakeholders such as teachers respond positively to those views by leading with the aim of ensuring COLT. Leaders always focus on the set objectives with the aim of achieving such through other people – followers (Gage & Smith, 2016:2). Bush (2007:395) argues that leaders set goals and direct people towards those goals. Leadership involves establishing a clear vision and sharing it with others so that they will follow willingly. Leaders must exercise their influence in an ethical manner and allow teachers to lead in other areas of the school with the purpose of creating COLT. In South Africa, leaders at school must be guided by the South African Council for Educators' (SACE) code of professional ethics. The code gives guidance on how teachers must conduct themselves in relation to their colleagues, the employer and the community. Leaders must further be guided by Employment of Educators Act (EEA), Act 76 of 1998. This Act explains the conditions of employment and duties of teachers according to their positions at work. When teacher-leaders assume a leadership positions, they are expected to conduct themselves in line with these guidelines of SACE and EEA.

Teachers as leaders in schools are expected to go an extra mile and use their influence positively in changing schools approach towards COLT. Teacher-leaders are well positioned to influence both their colleagues and learners to ensure that schools are functional and effective, therefore creating and maintaining COLT. In the same vein, Grant (2010:402) describes leadership as a process that brings change in an organisation and which mobilise members to think, believe and behave in a manner that satisfy organisational needs. According to both international and local researchers (Northouse, 2016; Gage and Smith, 2016; Grant, 2010:403), good school leadership should empower teachers by mentoring them to be able to lead in future, this is teacher leadership.

2.2.2. Teacher leadership

Teachers as curriculum drivers should lead so that the school's objectives which is successful teaching and learning can be achieved. Teachers as curriculum leaders should exercise their influence in an ethical manner on all stakeholders with the aim of creating and maintaining COLT. Moreover, they should ensure that there is a positive teaching and learning environment. They do it by being punctual to work, being prepared to teach, presenting lessons, assessing learners, and giving feedback. This will assist in ensuring that learners are disciplined and achieve the set learning outcomes. Therefore, good teacher leadership is a necessity in schools to create and maintain COLT.

The phrase teacher leadership has been explained in previous studies both locally and internationally. However, scholars do not give a similar definition. Mainly, literature explains this concept by referring to the duties that teacher-leaders perform and their responsibilities.

Teacher leadership is a concept that is mostly defined by the duties that teacher-leaders perform. According to Wenner and Campbell (2017:135) definition of teacher leadership these definitions, "lead to a situation where teacher-leaders do not hold the same titles across school teacher leadership". Govender (2009:366), Weeks (2012:336) and Driescher (2016:2) argue that schools should have teachers who are dedicated, committed and willing to bring a positive change. The change may include leading subject committees and other teacher development structures such as cluster leader and sports committee. These teacher-leaders should be willing to take additional responsibilities. In another study, Derington and Angelle (2013:3) support this view by arguing that teacher-leaders share knowledge with co-workers, develop and support them, are lifelong learners, coach colleagues and are self-motivated. It implies that the school management must distribute leadership so that they give teachers a space to lead. The line of thought is supported by Riveros, Newton and da Costa (2013:6) who emphasise that teacher-leaders emerge through informal processes of leadership in schools. This includes an environment where leadership is distributed. Teachers who are willing to lead will then share their knowledge and experiences with their colleagues. Such

teachers lead in many school activities such as Staff Development Teams (SDT), peer appraisal through Integrated Quality Management System (IQMS) and school committees such as the School Assessment Team (SAT) and sports committees.

Teacher-leaders are dedicated and committed to their work. They prepare effective lessons and teach with the aim of ensuring quality teaching and learning. They lead both in the classroom and outside the classroom (Grant, 2006; Ndlela, 2011). Outside the classroom the teachers lead by developing and coaching their colleagues, coordinating learner participation in extra and co-curricular activities. These are activities such as, conducting workshops, being lead teachers, coordinating debate, spelling competitions, cultural activities and sports. Naicker and Mestry (2013:4), in their study on teacher reflections on distributive leadership in public primary schools in Soweto, define teacher leadership as a recognition of teachers' abilities in a school and the support that teachers as leaders provide to formal leadership. The same scholars in another study explain teacher-leaders as teachers who are given an opportunity to lead and take responsibility in key areas where transformation is needed (Naicker & Mestry, 2011:4). These scholars emphasise the involvement of teachers in positions of responsibility. These teachers share their expertise, knowledge and skills with the purpose of supporting formal school management and their colleagues. The school management need to recognise these teachers' skills and abilities with the purpose of motivating them and transforming our schools.

To add to our understanding of teacher leadership, Guilbahar (2017:113) concurs with other scholars by arguing that teacher leadership refers to collective and shared responsibility of all teachers to lead. This researcher further emphasises that where there is teacher leadership, teachers collaborate with colleagues and formal management with the aim of bringing progress and change in a school. This is in line with Grant's (2010:409) model on teacher leadership which emphasises collaboration.

Collaboration and teamwork among colleagues is necessary for teacher leadership to be effective. Teacher-leaders require the support and cooperation

of other staff members. Therefore, collaboration and teamwork are some of the key requirements for teacher leadership to be effective. These researchers further argue that shared responsibility must exist so that teachers can have a space to lead. This means that teachers including the school management must be willing to execute their duties (de Villiers & Pretorius, 2011:576). Sigilai and Bett (2013:137) concur with the need for shared responsibility. They emphasise that teacher leadership is when teachers lead and are responsible for curriculum delivery in a specific subject by supporting and coaching their colleagues. These teachers will be empowering and developing their colleagues to become leaders as well.

Teacher leadership is also defined as a context where teachers are involved in decision-making about their learners, their work and school development (Allen, 2018:245). The view confirms teacher involvement as a relevant approach to teacher leadership and its impact on school improvement as Allen (2018:245) links the concept with school development. de Villiers and Pretorius (2011:576) also suggest that teachers as leaders lead in different contexts. These scholars agree that teachers lead in the classroom and outside the classroom, identify with the community of leaders, influence other teachers to improve their practice and take responsibility for achieving the objectives of their schools. Grant (2010:410) and de Villiers and Pretorius (2011:575) suggest that teachers' ability as leaders need to be recognised beyond the classroom and if they are given this opportunity they are likely to transform our institution. Grant (2010:409) affirms this view in her model on teacher leadership. The model emphasises the recognition of teachers as leaders both inside the classroom and outside the classroom.

Teachers can also lead by coordinating colleagues to work as a team and by coordinating learners outside the classroom in extra and co-curricular activities (Grant, 2010:409). They do this by leading others in their departments as subject heads. They will be guiding colleagues on the needs of a specific subject in a school. Teacher-leaders provide curriculum development knowledge which is a necessity for COLT. Teachers do this by leading curriculum and professional development workshops. Teachers lead by

participating in the performance appraisal of their colleagues through IQMS. IQMS requires each teacher to have a Development Support Group (DSG) which is composed of the teacher's immediate senior and a peer. The DSG is responsible for mentoring and developing the teacher in curriculum delivery and other areas of professional development. Teachers can also exercise their leadership outside the classroom in whole school development. They lead school development and Internal Whole School Evaluation (IWSE) by coordinating school activities such as professional development workshops. In this case, they will be leading the entire school staff. They can also participate in school level decision-making such as policy making and by representing teachers in the SGB (Sarafidou & Chutzioannidis, 2013:175). Teachers can also play a leading role in the community organisations because of the confidence they gained from leading schools through shared leadership. Teachers who are also leaders, are required to have values such as commitment, perseverance and be willing to take risks (de Villiers & Pretorius, 2011:575). The success of Grant's (2010:410) model depends on collaboration of teachers and the management acknowledging that school leadership is not only the SMT, but teachers as well. Therefore, it is imperative that leadership is distributed to empower teachers and enhance teacher leadership.

2.2.3. Distributive Leadership

The concept of teacher leadership is located within distributive leadership which according to Grant (2010:411) refers to shared leadership among formal and informal school leaders. Distributive leadership is an approach that is mostly applied in education recently because of its effectiveness in transforming schools. The leadership approach refers to a situation whereby the principal shares leadership with his colleagues by allowing teachers to go beyond classroom teaching and be afforded the latitude to show their expertise in leadership. It may be done by delegating teachers to lead in areas such as SDT, School Based Support Team (SBST), lead meetings, develop curriculum, and be lead teachers, grade supervisors, coordinators and lead in the sports committee. The approach of management is also shared by Wenner (2017:164) who emphasises the importance of management sharing leadership with

teachers. It is shared leadership that requires collaboration from the staff because those who are given an opportunity to lead need the collaboration and trust of the whole staff. It is an indication that collaboration and trust are key to the success of this leadership approach (Grant, 2010:410). The principal as a leader cannot perform all leadership activities alone in a school. He needs to share these leadership responsibilities with other teachers. In my opinion, distributive leadership is necessary nowadays for the success of many education system because collective effort brings collaboration, trust, support, empowerment, capacity building, and teamwork. Distributive leadership supports teacher leadership. Teacher-leaders make a positive impact in restoring the COLT.

Researchers (Naicker & Mestry 2013:9; Ngotngamwong 2010:21; de Villiers & Pretorius 2011:578; Stein, 2014:164; Struyve, Meredith & Gielen 2014:205; Guilbahar, 2017:115; Allen, 2018:245) assert that in schools that practice distributive leadership, teachers experience enhanced performance and high teacher morale. In such schools teachers own decisions, there is teacher job satisfaction, teacher efficacy, teamwork, trust, collaboration and teachers creating and maintaining the COLT. The perceptions of these scholars indicate that teachers are leaders in the classroom when they lead teaching and learning. They are also leaders outside the classroom when they lead their colleagues. Goksoy (2016:297) also supports this leadership approach as the importance of management sharing leadership with teachers is underscored. Distributive leadership is shared leadership that requires collaboration from the staff because those who are given an opportunity to lead need collaboration and trust of the whole staff.

According to Harris (2013:11), there are some misconceptions relating to teacher leadership. The first one is the perception that distributive leadership relegates managerial duties to teacher-leaders. The perception is wrong because formal leadership must still perform its duties even if the school has teacher-leaders. The second one is the perception that everyone may lead. Distributive leadership give space to only skilled teachers to lead. It does not mean the space is open for everybody. This then indicates that the school

management must delegate teacher-leaders appropriately. It is not shifting accountability and authority, it is just to give opportunity for skilled teachers to lead. Formal structures of the school such as the SMT must still exist and fully perform their duties. Distributing leadership is creating a support base for these structures. Distributive leadership creates a conducive environment for teacher leadership and this is necessary for COLT to be evinced.

2.2.4. Distributive Leadership style

School leadership is key to the functionality and success of each school because leadership give direction to any organisation. It is therefore imperative that school leaders apply the appropriate approach to ensure that schools are led correctly. One of the most successful approach of leadership is distributive leadership style.

Distributive leadership style is an approach that is recently practised in schools because it has proven to be successful in changing schools. A number of scholars (Noble, 2014:21; Goksoy, 2016:297) define it as an approach whereby the principal creates leadership opportunities for teachers by allowing them to go beyond classroom teaching and be afforded a space to show their expertise in leadership. Teachers who have leadership skills will progressively utilise this opportunity for their empowerment and for the growth of the school. By doing this, they will be leading and developing colleagues. These are teacher-leaders that have emerged from a distributive leadership style.

Noble (2014:21) argues that in this style of leadership, a clear job descriptions for teacher-leaders is a necessity. This will assist in ensuring that there is no unnecessary tension and misunderstanding between staff members. It has also been found by Margolis and Huggins (2012:963) that lack of clear job descriptions for teacher-leaders may stifle their effectiveness teacher-leaders. It may also lead to collusion of administration duties and teacher-leaders. Another hindrance of teacher leadership found by Margolis and Huggins (2012:963) is that teacher-leaders are not paid for additional work done outside their

appointed duties. Most of them end up being discouraged to perform such duties.

Grant's (2010:409) model on teacher leadership focuses on distributing leadership among formal and informal leaders which include teachers as leaders. According to this model, teachers can execute their leadership in four zones namely; inside the classroom, outside the classroom, in whole school development and in the community. It is important to indicate that school managers need to distribute leadership with the aim of giving teachers a chance to lead. There have been some studies such as Melikhaya (2015:73) on teacher leadership that were guided by this model which found that school leadership need to be distributed to include teachers. Driescher's (2016:2) study on teacher leadership was also based on Grant's (2010:409) model and confirmed that if this model is adopted in schools, then teacher leadership will be effective.

The researcher adopted the model with the aim of analysing how distributive leadership style in schools can be practised with the aim of promoting teacher leadership and creating COLT, therefore, getting answers to the research questions. Furthermore, the model will assist the researcher in analysing what are teacher-leaders' understanding and practices of their role towards creating COLT. School management team may use Grant's model as a guide for distributing leadership style. Managers must apply this model in the context of transforming our schools by recognising teachers as leaders. The model highlights a culture of collaboration, distributed leadership and associated values among teachers as necessities for teacher leadership. It will improve collegiality and strengthen teamwork among teachers. According to Grant (2010:410), teachers first lead in the classroom by guiding teaching and learning, therefore, improving COLT at a school. Teachers lead in this field by preparing lessons, ensuring that teaching and learning take place. Teachers also assess learners and report on progress made. They further prepare and lead remedial activities where it is needed; that is, teacher leadership in the classroom.

2.3. Culture of learning and teaching (COLT)

One of the main indicators of progressive school performance is a positive COLT. It is because the main business of a school is curriculum delivery which is measured by assessing learners. Hence, the learners' performance is an indicator of COLT that exists in a school. Teachers are at the forefront of curriculum delivery because they prepare lessons and teach on daily basis. In addition, teachers have proven to be the main drivers of COLT because of the role they play in curriculum delivery. Based on this statement, this study therefore agrees with local researchers that COLT is necessary for schools to function (Steyn, 2012:208). In South Africa, researchers have a common perception on COLT though they differ on explanations. For example, Govender (2008) defines a school with COLT as a school with the staff that have knowledge and are dedicated to transfer their knowledge to empower learners. Teachers who are skilled, committed and who lead in the classroom are capable of creating a positive COLT. The same perception is shared by Nemukula (2002:11) who views COLT as a commitment where both teachers and learners consider learning and teaching as an important activity for the success of their school. Masuku (2011:36) and Khoza (2012:90) define COLT as the positive attitude of the schools' stakeholders towards their daily activities which are teaching and learning and how they commit themselves to these activities.

Internationally, researchers have similar perception on COLT as local researchers. In an earlier study by Yildiz and Celik (2017:95) conducted in Iraq, associate COLT with teachers who are committed, passionate, enthusiastic and have the energy and desire to teach. This further indicates that these teachers would be able to discipline learners and have a good relationship with learners, principal, parents, and the community. Furthermore, cooperation among stakeholders is necessary for COLT to exist. In line with the views of these scholars, Altun (2017:52), who also conducted a study in Iraq on commitment of teachers, defines COLT as a school environment where teachers invest more time and energy in keeping up with the development in this profession. In the study, COLT is defined as dedication and collaboration among teachers,

school management, learners and parents with the aim of having a successful school.

2.3.1. Teachers' experiences on leading COLT

Literature indicates teachers experience in leading in the classroom and school (Grant, 2010:409). They lead teaching and learning in the classroom and they also lead outside the classroom by coordinating extra mural activities. Therefore, teachers as leaders are expected to lead effectively, though some of the teachers do not view leadership as one of their main duties. Researchers like Hunzicker (2017:9) and Olujuwon and Perumal (2014:1055) confirm this view by stating that it is not clear what teachers must do as leaders. It has led to a situation where most teachers view leadership as a part-time engagement. They are mostly engaged in lesson preparation and teaching, and less involved in leadership. Margolis and Huggins (2012:963) argue that there is a lack of clear job description for teacher-leaders. Teacher leadership is not perceived as a full time engagement by most teachers because teachers view teaching as their only core duty. The perception of non-commitment to leadership is also increased by lack of remuneration for leadership roles that teachers play (Ankert & Martin, 2012:288). Teacher-leaders do not get paid for the extra work they do in addition to teaching. It leads to low morale and lack of commitment among teacher-leaders.

Although Personnel Administrative Measures (PAM) has been amended in 2016 to include leadership as a duty for teachers, it is still not very clear on what teachers should exactly do. Leadership was previously not included in PAM as a job description for teachers. The amended job description of teachers as explained in PAM states that:

To take on a leadership role in respect of the subject, learning area or phase, if required. (Personnel Administrative Measures (2016), General notice 170, Government gazette 39684 :A18)

The job description gives teachers an opportunity to perform leadership roles. However, it does not compel skilled teachers to lead because it states “if required”. It means that teachers must first wait for school management to present this opportunity to them. Some teachers who are eager to lead may never get this opportunity; they will be closed out of the leadership role. Furthermore, the job description limits teacher leadership to the subject, learning area and a phase. Other teachers who have the willingness and skill to lead in other areas of their profession may be closed out. Ankert and Martin (2012:286) argue that there are more teachers who are willing to lead but they are not given this opportunity. Therefore, such teachers may not have the opportunity to show their ability as teacher-leaders. The limitation of teacher leadership to a subject, learning area or phase does not allow them to lead beyond the classroom and it is a limitation on teachers to exercise their skills and abilities. Where teachers lead, they are given different titles such as coordinator, coach, specialist, lead teacher, departmental chair and mentor teacher (Mangin & Stoelinga, 2008; Neumerski, 2012:6). This may create confusion on what teachers must do as they lead. Therefore, there is a need to investigate teacher-leaders’ experiences towards COLT.

2.3.2. The modus used by teacher-leaders towards COLT

Teacher-leaders’ understanding of their roles could make it easier for them to execute their duties with the aim of creating and maintaining COLT. Teachers duties are explained according to their post levels in the PAM (2016), General notice 170, Government gazette 39684. The National Education Policy Act, 27 of 1996 lists the seven roles of a teacher. These roles are relief teaching, extra and co-curricular duties, pastoral duties, administration, supervisory and management and other professional duties such as attendance of meetings. Teacher-leaders may lead in some of these areas. The issue now is, what do teacher-leaders do in exercising their leadership duties and in creating and maintaining COLT?

Teachers first lead in the classroom by creating a positive learning environment and by facilitating teaching and learning. They ensure that there is effective teaching and learning by preparing and presenting lessons. They create a

positive learning environment in the classroom. Teachers further conduct assessment and report on learners' performance. It is one form of leadership that every teacher practises. The SMT and the SGB should to guide these teachers by ensuring that they adopt a progressive vision and mission statement for the school. It is advisable for the SGB to ensure that the school's vision and mission statement is in line with the provincial and national one. This will guarantee alignment with the provincial and national department's goals. Weeks (2012:337) concurs with this view by arguing that the schools' vision and mission statement must incorporate COLT so that they give direction to all stakeholders. It will set the tone for the creation and maintenance of COLT. Teachers and other stakeholders should be dedicated and committed towards the actualisation of the vision and mission statement. They can do this by displaying the vision and mission in their classrooms, do their daily activities in line with the vision and mission statement. They can also explain it to the learners and encourage them to learn with the aim of achieving the objectives of their school's vision and mission statement. When the vision and mission statement are clearly understood by everyone in the school, the objective can be easily achieved.

In an article that was published by Queens University (2019), Andrea Runyon argues that teacher-leaders assist in the general administration of the school. It includes but not limited to recording of learners' marks, capturing of learners' personal information on the register database. Teachers also serve as class teachers and do some administration work such as marking and updating the class registers, controlling the truancy register and dealing with learner discipline. Although it is part of their duties, it is another form of teacher leadership.

Teacher-leaders may support and mentor colleagues. They may mentor novice teachers and orientate them to the professional practices. This may assist in ensuring that the novice teachers adjust correctly to the work environment. They may also guide and encourage all staff members to further their studies and improve their qualifications. It will ensure that teachers are more empowered in their career practices. Teacher-leaders motivate and encourage

colleagues to enrol for new courses, attend workshops and seminars. They may also provide career guidance to learners, encouraging them to study further after passing Grade 12. It is another way of leading and creating COLT.

In South African school context, teacher-leaders may coordinate teacher appraisal in terms of the IQMS. They do this for the purpose of developing fellow teachers. Teachers form part of the SDT which coordinates the development of all staff members at school. It will promote COLT as the development of teachers may assist in improving the quality of teaching and learning. Teacher-leaders in such situations play the role of a coach in supporting learners during extra mural activities such as netball and soccer teams. The processes of assisting learners results in building a good discipline behaviour among the learners which is required in restoring COLT. It also brings teamwork and collaboration among learners.

Apart from involvement in extra-curricular activities, teachers also lead as subject experts and use different study materials. They may identify gaps that need to be filled by creating additional study material. Furthermore, they may integrate learning areas to make teaching and learning more interesting through their innovation and creativity. In doing this, they act as leaders in curriculum development which is one of the key requirements for restoration of COLT. Grant's (2010:409) model on teacher leadership indicates that teachers also lead outside the school. They lead their communities by sharing new knowledge and promoting good behaviour, even in cases where there are challenges these teachers still lead.

2.3.3. Challenges that teachers face in their roles as leaders to create and maintain COLT

Apart from the positive aspects on teacher leadership in enabling COLT, there are challenges that teacher-leaders experience such as job descriptions that are not clear and non-payment for their leadership service. These challenges demotivate them from becoming leaders and this reduces the opportunities of schools to benefit from the leadership skills and abilities of their teacher. There are several teachers who are willing to take leadership responsibilities but they

are unable to do so because of the challenges they encounter at their schools. The sentiment is also echoed by Ankert and Martin (2012:287) in their study in the United States on some of the challenges that demotivate teachers to lead. Ankert and Martin (2012:287) reported that there are no clear job descriptions for teacher-leaders and they end up performing any duty in the school such as administrative and supporting colleagues in areas such as marking learners' scripts and team teaching. It often led to collusion of administrators' duties and teacher-leaders' responsibilities.

The lack of clear job descriptions for teacher-leaders has been a concern both locally and internationally (Margolis & Huggins , 2012:960; Ankert & Martin, 2012:6). This has led to teacher-leaders perceiving their leadership role as an auxiliary duty which they are not obliged to perform on daily basis. This is exacerbated by lack of remuneration for additional duties that teacher-leaders perform. Teacher-leaders feel demotivated because they are not appreciated for their efforts in making schools better places for teaching and learning. It can be viewed as a counter to creating and maintaining COLT in schools.

The lack of prescribed duties for teacher-leaders is also caused by lack of specific titles for PL1 teacher leaders. Literature gives teacher-leaders titles such as coordinator, coach, specialist, lead teacher, departmental chair and mentor teacher (Mangin & Stoelinga, 2008; Neumerski, 2012:6). It confirms the argument raised by scholars that there are no prescribed duties for teacher-leaders. In South Africa, the Education Labour Relations Council (ELRC) collective agreement 1 of 2008: Annexure A10 (Occupation Specific Dispensation) made an attempt to recognise teacher-leaders as senior and master teachers. The department of education implemented this collective agreement by appointing senior and master teachers. Such appointments were only done in the year 2008. The collective agreement allocated additional duties which identify senior and master teachers as leaders. It prescribed the appointment of specialist teachers, senior teachers and master teachers. The collective agreement further prescribed improved salaries for such teachers. Although this was an attempt to recognise teacher leadership, it did not last longer because such teacher-leaders were only appointed after this agreement

was signed and there were no other appointments of this kind after 2008. Only those who were appointed in the year 2008 were offered improved salaries and there was no new appointments after 2008. Eventually, the initiative died a silent death.

Failure by the management to delegate authority to teachers is another challenge to teacher leadership. In the South African school context, SMT needs to delegate teachers to lead in other areas of school activities, though they need to ensure that they delegate suitable people. Marishane (2016:164) refers to the practice of delegating teachers appropriately as Contextual Intelligence Leadership. The concept shows how teachers are given a chance to exercise their leadership expertise outside the classroom. For example, teachers can be delegated to lead school committees such as the environmental and discipline committees. It will empower teachers and give them a sense of authority and strengthen collaboration among staff members (Grant, 2010:410). School management need to ensure that they monitor performance on delegated duties because though they delegate, they still remain accountable. The monitoring opportunity serves as support and motivation to teacher-leaders because it assures the teacher-leaders that when they execute their activities, management is continuously supporting them. When these teachers succeed in their leadership, their morale and commitment is uplifted and they become motivated to lead in other areas of their work.

Exclusion of teachers in decision-making is another challenge to teacher leadership. Newman (2010:270) argues that although teachers are willing to participate in decision-making, school management usually involve teachers on non-strategic issues. Where decisions have to be made on strategic issues such as policy making and school development plan, teachers are excluded. The view is supported by Sarafidou and Chutzioannidis (2013:172) who conducted a study in Greece on teacher participation in decision-making. The scholars emphasise that there is a high level of teacher participation on decision-making on issues that concern learners and teachers but teacher participation on managerial and strategic issues is low. Exclusion of teachers in decision-making has a negative effect on implementation of such decisions

because the researcher believes teachers may not view themselves as part of such decisions.

In some cases, teachers are reluctant to implement strategies and decisions where they have been excluded. They feel that they are regarded as being insignificant and as such, they view the implementation as the duty of the management (Newman, 2010:270). Moreover, the exclusion of teachers in decision-making does not give teachers an opportunity to show their leadership abilities and close out new ideas that may assist in making schools more effective. There is a need to allow teachers some space in decision-making as they are willing to lead (de Villiers & Pretorius, 2011:576). The researcher believes that involvement of teachers in decision-making will strengthen collaboration and implementation as teachers will take ownership of such decisions.

The researcher is also of the opinion that shortage of resources may be another challenge to teacher leadership. In my experience as a teacher, in most schools there is absence of teacher leadership, especially when acquiring resources that are to be used in teaching and learning. However, there are cases where teachers are willing to lead in other areas of the school such as sports, arts and teacher development. They are sometimes challenged by lack of resources such as sports attire, unavailability of sporting field and workshop facilities. Shortage of Learner Teacher Support Material (LTSM) hampers curriculum delivery and teacher leadership. The researcher has also noticed that school management need to ensure that the allocated funds are utilised to acquire resources for both learners and teachers with the purpose of effective teaching and learning. It can also be done by ensuring effective retrieval of textbooks at the end of the year. This is a way of cutting costs and saving the future budget that may be allocated to other needs. The researcher strongly believes that this will also give teachers a space to lead with confidence. PL1 teachers may volunteer to assist in the LTSM committee by distributing stationery to learners at the beginning of the year. It is one of the areas where teachers may execute their leadership initiatives.

In addition to the preceding challenges, there are some researchers (Khoza, 2012:89; Masuku, 2011:36) who focus on the principal and exclude teachers in creating and maintaining COLT. Khoza (2012:89) investigated the relationship between principal's instructional leadership and learners' performance in Swaziland. The scholar confirms the importance of the requirement of leadership for a good learning environment. The researcher also found that there is a direct link between good leadership that involves teacher-leaders and school's good performance. It refers to when leadership is distributed with the purpose of allocating certain responsibilities to teacher-leaders.

Lack of a conducive environment for teacher-leaders is an additional challenge that teachers experience. School managers have a responsibility to create the space for teachers to lead and this is not always the case (Ankert & Martin, 2012:286). School managers may create a suitable environment for teachers to lead by involving them in coordinating some school activities. It can be done by allocating or delegating certain responsibilities to teacher-leaders. Furthermore, teacher-leaders are concerned that performing additional duties of leading takes much of their time and they become overwhelmed with their workload (Will, 2016:260). It is informed by the fact that the duty to lead is not a prescribed duty; it is an additional voluntary duty. The additional responsibility infringes on their private time because sometimes they have to perform leadership duties outside their working hours. They remain at schools and perform the leadership duties while their colleagues knock off at work.

Support from colleagues is a necessity for teacher leadership to be effective. However, this is not always the case as according to Will (2016:266) teacher-leaders sometimes get resistance from colleagues. The resistance is influenced by lack of prescribed teacher leadership duties because colleagues wonder why other staff members execute duties that they are not appointed to do. Teacher-leaders are then labelled as powerless volunteers. The practice leads to a lack of collaboration and trust among teachers thereby hampering execution of teacher leadership duties

2.4. PL1 Teachers

Teachers are appointed at different positions with each post having its allocated duties. There are PL1, departmental heads, deputy principals and principals in schools. It is important to mention that the entry post level in the teaching profession in South Africa is PL1. The South African legislations stipulate that teachers be appointed in terms of the Employment of Educators Act (EEA) 76 of 1998. The Act identifies teachers as educators, although locally and internationally literature (Grant, 2010) refers to them as teachers.

According to the EEA, duties of PL1 teachers focus more on classroom teaching, learner assessment and reporting. Other post levels' duties include school management and leadership.

2.5. Theoretical Framework

This study has adopted Grant's (2010:409) model on teacher leadership as the theoretical framework. The study focused on PL1 teachers as leaders. Therefore, a theoretical framework of Grant's Model on teacher leadership is found to be most appropriate because it has the same focus that emphasises the concept of teacher leadership both in the classroom and the school. The researcher found this model to be the most suitable for the study because its focus is similar to the focus of the study and it gives a clear guideline on this investigation.

The study attempted to get the understanding and experiences of teacher-leaders in creating and maintaining COLT. It has been done by first finding out from literature the meanings that teacher-leaders attach to their role and secondly, by finding out what exactly teacher-leaders do, and lastly by finding out the challenges that they experience.

The theoretical framework is based on the following concepts: teacher leadership, collaborative culture, distributed leadership and associated values. The research questions for this study are aligned with this theoretical concept. It is because the topic for this study is based on teacher leadership, so is the theoretical framework. The main question for this study focuses on how PL1 teachers perform and experience leadership roles towards COLT in their classroom and school. The theoretical framework also focuses on teacher

leadership inside and outside the classroom. The sub-questions for this study also focused on teacher leadership activities and challenges they have experienced. These questions fit perfectly within Grant's (2010:409) teacher leadership model as a framework for this study.

Grant (2010:409) indicates different areas in which teachers may lead and it is illustrated in the model depicted on Diagram 2.1.

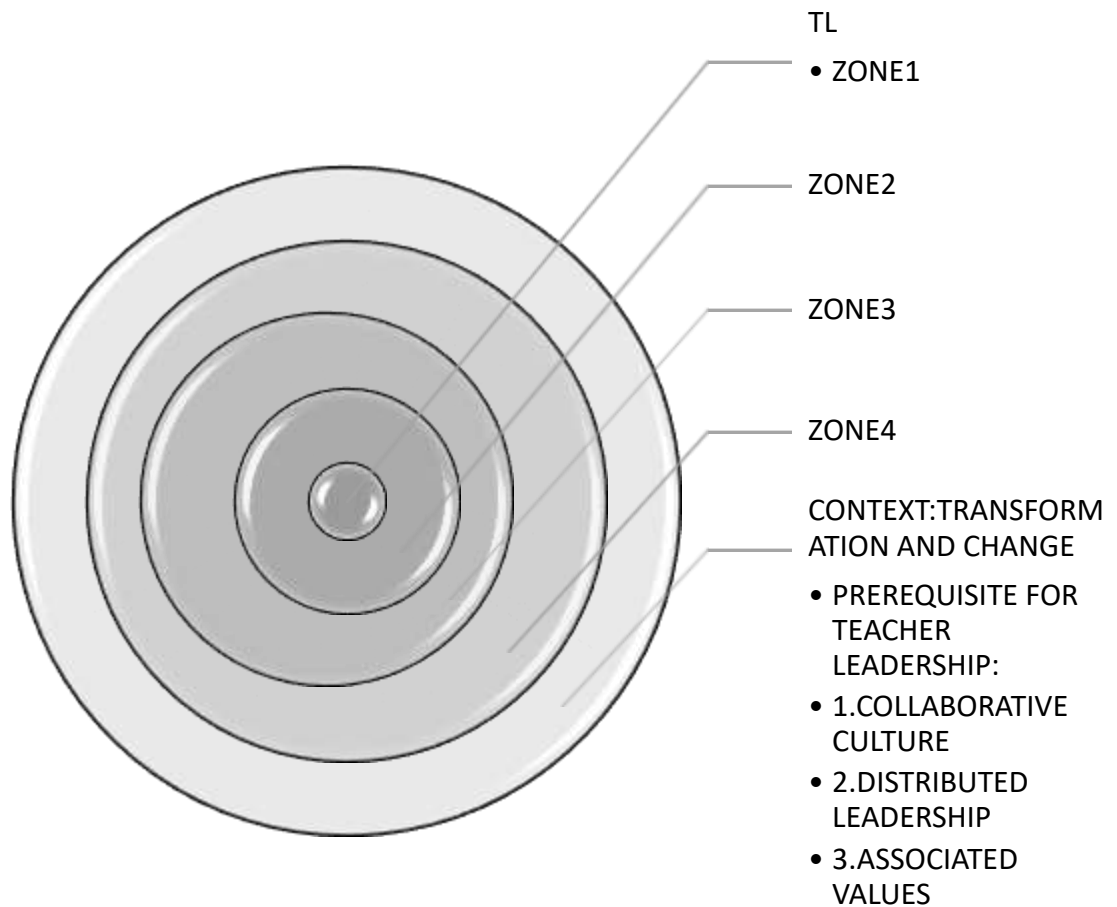


Diagram 2.1 : Teacher leadership, adapted from Grant's model (2010)

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

Table 2.1 : Four Zones of Teacher leadership, adapted from Grant's model (2010)

The model on teacher leadership indicates four zones where teachers can lead and it serves as a clear guide to assist school managers on distributing leadership and empower teachers to lead and maintain COLT. It has four zones. Zone one refers to teachers as leaders in the classroom when they lead teaching and learning. It is the first area of teacher leadership where teachers may create and maintain COLT by leading teaching and learning. They do this by preparing lessons, teaching, assessing and giving feedback. It will give teachers an opportunity to get to understand and experience their role in maintaining COLT.

In Zone two the emphasis is on teachers leading outside the classroom by developing colleagues through in-service training. This can be in the form of conducting workshops where teachers learn from one another. Teacher-leaders may organise workshops and empower their colleagues. Teachers can also evaluate the performance of their colleagues and recommend them to attend development courses or workshops through IQMS process.

Zone three is where teachers lead by participating in decision-making. They do this by representing their colleagues in the SGB and in teacher unions. It is where important decisions about the school governance and collective bargaining are taken. This view is supported by Allen (2018:245).

In Zone four teachers lead by supporting neighbouring schools and the community. Teachers lead subject clusters. This is where they lead and guide a group of teachers from different schools in a specific subject. The purpose is mainly to deliver quality curriculum in line with the standards of the DBE.

The theory is very useful to this study because it guided the researcher to investigate PL1 teachers' experiences of COLT within their classroom and school, the leadership practices exercised by PL1 teachers in maintaining COLT and the challenges that PL1 teachers experience in creating and maintain COLT and how do they address these challenges.

2.6. Summary of the chapter

In this chapter a presentation of a literature review related to teacher leadership in creating and maintaining COLT was made. This included how teachers perceive their leadership roles and their modus operandi they use to restore COLT. The researcher also discussed the challenges faced by teacher-leaders as they create and maintain COLT. The researcher has also included the discussion of Grant's model of teacher-leaders and how it relates to this study. The next chapter describes the methodology used in the study.

CHAPTER : 3

RESEARCH METHODOLOGY

3.1. Introduction

In the first chapter of this study, an explanation of the plan for the whole research is presented. The second chapter located the study within literature. This chapter focuses on the methodology for the study and it discusses the research paradigm, the approach and the design. The chapter also explains the sampling which includes sample, size, site and the rationale for the choice of the site and the participants. The researcher indicated how data were collected, analysed and the quality measures applied in the study as well as how ethical issues were attended to.

The study was guided by the following main research question:

How do PL1 teachers perform and experience leadership roles towards COLT within their classroom and school?

Gathering reliable data to answer this question assisted in gaining knowledge on teacher-leaders' understanding and experiences of their role in creating and maintaining COLT in selected secondary schools in Gauteng Province. It was also possible to understand what teacher-leaders do and the challenges they experience in executing their roles.

3.2. Research paradigm

The word paradigm has its origin from the Greek word "paradeigma" which means pattern (Alharahsheh,2020:39). A paradigm is a pattern or a plan that gives direction of the study. It includes the methodology for the study. A paradigm is concerned with understanding the world as it is from subjective experiences of individuals (Thomas et al., 2018:12; Creswell, 2002). Moreover, a paradigm explains the pattern of study or enquiry through three areas, ontology, epistemology and methodology (Terreblanche, Durrheim & Painter, 2006). In the following section, the researcher explains the philosophical elements of a research paradigm.

Ontology as the first element refers to a process of investigating the reality. It is based on the approach that the truth is relative. In qualitative research, it means that the truth is constructed by both the researcher and the participants within their social context and they live in a specific period (White,2003:10). The second element is epistemology which is about how the researcher gets knowledge about the phenomenon under study. It is what contributes to the knowledge about a phenomenon. In qualitative research, the researcher and the participants work together to construct the knowledge of the phenomenon, by finding answers to the research questions through data collection and analysis. The last element is methodology. Methodology is the process followed by the researcher to find answers to the research questions.

The research paradigm in this study is the interpretivist. Interpretivist paradigm originated in the 19th century as a philosophical theory of meaning and understanding. It is also a philosophy of literary understanding. The interpretivist perspective is when the reader interprets the author's work with the aim of getting the exact meaning that the author attaches to the text (Maree,2007:59). The text represents the thoughts of the author and the reader needs to get the same perspective as the author (Maree, 2016:59). The interpretivist perspective is based on the assumption that human life can only be understood when one is part of it. This means that human beings construct the social life by interacting with one another.

In the study, the researcher sets out to provide an understanding of the human social world in which teachers choose to stay or leave the profession. This aim resonates with the interpretivist paradigm. It focused on how teachers interpret their understanding and experiences of their leadership towards creating and maintaining COLT. Being guided by the interpretivist paradigm, the researcher explored the understanding and experiences of teacher-leaders towards creating and maintaining COLT in selected schools in Gauteng Tshwane South District. The interpretivist paradigm was chosen because it is believed that individuals interpret the world from their perspectives and from their experiences. In line with this, the study relied on the responses of the participants in order to find answers to the research questions. The paradigm

claims that there are multiple truths or realities about one phenomenon (Thomas et al., 2018). It is for this reason that numerous teachers were utilised as participants to gain their multiple experiences. There is also a claim that reality is context and culture bound (Thomas et al., 2018:12) and based on this, the conviction here is that secondary school teacher-leaders' roles are unique as their schools are. The researcher considered not only one secondary school but three to elicit the meanings as generated from different contexts and culture.

3.3. Research approach

The purpose of this study was to explore teacher-leaders' understanding and experiences of their role towards creating and maintaining COLT in selected secondary schools in Gauteng, Tshwane South District. In conducting the study, the researcher used the qualitative research approach. According to Nieuwenhuis (2007), qualitative research is a research that attempts to collect rich descriptive data in respect of a particular phenomenon or context with the intention of developing an understanding of what is being observed or studied. Another researcher, White (2003:15) views qualitative research as more than a set of data gathering techniques. It is a way of approaching the empirical world. White (2003:15) further describes the characteristics of qualitative research as humanistic because this method of study affects how we view people. Another view by White (2003:15) is that qualitative research involves fieldwork because the researcher must physically go to the participants with the aim of understanding their behaviour and perspective on the phenomenon. The outcome of qualitative research is descriptive because the research focuses on the process, meanings and understanding of the phenomenon by the participants (White, 2003:17). White's views are confirmed by Bhat (2018) who argues that qualitative researchers usually collect data at the site where the participants are experiencing issues or problems.

In conducting the study, the researcher visited the sampled secondary schools and collected data by interviewing participants. An explanatory account of teacher-leaders' understanding and experiences of their role towards creating

and maintaining COLT is presented. The approach is also in line with the chosen paradigm as indicated that the interpretivist paradigm is based on understanding and interpreting people's interaction in the social environment. We get to know people personally and witness their daily experiences. When interviewing PL1 teachers as participants in this study, the researcher got a better understanding of their experiences and challenges.

3.4. Research design

A case study design was used in conducting the investigation in the three sampled schools in Gauteng, Tshwane South District. A case study research is an in depth study of a particular situation (Yin, 2015). The study has an in-depth data collection and a case study is relevant for such studies. Hence, the researcher chose it as a design for the study. The researcher was able to get an in-depth knowledge and analysis of teacher leadership's understanding and experiences of their role towards creating a COLT. The design further assisted the researcher in the quest to understand the challenges that teachers experience when creating and maintaining COLT and how they handle the identified challenges. Therefore, a case study was a suitable design for this study because it is explanatory and interpretative and fits well in the study.

3.5. Site and sampling

The study focused on selected secondary schools in Olievenhoutbosch, Pretoria because it was not possible to include all PL1 teachers in South Africa as participants though they would have qualified to participate. The participants for the study are teachers who are currently practising on PL1 at secondary schools. They were sampled because they have a first-hand experience of teacher leadership towards creating and maintaining COLT. The population for the study was composed of teachers from three secondary schools in the General Education and Training (GET) and Further Education and Training (FET) bands in Gauteng Province, Tshwane South District in the Olievenhoutbosch area. This area has three secondary schools and they were all conveniently sampled for this study. Purposive sampling was used to select the PL1 teachers as the participants for the study. According to Maree

(2007:178), purposive sampling is non-probability sampling used with a specific purpose in mind. In this study, the purpose was to collect data from PL1 teachers' experience on leadership. Five PL1 teachers were purposefully sampled from each of the three schools. However, in school C, only three participants were available to participate in this study. It was done to collect data for the purpose of getting their first-hand experiences and or perceptions about leadership in creating and maintaining COLT in the classroom and schools.

The three secondary schools in Gauteng Province were purposefully selected for data collection. Purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objective of a study (Crossman, 2018). .

3.6. Data collection

Bhat (2018) asserts that qualitative researchers typically gather multiple forms of data, such as interviews, observations and documents, rather than rely on a single data source. Data were collected through interviews and observation of the site. Since this is a qualitative research exploring the understanding and roles of teacher-leaders towards creating and maintaining COLT, the researcher chose interviews and observation to generate rich narrative data to answer the research questions.

The population of the study consists of teachers from three secondary schools in the senior and Further Education and Training (FET) phases in Gauteng Province, Tshwane South District. The researcher used purposive sampling, and targeted PL1 teachers as participants since the topic of the study focusses on them. The sample size of the study is 15 teachers sampled from the three secondary schools. Five PL1 teachers were purposefully sampled from each of the three schools. A convenient sampling was used to select these schools as they are all the secondary schools in that area. In the following sub-section, a detailed discussion of the data collection methods is presented.

3.6.1. Interviews

Interviews are a process where the researcher has an opportunity to have a one-on-one conversation with the participants. The researcher allows the participants to express their thoughts regarding their experience on the topic being studied. The researcher is able to get a thorough understanding of the participants' thoughts, experience and views on the topic at hand. Nieuwenhuis (2011) emphasises that interviews give the researcher an opportunity to understand the participants' mental framework of their real world. It is the main reason why interviews were used as a primary data collection method in this study.

Semi-structured individual interviews gave the researcher an opportunity to collect personal data of the participants by ensuring that the participants are at ease to express their thoughts by informing them that their participation in this study was voluntary. Participants' views were probed to give an in-depth information on this study. This assisted the researcher in making a thorough analysis of the data collected. These participants were made aware that the interviews are recorded and their permission was requested to record these interviews. The interviews gave the researcher an opportunity to observe non-verbal reactions of the participants. Kumar (2018:24) argues that interviews are the most appropriate approach for studying people's experiences. This includes their non-verbal reactions.

Semi-structured individual interviews were conducted with every participant. These interviews took place between the researcher and the participant and each participant was interviewed separately. Nieuwenhuis (2011) argues that individual interviews give a chance to participants who feel threatened to speak in the presence of other people to give information. These semi-structured interviews gave the researcher an opportunity to get the in-depth perception and thoughts of the participants. This view is also echoed by Descombe (2007). The researcher also had an opportunity to probe further on the responses given by participants and was also able to have predetermined research questions for the interview with the purpose of maintaining the same standard of questioning on all participants. Wilson (2014) shares the same view on semi-structured

interviews that it is important to maintain the same standard when questioning participants during interviews.. Participants were requested to give consent for the interviews to be recorded and the researcher declared that all the data collected will be handled with confidentiality.

3.6.2. Observation

The researcher observed PL1 teachers' practices in relation to this study when visiting all the sampled schools. Each of the three schools was visited two days in the morning prior to collection of data. Visits took three hours to observe the activities carried out by the participants . At each of these schools, PL1 teachers were controlling late coming and ushering learners to their classrooms. At the end of each period, teachers were exchanging classes. The purpose was to corroborate the data to be collected from interviews with what was observed. This assisted in ensuring that the data gathered are authentic.

3.7. Data analysis

The study used thematic analysis approach to analyse data and linked it with Grant's (2010:409) model on teacher leadership. Braun and Clarke (2006;85) argue that thematic analysis provides a purely qualitative detailed account of data. These scholars further indicate that thematic analysis is the first method that must be used in analysing qualitative data because "it provides core skills that will be useful for conducting many other kinds of analysis" (Braun & Clarke, 2006:78). Data were analysed using the interpretative approach. Interpretative approach is used to analyse data in qualitative research by examining meaningful and symbolic content of the data (Maree, 2007). The purpose of interpreting data is to get the participants' understanding, knowledge and perception of the phenomenon. Participants' responses to questions were analysed during the interview and summarised their understanding of teacher leadership towards creating and maintaining COLT. Maree (2007) supports this approach by emphasising that the purpose of analysing qualitative data is to summarise common words that the respondent said during the interview. When analysing the data, reference was made to literature. Diagram 3.1 indicates the process of analysing data.



Diagram 3.1.: Data analysis process

Data were collected qualitatively with the use of non-probability sampling process through interviews and observation at the three sampled schools in one cluster. Data handling was done through voice recording of participants and transcribed verbatim. Coding and categorising were done through allocating codes to sampled schools and participants as well as identifying segments from the transcripts that were coded and grouped into categories. Patterns and themes were deduced by aligning participants responses with the research questions and their themes, followed by the research report outlining the findings and recommendations of the study.

3.8. Trustworthiness of the study

Moon et al. (2016) argue that trustworthiness is an important part of qualitative research because the researcher has a vital role to play to ensure that participants understand the high quality of the study and that findings add more information to the field of study. Similarly, Connelly (2016:435) concurs that

trustworthiness is the level of confidence the researcher has in the data, interpretation and methods used to guarantee high quality of the study. The researcher made certain that proper procedures of research were followed in collecting data and interpreting it so that the study and its findings are of high quality standard. The purpose was to certain that the study is more informative and contributes to new knowledge in the field of education leadership. The next sub-sections discuss the trustworthiness of this study in terms of credibility, transferability and dependability.

3.8.1. Credibility

Credibility refers to how true the research findings are. Standard research approach such as interviews and observation were applied to ascertain that the findings of this study are true and reliable Maree (2016) explains credibility as an approach when the researcher applies “well established research methods, a research design that fits the research question, a theoretical underpinning that is aligned with the research question and methods”. The researcher familiarised himself with the area where data were collected so that he will know the area where the sampled schools are located. The data were recorded verbatim, transcribed and analysed as per responses of participants.

3.8.2. Transferability

Cope (2014:90) argues that transferability is how the researcher indicates that the findings can be transferrable to other similar situations. This being a small sample, the researcher made it a point that the findings of the study can be generalised only to the sampled schools by making sure that the study and its findings are credible. The findings on teacher leadership towards creating and maintaining COLT may be used as a guideline to afford teacher leaders space to create and maintain COLT in other townships in the Tshwane area because standard research procedures were followed to verify the collected data. Maree (2016) concurs with this by emphasising that transferability is when the results of a study can be generalised to a broader population.

3.8.3. Dependability

Dependability is when other researchers conduct the same study at the same area and find similar results despite any changing situation. Cope (2014:90) affirms this by stating that dependability is how the data are stable and consistent over a period of time and conditions of the study. During the study, the researcher made certain that standardised research process, theoretical framework and methodology are applied. The study was documented and verified by the supervisor to make it a point that it is an acceptable study.

3.9. Ethical considerations

The researcher applied to the University of Pretoria Faculty of Education Research Ethics Committee for ethical approval to conduct this study, this application was approved by the Ethics committee. An application was also sent to the Gauteng Department of Education for permission to conduct the study in their schools in Tshwane South District, the researcher was granted permission. Both applications stated the purpose of the study and how it would be conducted. Letters requesting for permission to conduct this study at the identified schools were sent to principals for permission to collect data at their schools. The purpose was to guarantee that the study is conducted in an ethical manner.

Participants were informed of their right to privacy and that their participation was risk-free. In complying with the standard research ethics, the researcher handled the participants' consent with high level of confidentiality during data collection. This was done to be certain that participants were at ease to share information that would be useful to the study. In keeping with the usual standard practice of research, the identity of all sampled participants was kept anonymous.

The researcher sought the participants' consent to record the interviews, guaranteed confidentiality by coding institutions and used pseudonyms to refer to participants. The findings of the study will be made accessible to all the relevant people including the participants after the conclusion of the study.

Seeking participants' informed consent is one of the ethical requirements for a research study. Informed consent is when participants and the researcher willingly agree to participate in the study. Participants were briefed of the need for their consent to participate in the study willingly and letters of consent were given to them. Seidman (2013:77) argues that participants' involvement in the study should be voluntary, free and they must be willing to withdraw their participation if they no longer want to be part of the study. Participants were requested to sign consent letters as an indication that they voluntarily agree to take part in the study. Voluntary participation implies that participants willingly involve themselves in the investigation without being under duress or coercion. Teachers who were sampled to participate in this research agreed voluntarily to take part in the investigation.

In conducting the study, the researcher explained to the participants that any information or data collected from them will be kept strictly confidential and anonymous. Collected information was only used for this study. In line with Creswell and Creswell (2017) view that participants' confidentiality and anonymity must be protected at all times, the researcher used alphabets and pseudo-names to protect the identities of the participants.

3.10. Summary of the chapter

The chapter provide a description of the research paradigm, approach and design as well as the methodology used in the study to investigate and analyse the creation and maintenance of COLT by teacher-leaders in selected secondary schools in Tshwane South District, Gauteng Province, South Africa. The researcher used the qualitative approach to conduct the study because it gave participants an opportunity to share their opinions, experiences and challenges of the topic understudy. Thirteen participants who are PL1 teachers were involved in this study because the study is based on teacher leadership. At school C, only three participants were available for interviews, other participants could not take part due to other commitments. Interviews and observation were adopted as data collection strategies and data were transcribed, coded and analysed.

The next chapter focuses on the research findings, interpretation as well as discussion of the findings compared with the literature on the topic.

CHAPTER : 4

RESEARCH FINDINGS AND DISCUSSION

4.1. Introduction

In chapter 3 the methodology, the sampling and data collection methods were described. This chapter presents an analysis of the data collected through semi-structured interviews and observation. The analysis included what the researcher observed on site when visiting selected schools to collect data. These interviews were conducted with PL1 teachers. Prior to the interviews, the researcher visited the sampled schools to observe how educators played their leadership role. In analysing the data, reference is made to literature on teacher leadership and the theoretical framework of the study. The findings of the study are presented in themes that answer the research questions including quotations from the participants to support the findings in the following section.

4.2. Biographical information of the participants

School & Learner enrolment	Participant	Gender	Teaching experience (years)	Grades and subjects
School A 1423 Learners				
	Participant A1	M	6	Accounting grade 10-12
	Participant A2	M	15	Life Sciences grade 10-12
	Participant A3	F	4	Maths Literacy grade 12
	Participant A4	M	12	Mathematics grade 8&9
	Participant A5	F	8	Creative Arts grade 8&9

School B 1121 Learners				
	Participant B1	Male	17	Geography grade 10-12 Social Science grade 9
	Participant B2	Male	6	Mathematics grade 10-12
	Participant B3	Male	5	Business studies grade 10-12
	Participant B4	Female	10	Mathematics grade 10&11 Natural Sciences grade 9
	Participant B5	Male	10	Mathematics grade 10-12
School C 1458 Learners				
	Participant C1	Male	20	EMS grade 8&9 English grade 8- 11
	Participant C2	Male	21	Geography grade 10-12 Sepedi HL grade 8&9
	Participant C3	Male	8	Physical science grade 10-12

Table 4.1. Biographical data

Table 4.1 indicates the biographical information of the participants who are composed of male and female PL1 teachers at the three sampled schools. Although the researcher planned to have 15 participants, only 13 were available for the study. All these participants are teaching at secondary schools in Grades 8 to 12, with their experiences ranging from four to 21 years.

4.3. Research questions, themes and sub-themes

<p>1. What are the PL1 teachers' experiences of COLT at their schools'?</p>	<p>Theme 1: Teachers experiences of COLT</p> <p>Sub-theme 1: Teacher leadership experiences inside the classroom</p> <p>Sub-theme 2: Teacher leadership experiences outside the classroom</p> <p>Sub-theme 3: Teacher leadership experiences in whole school development</p> <p>Sub-theme 4: Teacher leadership experience in the community</p>
<p>2. What leadership practices do PL1 teachers' exercise to create and maintain COLT?</p>	<p>Theme 2: Leadership practices in creating and maintaining COLT</p> <p>Sub-theme 1: Leadership practices that enable creating and maintaining COLT inside the classroom.</p> <p>Sub-theme 2: Leadership practices that enable creating and maintaining of COLT outside the classroom</p>
<p>3. What challenges do PL1 teachers' experience in creating and maintaining COLT and how do they address these</p>	<p>Theme 3: Challenges experienced by PL1 teachers in creating and maintaining COLT and how the challenges are addressed</p>

challenges?	<p>Sub-theme 1: Challenges inside the classroom</p> <p>Sub-theme 2: Challenges outside the classroom</p> <p>Sub-theme3: Challenges in the community</p>
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Table 4.2. Research questions, themes and sub-themes

4.4. An in-depth analysis of the data were captured in the following themes and sub-themes as outlined below:

4.4.1. What are the PL1 teachers' experiences of COLT at their schools?

Theme 1: Teacher experiences of COLT

The data generated for this study show common areas where the participants played a leadership role towards creating and maintaining COLT. The sub-themes identified to answer the question on the experiences of teacher-leaders towards creating and maintaining COLT include experiences of managing learner discipline inside and outside the classroom, managing classrooms, teaching, interacting with parents and other stakeholders. These teachers perform duties beyond their classrooms because they take it upon themselves to make it a point that there is discipline in the entire school even if they are not allocated this task; it is an extra duty that they perform. In the following sections, the findings of the study are discussed in themes and sub-themes.

4.4.1.1. Sub-theme 1: Teacher leadership experiences inside the classroom

The findings of the study illustrate that participants have leadership experiences from their classroom teaching. Although teaching is an allocated duty for every teacher, these participants performed a leadership role that was beyond pedagogical responsibility. The participants said:

I monitor the morning as well as the afternoon classes to ensure that they keep pace with what is expected from them and not wait for the teacher to come to class (Participant A5).

... I spend a lot of time with the learners teaching them, assessing them and that way personally I produce good results (Participant C1).

From these quotations, it seems that teacher-leaders perform their duties beyond their allocated time; this is indicative of commitment and dedication on their part. It is done mainly to ensure that learners are on par with curriculum and perform well in the assessment activities. The findings of the study confirm an argument by Driescher (2016:2) that teacher-leaders are teachers who are dedicated, committed and willing to bring a positive change. It is one of the ways in which teacher-leaders create and maintain COLT.

Teacher-leaders ensure that time is effectively utilised during teaching and learning. This is one of the key initiatives aimed at creating and maintaining COLT. This was emphasised during the interviews as follows:

... am the head of discipline. Am making sure that kids arrive at school on time. There is a book where I record the ones who continuously come late and we make it a point that there is ... a roster in the classes whereby teachers will write those ones who are running away from the lesson that is period register ... (Participant C2).

To restore COLT. I try to ensure that my learners are in class on time... The essential thing is time. Whatever you prepare for class. What I think all teachers should try to introduce this culture (Participant A2).

It seems that time management is one of the key drivers of an effective organisation and is an indication of a positive attitude from the teachers. Participants perceive time management as one of the essential qualities in creating and maintaining COLT.

The finding concurs with Khoza (2012:89) who reported that COLT is a positive attitude by teachers and learners towards the school activities. By ensuring that learners attend classes on time, teacher-leaders display a positive attitude that

distinguishes these leaders from other teachers. I also observed this practice at all the schools that I sampled.

Teachers ensure that learners behave in an acceptable manner that allows learning and teaching to take place. This means that they have a responsibility to ensure that learners are disciplined. The participants explained:

What I do is to ensure that learners behave in an acceptable manner they take their work seriously (Participant A5).

As long as learners are disciplined, they will be able to perform well (Participant A1).

The participants in the study seem to relate discipline with commitment to both teaching and learning. This translates in learners focusing on their studies. The learners are expected to behave in an orderly manner and the discipline enforced by the teacher enhance their commitment to their teaching responsibilities. This finding is in line with Masuku's (2011:35) who defines COLT as a positive attitude of stakeholders towards' school activities. Participants' views purport that when learners conduct themselves properly, they are likely to give positive outcomes.

Teacher leaders' experience in creating and maintaining COLT is mainly inside the classroom because they are responsible to make it a point that there is a positive learning environment, teaching and learning continue undisturbed.

Beside creating a positive learning environment, teachers lead in learning and teaching. They are at the forefront of instructional leadership. It is one of the key role that teachers execute to create and maintain a conducive COLT.

What I can say, learners are here to learn and teachers are here to teach. Go to class on time and assess the learners on time so that you can give feedback (Participant A2).

You must always prepare yourself when you go in front of learners (Participant A4).

The finding suggests that teachers must be well prepared for their lessons. Proper preparation for lessons is one of the ways to create and maintain COLT more so that it is the core business of schools

In a study by Yildiz and Celik (2017:95), COLT is perceived as an environment where teachers are enthusiastic, have the energy and desire to teach. The preceding finding reflects such teachers.

Most of the participants indicated that the main area where they mostly exercise their leadership experience is in the classroom. When the researcher visited these schools, participants were observed going to class and were punctual. Teacher make it a point that they are well prepared to execute their duties with enthusiasm.

4.4.1.2. Sub-theme 2: Teacher leadership experiences outside the classroom

Teacher-leaders experience COLT even outside the classroom. They make certain that they support the SMT and other stakeholders to ensure that the school activities are conducted smoothly. They do this by participating in staff meetings and interacting with stakeholders. The following quotations affirm this analysis:

...by making sure that they do their primary task which is the day to day engagement with learners, they can also assist, have inputs during meetings. Be actively involved in the meetings, come with inputs that may help in the improvement of whatever is happening in the school. The other thing is that they can help maybe by interacting with parents and other stakeholders in order to make sure that everyone is involved in the teaching and learning (Participant A3).

By participating in learning and teaching ... they have more information that they get from the learners and also through their intervention they can contribute their ideas to the management (Participant B3).

Even though they are not leaders per se because we have the management of the school but they can have an input. They can try and advice the SMT on the things that the school is lacking (Participant A2).

These quotations show that teacher-leaders lead by supporting, engaging and interacting with the SMT and other stakeholders. Furthermore, it confirms the finding by Grant (2010:409) that teachers may lead even outside the classroom. This perception is also in line with the theoretical framework of this study which is based on Grant (2010:409) model on teacher leadership.

In executing their duties, teacher-leaders develop learners holistically in ensuring that they become responsible adults in future. Participants expressed their views as follows:

Post level one educator can assist, you know engaging with the learners...especially the male learners on how to behave or to handle female learners...(Participant C2).

... It is because they are the father figures to the learners. They must guide these learners. They must need these learners. They must try to mould these learners in every aspect of life (Participant B1).

The findings suggest that beside providing tuition, teachers support and mould learners to become better citizens and future adults. The theoretical framework (Grant, 2010:409) states a similar perception about teachers leading beyond the classroom. It is a kind of leadership that goes beyond the school environment because there is an indication that teachers prepare learners to be responsible members of the community and parents in future.

Teacher-leaders participate in school governance and interact with other stakeholders such as parents, learners' representatives, co-opted SGB members and the principal, therefore ensuring effective functionality of schools. Participants responded in this way:

... in school leadership ... we have the SGB...we have structures in the SGB. The teacher component are there those are representing us and

their role is to give feedback on what transpired in the SGB meetings (Participant B1).

Other teachers can do, they must participate in the SGB. They must attend parents meetings (Participant A1).

These quotations suggest that teacher involvement in the SGB is another form of leadership because they represent their colleagues and keep them updated about what transpire in those meetings.

4.4.1.3. Sub-theme 3: Teacher leadership experiences in whole school development

The findings purport that some of the participants think school leadership is not distributed because they are mostly not given a chance to lead some school activities. They feel that they are not afforded the required opportunity to lead. They indicate lack of distributive leadership in some schools. They expressed this by saying:

... post level one teachers at times are new ... I think what is needed as a school is to make sure that they give them a platform that they will be exposed to leadership...It can also allow new movement, new growth ... (Participant A4).

Management does not involve teachers in some activities. They don't delegate (Participant A1).

This suggests that distributive leadership is required for teacher-leaders to exercise their expertise. They also view distributive approach as a way of giving teachers an opportunity to play a role in leadership. Furthermore, it seems that if the management starts to distribute leadership by delegating powers and authority, this would give PL1 teachers an opportunity and authority to lead, create and maintain COLT.

A finding by Goksoy (2016:298) also revealed that it is important for school managers to share leadership responsibilities with teachers. This would be an efficient and effective way of empowering and developing teachers to be good leaders. It may further strengthen teamwork and teacher collaboration as

indicated in the theoretical framework of this study in Grant's (2010:409) model on teacher leadership.

Teachers can interact with the management and share information that will assist in improving the school. This is affirmed in the following quotations:

They can bring valuable information to the management in that way I think to me it's a way of taking leadership role....And then when you are interacting with your seniors also in that way you are exchanging ideas which is part of leadership. (Participant C1).

... through their intervention they can contribute their ideas to the ... to the management (Participant B3).

The sharing of information with management will improve the school's all-round performance and afford PL1 teachers an opportunity to have a say in the operation of the school.

Teacher-leaders coordinate professional development activities such as IQMS and WSE. In Whole School Evaluation (WSE) the staff evaluate the performance of their school in line with the nine focus areas of WSE. This process may be done internally by the staff or externally by the officials of the department of education. They play a key role in this area because they must ensure that there is proper planning and implementation of this processes.

... for IQMS, I'm a deputy coordinator and for WSE I'm just a participant as a teacher. We work hand-in-hand with the respective HoD for respective department in ensuring that every teacher has a file for IQMS and the HoD has relevant documents that will be used to assess the educators (Participant A5).

As a DSG member, I ensure that support needed by the peer is given so if ever the teacher has indicated that they need support in certain aspect I ensure that relevant training is done ... I assist in conducting the workshop (Participant A5).

The only thing that I do, I just take part in the IQMS that I have to do IQMS where we go to class... I am a peer of one of the teacher in our department. We give feedback to the teacher (Participant A2).

These quotations shows that teacher-leaders support their colleagues in professional development. Furthermore, it is an affirmation that in some schools, distributive leadership is practised because some participants are leading in whole school development. The finding is in consistent with zone 3 of the theoretical framework (Grant, 2010:409) which indicates that teachers lead in the whole school development.

Teacher-leaders experience COLT by participating in school committees.

... we have got different committees that teachers ... we have selected members who was selected voluntarily by those teachers under that particular committee who is going to be the head or chairperson...I think teachers do take a role in leadership (Participant A4).

They (teachers) coach learners and even among themselves. ... I also participate in school organisations. Like your sports and culture, disciplinary committees ...(Participant A3).

These responses intimate that teacher-leaders' participation in school committees has a positive contribution to whole school development, creation and maintenance of COLT. Furthermore, there is an indication that there are teachers who are involved in boosting the morale among staff and learners, therefore creating and maintaining COLT. The teacher leadership is a part of whole school development and shows the commitment and dedication from these teachers. The same perception is shared by Weeks (2012:1) .

4.4.1.4. Sub-theme 4: Teacher leadership experiences in the community

Some participants in two of the three sampled schools were concerned about poor parental involvement in education of their children. This impacts negatively on learner discipline. They raised their views as follows:

Parents are really absent you know and I think it goes back to discipline. ...if we cannot master discipline we are not going to get this restored anytime soon. (Participant B4).

Some parents are not participating in their children's education (Participant A1).

The above quotations indicate that parents are not actively involved at schools. These quotations further imply that poor parental involvement has an effect on learner conduct. These include their attitude towards class activities and general conduct of learners. Participants' views imply that poor parental involvement has a negative bearing on school operation and creation of COLT. The views of these participants further symbolise that in most instances, where parents respond positively to the school's call, learners' conduct is likely to be pleasing.

4.4.2. What leadership practices do PL1 teachers' exercise to create and maintain COLT?

Theme 2: Leadership practices that enables creating and maintaining of COLT

There are a number of leadership practices by teachers. These practices include managing classes, coordinating discipline, participating in school governance, coordinating extra mural activities and leading teacher unions. Participants from the three schools have identified the areas indicated below as practices where they are leading.

4.4.2.1. Sub-theme 1: Leadership practices that enables creating and maintaining of COLT inside the classroom

Participants indicated that teacher leadership involves classroom management and teaching and through this process COLT is maintained.

The teacher is a leader because is managing learners in the classroom (Participant A1).

... I'm interacting with learners in the classroom. I also participate in other organisations that are there in the school (Participant A3).

This intimates that teachers are classroom leaders because they lead teaching and learning. It is in line with performance standards number three and four of the IQMS which require teachers to present lessons and assess learners. When the researcher visited school A, teachers were observed monitoring afternoon studies. They ensured that learners attend extra tuition to supplement whatever was taught in class. It was another practice by teachers to lead.

The above indicates how teacher leadership is practised in the classroom and this is one of the ways COLT is created and maintained. The finding is consistent with Driescher's (2016:1) and Ndlela's (2011) findings who advocate for maintaining a sound teaching and learning culture within the classroom. Some of the participants indicated that they practice leadership by participating in policy making and ensuring that learners conduct themselves in line with the school rules and code of conduct.

We are currently conducting the code of conduct to the learners to say this is how they must behave....I'm the head of discipline...There is a book where I record the ones who continuously come late ... (Participant C2).

... teacher leadership is the, the teacher taking the lead in the ensuring that the rules and regulations of the school are adhered to. Guiding the learners in terms of following up to the stated rules (Participant B4).

According to the findings of the research, teachers perceive leadership as participation in policy making and implementation.

4.4.2.2. Sub-theme 2: Teacher leadership practices that enable creating and maintaining of COLT outside the classroom

Teacher-leaders also execute leadership practices outside the classroom. This is in consistent with professional development as outlined in zone three of the theoretical framework. This includes their involvement and coordination of extra and co-curricular activities. Participants expressed their views as follows:

I'm taking part in the extra mural activities because I was the soccer coach...(Participant B1).

We are also participating in extra mural activities. ...I'm involved in disciplinary activities ... I'm involved in the sports committee (Participant A1).

These quotations put forth that teachers coordinate sporting activities and they use that opportunity to practice their leadership skills. Furthermore, it implies that these teachers coordinate sporting activities and also mentor and mould learners to conduct themselves in an acceptable manner.

They participate in school governance by representing their colleagues in the SGB. Other teachers can do; they must participate in the SGB... Other teachers can do... They must attend parents' meetings (Participant A1).

The teacher component are there those are representing us and their role is to give feedback on what transpired in the SGB meetings (Participant B1).

The findings put to light that teacher representatives play a pivotal role because they are involved in policy making, human resource selection and recruitment and recommend candidates for appointment as required by legislated duties of the SGB. The role involves convening and participating in parents' meetings. It is where they may encourage parents to be involved in their children's education. It is one of the key leadership roles teachers play to create and maintain COLT. This is an opportunity for teacher-leaders to interact with parents and strengthen their partnership.

Participants indicated that teachers motivate learners to focus on their school work. Motivation plays a key role in the success in improving the COLT because it boosts the learners' self-confidence and heightens their performance.

I also ... participate in the sports ... encourage motivating the learners so that we can achieve our goals." (Participant B3).

... I also expose them to careers outside... (Participant B5). The findings hold that participants consider motivating learners and exposing them to career guidance as part of their leadership practice. The practice of motivating learners goes beyond leading because it also about educating the learner in totality.

Participants have a clear understanding of the concept teacher leadership and what is expected from a teacher leader.

...you take leadership at any aspect within the classroom it can be in or outside the classroom. You must always take leadership (Participant B5).

... well to be a good leader, you need to lead by example and ... you need to thoroughly prepared to lead especially the learners that will be in front of you during ... your working hours (Participant C1).

The finding suggests that teachers perceive themselves as leaders when they execute their daily activities. This is consistent with Grant (2010:409) argument that teachers lead both inside and outside the classroom. As teachers lead outside the classroom, they may provide support to the management and subject committees.

4.4.3. What challenges do PL1 teachers' experience in creating and maintaining COLT and how do they address these challenges?

Theme 3: Challenges experienced by PL1 teachers in creating and maintaining COLT

Teacher-leaders encounter a number of challenges as they execute their duties. In this section, the researcher analysed the challenges experienced by teacher leaders as they create and maintain COLT.

4.4.3.1. Sub-theme 1: Challenges inside the classroom

Teacher-leaders are challenged by learners who do not conduct themselves in line with the school's code of conduct. Participants expressed their frustrations as follows:

Well the biggest challenge I would say is the discipline of the learners ... they do not do some of the work given to them (Participant C1).

...teachers are experiencing class bunking. Absenteeism without a reason and ... bunking of classes by the learners and then even this fighting of the learners ... some of the learners are not willing to learn (Participant C2).

I think the learners are giving teachers a hard time (Participant B2).

...learners are not used to discipline and you come and you want to instil that becomes a problem (Participant B4).

The findings suggest that discipline is one of the main challenges in schools and it takes more of teacher-leaders' time. These are some of the challenges that teacher-leaders experience as they lead to teaching and learning. Furthermore, according to research, teacher leadership inside and outside the classroom is severely affected by learners who are ill disciplined. It is a contextual factor both inside and outside the classroom and it has a negative effect on the general effectiveness of the school. Teachers spend more effort on discipline than on leading curriculum delivery. This may also affect learner's performance.

Another classroom challenge is overcrowding and shortage of learning and teaching resources.

I think the challenges that teachers come across will be overcrowding in the school, ... lack of teaching and learning materials (Participant A3).

... the school doesn't have internet ... the school doesn't have the WIFI if teachers don't go to trainings they don't get enough trainings ... (Participant C3).

This finding purport that shortage of resources may be a hindrance to teacher development and to creation and maintenance of COLT. Grant (2010:410) refers to teacher-leaders continuing to teach and improving their own teaching even under challenging situation. There are several challenges in this area that teacher-leaders experience as they create and maintain COLT. These include

overcrowded classes, shortage of LTSM, ill-disciplined learners who bunk classes, stay absent from school and not doing school activities.

4.4.3.2. Sub-theme 2: Challenges outside the classroom

This sub-theme focuses on teacher-leaders participating in school level decision-making. The involvement of teacher-leaders in decision-making sometimes include parental involvement. Most decisions impact directly on the learners and parents' participation in the daily operation of the school. These are, for example, issues that relate to learners' discipline. Where there is poor parental involvement, it is difficult for teacher-leaders to take decisions that need parental involvement.

...lack of parental support because our parents are not supporting us in terms of dealing with the behaviour of their kids ... kids as well themselves they are unable to help us restoring the COLT because they don't behave in an acceptable manner (Participant A5).

We call them to come to school they don't come (Participant A1).

These quotations imply that there is poor parental participation in school activities and this is perceived by participants as the red flag that leads to unacceptable behaviour.

Sometimes the school management team does not distribute leadership to PL1 teachers. It denies PL1 opportunities to display their leadership expertise and create COLT.

Management do not involve teachers in some activities. They don't delegate (Participant A1).

... PL1 teachers at times are new, they are fresh from the box. I think what is needed as a school is to make sure that they give them a platform that they will be exposed in leadership where they are going be able to show their talent and what they are capable of when it comes to school leadership (Participant A4).

The findings have proven that PL1 teachers feel excluded in school decision-making. It may demoralise teamwork which is one of the main necessities for teacher leadership as outlined in Grant's (2010:409) model. Distribution of leadership provides teacher-leaders a good space to lead their co-workers or even colleagues and participate in decision-making. Failure to distribute leadership denies teacher-leaders an opportunity to lead in whole school development, that is zone three of the theoretical framework which refers to organising and leading peer reviews of school practice.

4.4.3.3. Sub-theme 3: Challenges in the community

There are challenges that teacher-leaders experience from the community and some have an effect on creating and maintaining COLT. Unnecessary interference by community organisations in the affairs of the school will hamper teaching and learning.

The other thing can be your situation around the community that you are working with. You know the organisation in that whether the community takes part in the teaching and learning (Participant A3).

...the communities themselves, there is chaos. It's like we are leading an angry nation. The nation is angry outside there they use learners to strike (Participant B5).

Participants' views suggest that there are some teacher-leaders who are frustrated by community interference. This has a negative effect on creating and maintaining COLT. Despite these challenges, teacher-leaders continue to lead in schools with the purpose of creating and maintaining COLT. This approach resonates with Nemukula (2002) and Altun's (2017:52) assertion who explain COLT as an approach where teachers are highly committed to ensure that schools are functional.

4.5. Summary of the chapter

In this chapter data gathered from the interviews were analysed. The participants clearly indicated the leadership roles that they play at their schools. They further indicated their practices in executing their leadership roles and the

challenges that they encounter. These findings show that teachers are indeed leaders in their own rights and play a pivotal role in school leadership as well as in the general operation of schools. The next chapter is a wind-up with an overview of the study, summary of the findings, draws conclusion and makes recommendations from this study.

CHAPTER : 5

OVERVIEW, SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

In chapter 4, the findings of the study were discussed from the analysed data. The researcher presented the findings in themes and sub-themes that answer the research questions. Direct quotations from the participants were used to voice their responses and support the findings. Reference to literature was made in the discussion of the findings. This is the last chapter and it presents an overview of the study, as well as a summary of the findings to address the research questions and argues for a conclusion based on the findings from the study. It further indicates the limitations of the study and how they were overcome. It also addresses the gap in literature and contributes to debates on teacher leadership. Lastly, the chapter indicates the opportunities for future studies in the field of teacher leadership.

5.2. Summary of the research findings

This section presents a summary of the findings of the study based on the perceptions, experiences and viewpoints of teacher-leaders. Careful analyses of the participants' responses were used to respond to the research questions.

5.2.1. PL1 teachers' experiences of COLT within their classroom and school

There are several roles that teacher-leaders deem necessary to execute with the purpose of creating and maintaining COLT. Teachers make it a point that learners are disciplined inside and outside the classroom in line with the school's code of conduct. They also coordinate extra and co-curricular activities. These include sporting activities and professional development such as peer appraisal. Teachers are also involved in leading teaching and learning in the classroom by preparing and presenting lessons. They give learners activities, control learners' books and give feedback. Teacher leaders visit their

colleagues during IQMS appraisal and they also ensure that there is a positive teaching and learning environment as required by IQMS.

From the preceding findings, it can be concluded that teacher-leaders execute their roles inside the classroom by leading teaching and learning.

Outside the classroom, teacher leadership practices were evident from the collected data and were observed at schools. Teachers ensured that school policies are adhered to, including the learners' code of conduct. During staff meetings, teacher-leaders gave progressive inputs that were aimed at ensuring that schools are better places to learn. These teacher-leaders assisted the SMT in the daily activities of the schools. These findings confirm that teacher-leaders execute their teachers' roles outside the classroom including coordination of extra and co-curricular activities. Activities such as coaching learners, organising competitions and taking care of learners during these events were done under the leadership of the teachers.

In whole school development, it was found that teacher leadership is mostly not distributed and that denies teachers an opportunity to grow and develop in their profession. Sometimes the management do not delegate responsibilities to teachers. Therefore, leadership is centralised in the SMT. Teacher mostly play an active leadership role in coordinating IQMS and by being members of the DSG for their co-workers. They also make it a point that there are professional development programmes for their colleagues..

5.2.2. Leadership practices PL1 teachers exercise to maintain COLT

Teacher-leaders in this study endorsed learner discipline at school by assisting in drawing up the code of conduct. Their participation in the SGB gives them an opportunity to be part of policy formulation. The teacher-leaders further played the role of monitoring morning and afternoon studies. The researcher observed this at all the sampled schools. Teacher-leaders also guided and mentored learners to be responsible citizens. They played the role of being in loco parentis at school. They also motivated learners to focus on school work.

Apart from being involved with the learners, the teacher-leaders served in school committees such as the SGB, safety and security, school development team and sports. Beyond the school premises, the teacher-leaders represented their colleagues at union labour meetings. This is where conditions of employment are negotiated. The teacher-leaders are also given an opportunity to represent their co-workers in the SGB. By being members of the SGB, they attend parents meetings and provide guidance as well as advice parents on educational matters with the aim of creating and maintaining COLT. They also participate in staff development because they coordinate IQMS processes and support their co-workers at school level in their professional development.

5.2.3. Challenges PL1 teachers experience in creating and maintaining COLT and how they address these challenges

Teacher-leaders are reported in this study to have experienced some challenges as they execute their duties. They face learners who are ill-disciplined. Some learners do not comply with the code of conduct. The learners come late to school, do not do homework and also often absent themselves from school or bunk classes. There is also the problem of overcrowding and this makes it difficult for teacher-leaders to execute their work effectively. There is also a shortage of LTSM such as textbooks and stationery which negatively affects COLT.

Poor parental participation in school activities such as attendance of meetings and heeding to school calls whenever such needs arise does affect the culture of learning and teaching negatively. Another challenge is that sometimes management is reluctant to distribute leadership. This demoralises the teacher-leaders and causes the lack of teamwork and collaboration. Furthermore, some teacher-leaders are allocated to teach subjects that are not their areas of specialisation. This frustrates them when they manage teaching and learning.

There is also a misunderstanding of the Bill of Rights by learners and this frustrates teachers. Some participants indicated that they are challenged by learners who are ill-disciplined because these learners are sometimes late or absent to school without a valid reason. Some don't write the activities given by

teachers. Some learners behave as they wish and ignoring the fact that rights are limited.

5.3. Conclusion

At the beginning of this study, it was assumed that teacher-leaders understand and execute their roles in creating and maintaining COLT. This study showed that the assumption is correct because the analysed data confirmed that at the sampled schools teacher-leaders understand and execute their roles in creating and maintaining COLT. The conclusion is that teacher-leaders understand and execute their leadership roles in creating and maintaining COLT in the classroom and school. They do this by leading in their classrooms through their teaching and learning, ensuring that learners are disciplined and by supporting colleagues. Although there were some challenges that teacher-leaders faced in all the sampled schools, they continued to execute their role in ensuring that teaching and learning was taking place in their schools.

5.4. Limitations of the study

This study was limited to three secondary schools in Tshwane South District in Gauteng Province. This study focused on PL1 teachers' leadership in creating and maintaining COLT. The other category of teachers, those on PL2 and above were not included in this study as participants. The participants involved in this study were 13 which is not representative of all schools in Tshwane South District, Gauteng Province. It is therefore difficult to generalise the findings beyond the three secondary schools where the study was conducted. There is a need to expand this study to other schools in Gauteng Province with the aim of establishing how PL1 teachers can lead, create and maintain COLT.

The study was also limited to a case study design using qualitative data collection methods. Other research design and data collection methods were not considered for this study. Furthermore, research sites chosen were conveniently in close proximity to the researcher's residential and work location.

Travelling distance, time and financial constraints were taken into consideration in the choice of the research sites.

5.5. Recommendations

- Schools should distribute leadership and allow PL1 teachers to have an opportunity to lead.
- Teachers should be encouraged to attend leadership development activities.
- School leaders such as the principal, deputy principal and HoD's should encourage teachers to take leadership roles both in the classroom and outside as this may assist in creating and maintaining COLT.
- Schools should continue to engage PL1 teachers in policy making processes in a bid to guarantee effective policy implementation, therefore, creating and maintaining COLT and giving teachers a space to lead.
- There is a potential for future research possibilities to be explored on this study which includes expanding the research focus to other areas, primary school, districts and provinces, using different research design and methods and different participants.

5.6. Concluding remarks

The researcher gained valuable experience in conducting the research study and some more insight into PL1 teachers' understanding and experiences of their leadership roles in creating and maintaining COLT. This study endeavours to enhance the knowledge in the field of education leadership. Finally, it can be concluded that teacher-leaders act as a support base for management and are necessary for the effective functioning of schools.

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ANNEXURE A: ETHICAL CLEARANCE



Mr Noko Kgomo

Dear Mr Kgomo **REFERENCE: EM 19/03/04**

We received proof that you have met the conditions outlined. Your application is thus **approved**, and you may start with your fieldwork. The decision covers the entire research process, until completion of the study report, and not only the days that data will be collected. The approval is valid for two years for a Masters and three for Doctorate.

The approval by the Ethics Committee is subject to the following conditions being met:

1. The research will be conducted as stipulated on the application form submitted to the Ethics Committee with the supporting documents.
2. Proof of how you adhered to the Department of Basic Education (DBE) policy for research must be submitted where relevant.
3. In the event that the research protocol changed for whatever reason the Ethics Committee must be notified thereof by submitting an amendment to the application (Section E), together with all the supporting documentation that will be used for data collection namely; questionnaires, interview schedules and observation schedules, for further approval before data can be collected. **Non-compliance implies that the Committee's approval is null and void.** The changes may include the following but are not limited to:
 - Change of investigator,
 - Research methods any other aspect therefore and,
 - Participants.

The Ethics Committee of the Faculty of Education does not accept any liability for research misconduct, of whatsoever nature, committed by the researcher(s) in the implementation of the approved protocol.

Upon completion of your research you will need to submit the following documentations to the Ethics Committee for your

Clearance Certificate:

- Integrated Declaration Form (Form D08),
- Initial Ethics Approval letter and,
- Approval of Title.

Please quote the reference number **EM 19/03/04** in any communication with the Ethics Committee. Best wishes

Prof Liesel Ebersöhn

Chair: Ethics Committee Faculty of Education

Ethics Committee 18 June 2019



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Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

ANNEXURE B: APPROVAL LETTER FROM GDE



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA


8/4/4/1/2

GDE AMENDED RESEARCH APPROVAL LETTER

Date:	21 November 2019
Validity of Research Approval:	10 February 2020 – 30 September 2020 2019/177A
Name of Researcher:	Kgomo N.B
Address of Researcher:	22 Pabadu Atteridgeville 0008
Telephone Number:	076 277 6388
Email address:	nokokgomo@gmail.com
Research Topic:	Teacher leadership in restoring a culture of learning and teaching in selected secondary schools in Gauteng.
Type of qualification	M.Ed
Number and type of schools:	Three Secondary Schools
District/s/HO	Tshwane South

Re: Approval in Respect of Request to Conduct Research

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

 22/11/2019

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

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

ANNEXURE C: INTERVIEW QUESTIONS



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Kgomo N.B. (28526440)

DATA COLLECTION

(a) Research questions guiding the study

- What leadership roles do teachers deem necessary to restore a culture of learning and teaching?
- What leadership opportunities are teachers afforded to restore a culture of learning and teaching?
- What challenges do teacher leaders face in restoring a culture of learning and teaching?

(b) Introduction and welcome

Inform the participant that the interview will be recorded and that participation is voluntary.

(b) Interview questions

1. In your experience , which personnel are actively involved in school leadership? Can you identify the leadership functions they engage in?
2. Where do you think post level 1 teachers can assist in leading the school?
3. What is your understanding of teacher leadership?
4. Kindly explain your understanding of a culture of learning and teaching?
5. What leadership practices in your opinion are necessary restore a culture of learning and teaching?
6. Why do you think these roles and responsibilities are necessary?
7. From your responses in questions 5 and 6 ,what specifically are you doing to restore the culture of learning and teaching at your school?
8. What additional leadership roles do you think teachers can play in restoring a culture of learning and teaching?
9. What challenges are teachers experiencing in restoring a culture of learning and teaching?

Participants will be probed whenever is necessary.

Thank you for participating in this interview.

ANNEXURE D: CONSENT LETTERS



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Attention : The Principal

24 January 2020

Re: REQUEST FOR INFORMED CONSENT

As an MED student at the University of Pretoria, I envisage conducting research at your school. My study title is : Teacher leadership in restoring a culture of learning and teaching(COLT) in selected secondary schools in Gauteng province. The study aims to investigate how (PL1) teachers restore COLT if given an opportunity to lead in schools. The findings of this study could provide a framework for quality leadership which will lead to schools' improvement.

The research method will entail audio taped interviews of an hour long with each sampled teacher at your school. These interviews will be set at a date and time convenient to each teacher. The interviews will be conducted after school hours so that they don't interfere with curriculum delivery.

The information gathered will be kept private and confidential, and under no circumstances will the participants be placed at risk. Strict confidentiality and anonymity will be kept and under no circumstance will the name of the school or a person at the school be mentioned in this study. A copy of the final dissertation will be send to the school should you wish to access the information. Another copy will be send to the Gauteng Department of Education (GDE). The findings of the study may be presented at conferences but the names and other identifying characteristics will never be used.

For any further information regarding this study or issues that you may wish to get clarity, please contact :

Supervisor : Dr. B. Parag

University of Pretoria
Email: Bishum.parag@up.ac.za
Telephone : 012 420 5552

Researcher: Mr N.B. Kgomo
Email: nokokgomo@gmail.com
Cell: 076 277 6388

CONSENT

I have read this consent form and I fully understand the information regarding this study. I am willing to participate in this study.

Participant's name (print):.....

Participant's signature:

Date :

Name of person conducting consent:
.....

Signature of person conducting consent:

Date :



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Attention : The Teacher

24 January 2020

Re: REQUEST FOR INFORMED CONSENT

As an MED student at the University of Pretoria, I envisage conducting research at your school. My study title is : Teacher leadership in restoring a culture of learning and teaching (COLT) in selected secondary schools in Gauteng Province. The study aims to investigate how post level one teachers restore COLT if given an opportunity to lead in schools. The findings of this study could provide a framework for quality leadership which will lead to schools' improvement.

The research method will entail audio taped interviews of an hour long with each sampled teacher at your school. These interviews will be set at a date and time convenient to each teacher. The interviews will be conducted after school hours so that they don't interfere with curriculum delivery.

The information gathered will be kept private and confidential, and under no circumstances will the participants be placed at risk. Strict confidentiality and anonymity will be kept and under no circumstance will the name of the school or a person at the school be mentioned in this study. A copy of the final dissertation will be send to the school should you wish to access the information. Another copy will be send to the Gauteng Department of Education (GDE). The findings of the study may be presented at conferences but the names and other identifying characteristics will never be used.

For any further information regarding this study or issues that you may wish to get clarity, please contact :

Supervisor : Dr. B. Parag

University of Pretoria

Email: Bishum.parag@up.ac.za

Telephone : 012 420 5552

Researcher: Mr N.B. Kgomo

Email: nokokgomo@gmail.com

Cell: 076 277 6388

CONSENT

I have read this consent form and I fully understand the information regarding this study. I am willing to participate in this study.

Participant's name (print):.....

Participant's signature:

Date :

Name of person conducting consent:


.....

Signature of person conducting consent:

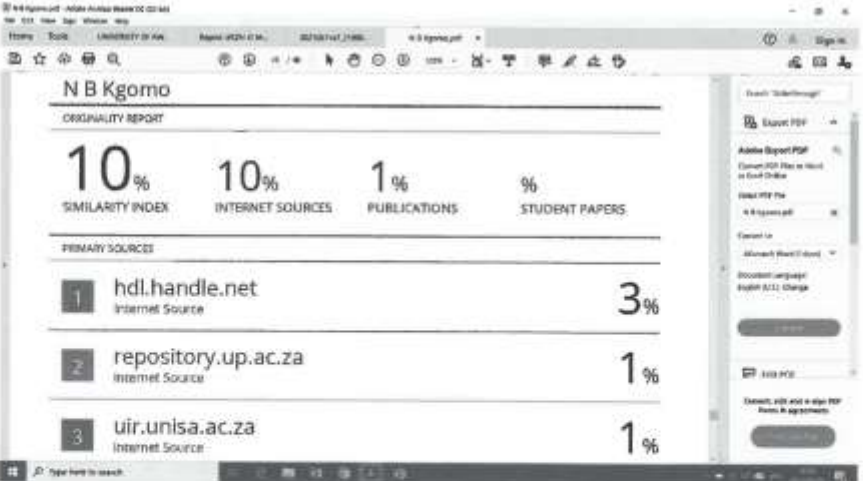
Date :

ANNEXURE E: TURNITIN REPORT

Signed by: DR N SING 16 September 2021



The screenshot shows the Turnitin submission interface. The document title is "Teacher leadership towards creating and nurturing a culture of learning and teaching" by N. B. Kgomo (20220442). It is submitted in partial fulfillment of the requirements for the degree of Masters (ES2020) Leadership.



The screenshot shows the Turnitin Similarity Report for N B Kgomo. The report displays the following similarity percentages:

Category	Percentage
Similarity Index	10%
Internet Sources	10%
Publications	1%
Student Papers	0%

The Primary Sources section lists the following:

Rank	Source	Percentage
1	hdl.handle.net (Internet Source)	3%
2	repository.up.ac.za (Internet Source)	1%
3	uir.unisa.ac.za (Internet Source)	1%

Open Rubric