

**A SUSTAINABLE TEACHER LEADERSHIP IMPLEMENTATION PLAN FOR
LESOTHO HIGH SCHOOLS**

BY

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DECLARATION

I declare that the thesis, **A SUSTAINABLE TEACHER LEADERSHIP IMPLEMENTATION PLAN FOR LESOTHO HIGH SCHOOLS**, hereby submitted for the qualification of Doctor in Education (D.Ed.), at the University of the Free State, is my own independent work and that I have not previously submitted the same work for a qualification at/in another university/faculty.

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Signature 

Name: Lieketseng Gloria Lethole

Date: November 2020

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STUDY

DEDICATION

I dedicate this thesis to my parents:

Manapo Bernadette and my late father Thabo Solomon Lethole;

For their unending love and support and for all the sacrifices they made for me over the years.

LIST OF ABBREVIATIONS/ACRONYMS

| | |
|--------|--|
| AS | Advance Subsidiary |
| ASCD | Association for Supervision and Curriculum Department |
| CCSSO | Council of Chief State School Officers |
| CPD | Continuous Professional Development |
| CSDE | Connecticut State Department of Education |
| DEMB | District Education Manager in Berea |
| DEMM | District Education Manager in Maseru |
| DoE | Department of Education |
| DP | Deputy Principal |
| HOD | Head of Department |
| LGCSE | Lesotho General Certificate of Secondary Education |
| MoET | Ministry of Education and Training |
| NNSTOY | National Network of State Teachers of the Year |
| OECD | Organisation for Economic Co-operation and Development |
| PLC | Professional Learning Communities |
| SADC | Southern African Development Community |
| SGB | School Governing Body |
| SMT | School Management Team |
| TFG | Teacher Focus Group |
| TLT | Transformational Leadership Theory |
| US | United States |

ABSTRACT

Addressing the problem of teacher leadership practices in Lesotho high schools and the lack of leadership succession plans when the principals leave the office due to retirement or ill health, is a long-standing phenomenon, which has not adequately been addressed. In this study, the researcher explored the influence of teacher leadership practice on improving the leadership succession in schools, further aimed at assisting school leaders to foster teacher leadership in their learning spaces, in order to ensure that teacher leadership practices may be used to support leadership succession. Literature searches highlighting national and international studies were conducted to elucidate the factors influencing the implementation of teacher leadership and the legislative and policy practices related to teacher leadership as well as how teacher leadership can impact the functioning of leadership succession in Lesotho high schools.

To best explain the natural progression of the phenomenon under study, namely teacher leadership and leadership succession, a conceptual framework was applied in which the relevant variables for the study were clearly mapped out and presented visually. The study employed a qualitative approach as to how a teacher leadership implementation plan may be effective in improving leadership succession in schools. Individual, in-depth interviews and focus group interviews were employed to collect data from participants. They comprised of two district education managers (DEMs): one from Berea district and one from Maseru district, the principals, deputy principals, head of departments of eight high schools, as well as Grade 10-12 teachers, chosen from four high schools in the Berea district and four high schools in the Maseru district of Lesotho. Thematic analysis was used to analyse the data. Preliminary codes were assigned to the data to describe the content after which patterns (themes) across the different interviews were identified. Themes were reviewed, defined and named.

Key findings of the investigation revealed that teacher leadership practice that leads to leadership succession, is not adequately practiced at Lesotho high schools and that teachers require leadership strategies to implement in their classrooms and to effectively part-take in leadership succession planning in schools. Currently leadership succession planning workshops are not provided by the Ministry of Education and Training (MoET) for teachers and principals in Lesotho schools. The findings further

revealed that the Education Act, 2010, Section 21 and the Teaching Service Regulations 2002, as well as the School Supervision and Management Regulations of 1988, are dated and need to be revised to include teacher leadership and succession planning for high schools. Additionally, Continuous Professional Development (CPD) within the high schools seems limited where teachers are provided with a limited scope to grow within their profession. This is an avenue where the MoET may explore the development of teacher leadership and subsequent programmes in this regard. Finally, this study proposes a sustainable teacher leadership implementation plan, which may assist schools in Lesotho to address teacher leadership and promote sustain leadership succession within in the school system. In addition, it may stand teachers and school leaders in good stead to develop progressive teaching and learning strategies as well as sustain leadership succession in Lesotho high schools.

Keywords: *Teacher leadership, Continuous Professional Development, Sustainable Teacher leadership, Leadership succession.*

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CHAPTER 1

BACKGROUND AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

There is a growing awareness that education in Southern Africa is accompanied by increasing responsibilities and accountabilities of leadership in schools (Bush, 2011). This upsurge is in line with global educational development (Beycioglu, Kondakci, Jones & Harris, 2014), requiring leaders who can make a difference. De Villiers and Pretorius (2012) highlighted that schools can no longer be seen as stagnant educational institutions that is subjected to strict management, but rather as knowledge societies that should constantly be supported to develop themselves.

The changing roles of leaders within the school environment need to be addressed, by shifting from the traditional approach (autocratic) to a transformational approach through developing changes in individuals, in order to enable a smooth leadership succession (DuFour & Mattos, 2013). As such, schools should not only be led by a single individual at the top of the school pyramid. One way in which schools will be able to achieve their goals is to utilise the possible potential of staff members. In so doing, teachers may experience themselves as worthy, take ownership for their professional development, apply inclusive practices and contribute to transformation in terms of teaching and learning (Beycioglu *et al.*, 2014).

Fundamentally, this changes the role of schools and school leaders, as well as the challenges they are facing. In many countries, such as Australia, Belgium, Canada, Finland and Germany, there is an indication that school leaders now have more autonomy, but it is coupled with greater accountability (Association for Supervision and curriculum Development (ASCD, 2014). Furthermore, school leaders should not only prepare their learners to participate successfully in the global society, but take increasing responsibility for helping teachers to develop as leaders. Research on teacher leadership insist that empowered teachers become motivated to play a more dynamic role in school improvement (Xu & Patmor, 2012). In order to accommodate teacher leadership in schools, school leaders must become system leaders (ASCD, 2014). In support of the latter observation, DuFour and Mattos (2013) state that for

school leaders to effect transformation in schools, leadership development should be regarded as imperative. Subsequently, the researcher argued that leaders, as agents of change, should understand that, to achieve a concerted teaching environment, they must involve all stakeholders in during vision formulation (Kezar, 2011). This type of leadership builds an informative school setting where diversity is acknowledged, collaboration is promoted and where the sharing of developmental ideas is fostered. Avery and Bergsteiner (2011) mention that the purpose of the collaboration process and team structure in schools, is to provide an essential means for fostering an integrated sustainability practice and for building leadership capacity, which encompasses a shared domain of interest that provide a means for relationship-building and networking.

In particular, the current study advocated for teacher leadership as collaborative leadership effort, initiated by school leaders, in which teachers are developed as leaders and this practice is sustained over time. Studies on teacher leadership found in the United States of America, Australia and the United Kingdom, showed that teacher leadership practices have substantial effects on learners' achievement, as well as teachers' and leaders' efficiency (Beauchamp, Liu, Morton, Martin, Wilson, Wilson, Sylvester, Zumbo & Barling, 2014; Seritanondh, 2013; Xu & Patmor, 2012). Nevertheless, literature based on research conducted in Finland, supports the notion that central to what teacher leaders do, is to accelerate learning and teaching, foster effective communication channels among colleagues, whilst utilising opportunities for progressive transformation in school settings (Kilinc, 2014).

It is desirable that teacher leadership and concomitant development should create opportunities for transformation in both official and informal teaching roles. This implies that teachers should position themselves such that they are willing to take on more responsibility to reply to new governmental instructions communicated at school level (Poekert, 2012). In the Lesotho school's context, this initiative is a necessary imperative as teachers are not recognizing their leadership in schools and often voice their dissatisfaction with how leadership is practiced and are demotivated with the way in which leaders succeed one another. Importantly, teachers are the motivating power and central source in the academic growth and development of learners, as they are sources of knowledge and act as agents of change (Wallace Foundation, 2013). This implies that teachers actively assist their colleagues to develop optimally with the aim

of contributing to mutual self-development and sustaining it over time. For example, teacher leaders establish solid, concerted relations with principals, School Management Teams (SMTs) and colleagues. In so doing, they motivate everyone to realise the vision, whilst working towards improving learning and teaching in the school (Poekert, 2012). To achieve the afore-mentioned ideals, schools should have a well-articulated teacher leadership strategy.

Interesting though is that most school principals in unindustrialized countries are unaware of their full leadership responsibilities (Bush, 2011). However, the contemporary evidence from many countries such as Pakistan, highlights that the school principal is still viewed as having the responsibility for sustaining leadership in schools. Morgan (2015) concurs that leadership sustainability is critical to address these challenges and emphasizes that sustainable leadership needs to come from the fact that in many schools, leadership succession plans are non-existent (DuFour & Marzano, 2011).

It is, therefore, imperative that school leaders actively develop teachers' leadership capacities so that they may contribute to shape the culture of their schools, influence teamwork among their peers and improve learner academic achievement. Taking a pointer from Sullivan (2012), Lesotho schools should commit themselves regarding leadership development to develop strength to create opportunities for lifelong learning (Owens & Valesky, 2011). Pertinently, this study highlighted that in Lesotho high schools, leadership is confined to the principal and teachers are not aware of their roles or stimulated and developed as teacher leaders within the current system. School leaders engage in domineering or autocratic actions and decision-making and collaboration is often an afterthought. In many instances, teachers do not have autonomy to perform their daily tasks, resulting in them becoming dependent and demotivated.

The next section focuses on the conceptual framework proposed for this study.

1.2 CONCEPTUAL FRAMEWORK

The **conceptual framework** that this study employed is based on the transformational leadership theory and stewardship theory (both signifying **Phase1: Sustainable**

Leadership Theories). Leithwood, Jantzi and Steinbeck (1999) recognized eight dimensions of transformational leadership. (a) recognizing and formulating a vision; (b) developing acceptance for group decision-making objectives; (c) providing a suitable role model; (d) high-performance anticipations; (e) offering individual support; (f) demonstrating intellectual stimulation; (g) conditional rewards and (h) management through exclusion. The four dimensions are of relevance to this study include: (a) recognizing and formulating a vision; (b) developing acceptance for group decision-making objectives; (c) providing a suitable role model; and (d) high-performance anticipations. The four indicated dimensions manifest in teacher leadership particularly as teacher leaders recommend group collaboration and interrelatedness and additionally, utilize possibilities to encourage positive change in school settings. In order for these theories to manifest in the creation of sustainable leadership practice, the following key concepts (phases) are identified in the study:

Phase 1.1: Transformational leadership theory emphasizes leadership that builds progressive transformation in the groups, in the sense that they are considered in terms of others' interests, whilst also acting in the interest of the entire group, identifying and articulating a vision, particularly to sustain the practice of teacher leadership over time (Warrilow, 2012). In addition, Botha (2015) indicates that a leader is a role model who envisions the future, and strives to communicate effectively and inspires teachers to work towards the leadership goals of the school.

Transformational leadership theory shares common characteristics with stewardship theory, such as providing individual support, promoting the recognition of group decision-making objectives and providing a suitable role model as certainty that the leadership and accountability for supporting teacher leadership must be a shared effort (Burns, 2013). Transformational leadership theory emphasizes leadership that focuses on collaborative effort, whereas stewardship philosophies encourage the best interest of a group (Razaee, 2016). Supporting the practice of teacher leadership as a collaborative endeavour, it provides an opportunity for teachers to transform the learning environment positively, by employing the principles of transformation and stewardship.

Phase 1.2: Stewardship theory views leaders as stewards of all group resources and assets, and who act as guardians who protect the interests of all stakeholders.

Hernandez (2008) indicates that stewardship theory stimulates “the long-term best interests of a group ahead of personal goals that serve an individual’s self-interests.” Stewardship theory, as articulated by Hernandez (2012), is relevant to addressing sustainability where leadership is answerable and should be held responsible for protection of both concrete and imperceptible group assets, as well as efficiently and professionally using all societal, knowledgeable, environmental and human capitals in building communal worth for all stakeholders.

Stewardship theory values supportive behaviour rather than individual interest (Razaee, 2016). In this theory, stewards’ roles are a key feature of the schools’ progress and learner engagement. This study regards stewards as individuals who are part of the SMTs, DEMs and teachers who act only in the best interest of the school (Avolio, 2011). In order to sustain leadership within a school, teacher leadership’s responsibility is a key ingredient.

These theories supported the current study by emphasizing how schools can change their traditional approach to a transformational leadership approach, in order to address leadership succession and achieve sound teacher leadership practice and in turn ensure a sustainable leadership succession practice. As teachers become more cognizant of their roles as leaders, they should be able to transform the learning environment and effect positive change.

Phase 2: Teacher leadership: Leana (2011) indicates that teacher leadership knows how to build alliance and network with others to achieve outcomes in their work. These networks support them to pull together the essential resources to support their action plans. Depending on the school culture, teacher leadership can build the community and make a difference for learners, therefore school leaders rely on teacher leadership to sustain the school and its progress.

Teacher autonomy (Phase 2.1). When promoting teacher leadership in schools, creating autonomous teachers in the process, is a logical consequence. Teacher autonomy is regarded as a means whereby teachers maintain control over activities and theoretical learning to sustain leadership. **Collaboration (Phase 2.2)** is the act of working together that can bring the social transformation that is desirable for a school to realize innovative outcomes (Anderson, 2012). Collaboration may be regarded as a key feature of leadership succession. **Teacher agency (Phase 2.3)** refers to the

capability of teachers to perform decisively and productively to direct teachers' professional development and contribute to others' growth and the formation of a **Professional learning community (PLC) (Phase 2.4)**. This PLC consists of group of teachers that have frequent conversations, share knowledge and work collaboratively to develop their teaching abilities and educational enactment to sustain leadership in schools.

Sustainable leadership is maintaining and developing comprehensive learning in such a fashion that no harm is done, but rather creates progressive effects for all stakeholders (Hargreaves & Fink, 2012).

Phase 3: Sustainable Teacher leadership: Transforming the school is all-important. In order to sustain leadership in a school it will have to begin at the transformation of teachers and the way they perceive leadership and leadership roles (Visser, 2011). This type of leadership requires leaders who can adopt change, by working collaboratively with all stakeholders (Widhalm, 2011). It is more important to provide transformational learning opportunities that empowers teachers to become leaders for sustainability. **School change (Phase 3.1)** is inevitable by shifting from a traditional approach to a transformational approach by working with stakeholders rather than individually to improve the school and being actively positive, to sustaining leadership. **Teacher leadership empowerment (Phase 3.2)** provides teachers with the opportunity of be participants in the compilation of school objectives and policies for **leadership succession (Phase 3.3)** is a practice for recognizing and developing new leaders who can substitute previous leaders when they pass on, leave or retire. In order to sustain leadership in schools, the SMTs, teachers and DEMs should work collaboratively to achieve this end.

A detailed explanation of the concepts called phases (and sub-phases) that form the foundation of this study, as they foreground positive change that work towards the best interest of the group rather than individual, in order to sustain teacher leadership in schools, are discussed in chapter 2.

In the author's opinion it is in this part, where Southern African schools can use teacher leadership so that sustainability and quality of leadership surpass. Moreover, the contention is that there should be a greater movement in empowering teachers to be leaders.

1.3 STATEMENT OF THE PROBLEM

The need for schools to be led by leaders who can provide direction, interact and inspire others to work collaboratively, is imperative (Mokoqo, 2013). Jensen, Hunter, Sonneman and Burns (2012), suggest that the principals' role signify the creation of a collaborative work ethic with their staff, characterized by collaboratively engage with the sharing of ideas on how to achieve mutual objectives. Leaders ought to initiate transformation and act as role models and encourage support in schools, such as creating opportunities in the long-term and having a clear aim of professional development (Keevy & Perumal, 2014). This statement rings true for the schools situated in the northern and central districts of Lesotho, which will form the focus of this study. Smith (2012) posits that leaders are not willing to embrace change, by developing teacher's leadership capacity and that the top-down leadership approach should be replaced with a culture of collaboration. School leaders' reluctance to develop teachers as leaders, is a major obstacle to ensuring collaborative school change efforts or changing the culture within schools.

The findings of a study conducted by Grant, Gardner, Kajee, Moodley and Somaroo (2011), suggested that the principal and SMTs are obstacles to teacher leadership because they overwhelmingly control guiding decision-making processes, whilst they are not eager to delegate power. In addition, Naidoo and Perumal (2014) indicate that the deputy principal and principal, as representatives of the senior management team, are recognized as the most noteworthy hindrances regarding the development of teacher leadership. Moreover, DuFour and Marzano (2011) stated that the reason why progress in teacher leadership is impeded in many schools across America, is because there has been no development in the behaviour and mind set necessary to model the school culture. Grant *et al.* (2011) expounds that the SMTs frequently act as an obstacle to teacher leadership, as they reveal an absence of trust in teachers' leadership abilities. Instead, SMTs domineeringly regulate leadership processes.

Numerous research projects focused on impediments to teacher leadership, but do not adequately address how to foster teacher leadership in schools (DuFour & Marzano, 2011; Grant *et al.*, 2011; Naidoo & Perumal, 2014). In the current study, the researcher addressed this gap by focusing on teacher leadership practices in Lesotho schools and the absence of clear leadership succession plans when principals leave

office, due to retirement or ill health. Fostering teacher leadership should be a sustainable practice over time, by supporting leadership succession and fostering leadership development as a key element of sustainability. Essentially, sustainability work requires committed sustainable leaders (Forbes, 2014).

The problem of teacher leadership in Lesotho high schools has not been adequately addressed. Whilst teachers in Lesotho schools typically fulfil the role of a learning facilitators aiming at improving learners' academic achievements, they simultaneously contribute to the schools' development (Perumal, 2015). Teacher leadership builds knowledge and instructional practices, by beginning the process of creating PLCs and building a culture of learning, as well as being committed to the learning of each learner, in order to sustain leadership (Gagnon, Vough & Nickerson, 2012). In separate studies on teacher leadership, countries such as Ghana and Nigeria, notice a high level of doubt in leadership in schools, as well as the stereotypical cultural expectations that hinder the practice of teacher leadership (Naidoo & Perumal, 2014; Zikhali & Perumal, 2014). In Lesotho, mistrust of teachers towards their schools' leaders exists when leaders do not believe in the capability of teachers to carry out tasks and responsibilities. Consequently, teachers become demotivated, and feel as if they do not have the autonomy and agency to fulfil their daily tasks. Furthermore, frustration sets in as teachers in PLCs are sometimes non-existent. It is typically these sustainability factors that the researcher wishes to explore in this study. For leadership to thrive, schools need trust, recognition, mutual respect and appreciation. School leaders in Lesotho abide by the contract of the School Principal's Lesotho Education Act, (2010: 178), which is followed meticulously.

(Section 21 of the Education Act, (2010) describes the duties of principals such as their duty for the organization, administration and routine running and leadership of a school. The principal of the school is accountable to the school board for administering and expenditure pertaining to school funds and shall uphold and enforce discipline in the school, which he or she is heading. It is the researcher's contention that although the above duties are assigned to school principals, teachers have an equal responsibility to drive the school to ensure that the school thrives and maintains constant improvement in learner academic performance.

In Lesotho high schools a five-year contract is given to school principals, which may impede the practice of teacher leadership, as it focuses more on the performance and duties of the principal (Lesotho Education Act, (2010), without highlighting what should happen when the principal resigns or retires.

Therefore, the leadership of Lesotho high schools may consider teacher leadership as an avenue to improve school-wide teaching and learning issues and to address leadership succession within. School leaders in Lesotho require a transformational approach, in order to sustain their dynamic school contexts that can shape teacher leadership and subsequently sustain leadership over time (Boot, 2011). Thus, the current top-down hierarchical leadership fosters dependency on the principal as the sole leader hinders the advancement of teacher leadership and sustainable leadership (Olujuwon, 2013). Studies in public senior secondary schools in Education District V in Lagos, Nigeria reveals that top-down, classified models of leadership have long drawn disapproval for their confines and incompetence to bring about sustainable leadership in schools (Marshall, Coleman & Reason, 2011).

To address the problematic issue of teacher leadership and teachers developing as autonomous beings, the current study proposed a sustainable teacher leadership implementation plan that aimed to provide direction to Lesotho high schools in developing teachers as leaders and to address leadership succession.

1.4 PRIMARY RESEARCH QUESTION AND SECONDARY RESEARCH QUESTIONS

In accordance with the problem stated above, the main research question that this study seeks to answer is formulated as follows.

1.4.1 Primary research question

How can a sustainable teacher leadership implementation plan address leadership succession in Lesotho high schools be proposed?

1.4.2 Secondary research questions

In order to address the primary research question, the following sub-questions are posed to guide the study:

- What are the sustainability factors that influence teacher leadership practices in Lesotho high schools?
- Which legislative and policy imperatives exist that relate to implementing teacher leadership in Lesotho high schools?
- What are the perceptions of teachers, SMTs and DEMs regarding teacher leadership as transformational and sustainable leadership strategy and its contribution to leadership succession in Lesotho high schools?
- How can a sustainable teacher leadership implementation plan be proposed to address leadership succession in Lesotho high schools?

1.5 PRIMARY AIM AND SECONDARY OBJECTIVES

In accordance with the problem stated above, the primary aim and secondary objectives, which guides the study may be formulated as follows.

1.5.1 Primary aim of the study

The primary aim of this study is to propose a sustainable teacher leadership implementation plan to address leadership succession in Lesotho high schools.

1.5.2 Secondary objectives

The secondary objectives of this study are:

- To explore the sustainability factors that influence teacher leadership practices in Lesotho high schools;
- To establish which legislative and policy imperatives relate to implementing teacher leadership in Lesotho high schools;

- To determine the perceptions of teachers, SMTs and DEMs, regarding teacher leadership as transformational and sustainable leadership strategy and how it contributes to leadership succession in Lesotho high schools; and
- To propose a teacher leadership implementation plan, in order to address leadership succession as sustainable leadership practice in Lesotho high schools.

1.6 RESEARCH DESIGN AND METHODOLOGY

1.6.1 Research paradigm

This study was underpinned by the interpretivist paradigm as it enables researchers to see the world in terms of the experiences and perceptions of the participants in the study (Thanh & Thanh, 2015). Interpretive researchers regard participants as central, focusing on their views of reality. This paradigm however inhibits the researcher to be objective as it is based on the social reality of others (Denscombe, 2014). Moreover, Willis (2007) indicates that an interpretivist usually seeks to interpret a particular context in order to enhance the understanding of the context. Furthermore, Willis states that the fundamental belief of the interpretive is that reality is socially constructed. According to Walsham (1993), interpretivist practice neither contains precise nor improper philosophies. As an alternative, what should be considered is whether they are interesting for the researcher, as well as the participants in a study.

The basic principle of the interpretivist paradigm is that the participants of the research process create knowledge informally. In engaging participants, researchers should endeavour to understand the complexities of their lived experience. In the concluding analysis, the central aim of interpretivists focuses on the perceptions of participants on the issue of teacher leadership – how they understand and interpret the phenomenon under study. Significantly, the current study used the experiences of its participants to construct an in-depth understanding of teacher leadership practices and its effects on leadership succession in schools, as well as how sustainable leadership may have been used to address teacher leadership. Therefore, the fact that this study sought to investigate a specific phenomenon suggested that a qualitative research methodology should be used.

1.6.2 Qualitative research methodology

This research aimed at gaining a deeper understanding of how sustainable teacher leadership is practised in designated schools in Berea and Maseru district from the perspective of teachers, SMTs and DEMs. This study utilised a qualitative approach. Denzin and Lincoln (2011) contend that qualitative research permits researchers to personally obtain more information about the social world they are learning about, through involvement with an emphasis on the individual.

Qualitative researchers do not typically gather numerical data, but the collected data is usually in the form of words (Creswell, 2011). A microscopic lens is used to inspect conduct as it transpires naturally and holistically (Johnson & Christensen, 2012). Qualitative data is more transparent and approachable to participants because it defines phenomena methodically without the use of mathematical information (Creswell, 2011). Whilst samples are relatively smaller, the data is more thorough as the purpose is to acquire profound knowledge rather than superficial information (Denzin & Lincoln, 2011).

The qualitative approach was suitable for this study, because of its importance in emphasising individuals' existing experience. It also aims at defining the importance of an event through elucidation. The qualitative method's goal is to advance thoughts that can support an understanding of phenomena, highlighting the significance and views of research participants (Johnson & Christensen, 2012).

The researcher used in-depth individual semi-structured interviews for the SMT, DEMs, as well as focus-group interviews to elicit teachers' feelings and experiences of the nature and practice of leadership succession and teacher leadership in Lesotho high schools.

1.6.3 Sampling

In this study, purposive sampling was used to identify the participants. Purposive sampling was adopted, because sampling is done with a specific purpose in mind (Maree, 2011). This method means that those who are chosen to participate more or

less share certain characteristics that are similar and can, therefore, provide the necessary data needed for the study. Mouton (2011) explains that purposive sampling assists the researcher to choose participants who can provide rich information. Moreover, Creswell (2012) declares that sampling denotes to the manner in which elements are selected from a bigger pool of participants, in order to move towards a practical conclusion. In purposive sampling, the researcher selects participants. They are purposely selected, because of their suitability in advancing the aim of the research. The current study employed purposive sampling, as the targeted sample is effortlessly reachable to the researcher. Eight principals, eight deputy principals, eight head of departments and two DEMs were selected to participate in the study, because they have rich information on the topic. Ten teachers' grade 11 and 12 from each of the sampled eight schools were chosen for this study, categories as follows: four schools in Berea district and four schools in Maseru district. This information is presented graphically in Table 1.1 below.

Table 1.1: Proposed study sample

| Participants group (SMTs) | Data collection strategy | Schools in Berea district x4 | Schools in Maseru district x4 | Total |
|---------------------------|--------------------------|------------------------------|-------------------------------|-------|
| Principal | Interview | 4 | 4 | 8 |
| Deputy principal | Interview | 4 | 4 | 8 |
| Head of department | Interview | 4 | 4 | 8 |
| DEMs | Interview | 1 | 1 | 2 |
| Teachers | Focus-group | 40 | 40 | 80 |
| Total | | 54 | 54 | 106 |

1.6.4 Data collection

1.6.4.1 Semi-structured interview

Rossmann and Rallis (2012) holds the view that semi-structured interviews are “those organized around areas of particular interest, while still allowing considerable flexibility in scope and depth”. Denzin and Lincoln (2011) further state that semi-structured

interviews are particularly appropriate where the researcher mainly focuses on difficulty or procedure, as it basically defines the lines of inquiry (Maree, 2011). The researcher argued that this arrangement for interviews was in line with the methods of data collection for this research, because questions were open-ended and used to gain comprehensive data about leadership practices and responsibilities that assist in sustaining teacher leadership. In this research study, the researcher had an opportunity to request participants to illuminate their answers if she felt that the participants needed to add more information (Savin-Baden & Major, 2013).

In-depth individual semi-structured interviews were conducted with the following members at each designated school: the principal, deputy principal, head of departments and two DEMs from the Department of Education (DoE). The researcher chose to make use of a semi-structured interview process to provide consistency to each interview, thus guaranteeing that mutual themes were dealt with at all the researched schools. Semi-structured interviews were appropriate for the current research problem, because it assisted the researcher to obtain information that directly provided desirable responses to the questions (Guest, Namey & Mitchell, 2013).

1.6.4.2 Focus-group interviews

According to De Vos, Strydom, Fouche and Delport (2007), focus groups explore ways of understanding better how participants experience and think about an issue or aspect. In addition, Kormla (2012) defines a focus group as a systematically planned sequence of discussions, anticipated to obtain perceptions on a delineated area of interest, in a cooperative and flexible educational environment. The focus group interviews were used to support the researcher in acquiring a better understanding of a problem.

In this study, focus-group interviews were conducted with a mixed group of ten grade 11 and 12 teachers at each school. A mixed group of ten teachers was chosen, because they offer a motivating and safe situation for participating members to express different abilities without fear and create a deeper understanding of phenomena, as well as encourage a relaxed exchange of attitude, thoughts and ideas in the crowd security (Mouton, 2011). The researcher created an accepting atmosphere so that focus-group participants' interaction was inspired and that they

shared their views and practices and insights with one another from various backgrounds, without pressurising them to reach a consensus.

1.6.4.3 Data analysis

Data were analysed using codes and thematic analysis. Coding involves carefully scrutinizing the transcribed data, breaking it down into sections and then dividing it into significant analytical units (Maree, 2011). Moreover, coding is usually used in the occurrence of a pattern or data repetition (Saldana, 2016). The coding process allows the investigator to gather all the data connected to a specific theme so that the identified parts may be divided and interpreted together, and dissimilar cases be compared (Ibid).

Thematic analysis is essential, because it will help the researcher to sort data according to different categories. This could be done by identifying common themes in responses, for example, looking at the similarities and differences in responses by grouping the information, search for meaningful patterns and then analysing it into content and themes (Gray, 2011).

This kind of analysis provides a methodical element to the analysis of data and will ensure intricacy and correctness, whilst enhancing the research's meaning making endeavours. As a result, thematic analysis provides an extremely malleable method that can be adapted, providing a detailed and rich, yet multifaceted explanation of data (Joubish, Khurram, Ahmad, Fatima & Haider, 2011).

In this study, data emerged from semi-structured interviews and focus group interviews, conducted with DEMs, principals, deputy principals, head of departments and teachers.

1.7 THE VALUE OF THE STUDY

The current study was relevant to the discipline of education management and leadership as it addressed the importance and value of sustainable teacher leadership in Lesotho high schools over time. A sustainable teacher leadership implementation plan was proposed for this purpose. An emphasis on sharing and collaboration was

central to achieving the study objective. This study assisted school principals, teachers, communities, the school boards and the MoET. In the Southern African Development Community (SADC) region, this study might also be of value to those countries that follow the same education system as that of Lesotho, such as Botswana and Swaziland, modelled on the British system of education. The study has the potential to contribute to the existing literature on the factors that can improve teacher leadership in schools. It may offer a plan that can be implemented by school leaders to promote sustainable teacher leadership in their schools. Moreover, school leaders can examine this study to learn what practices and structures are necessary to be considered when implementing sustainable leadership in their schools. Thus, to engage the practice of teacher leadership, it ensures that collaborative community practices are built. Teachers' abilities are recognised and they feel a sense of autonomy and accomplishment in the execution of their daily tasks.

1.8 ETHICAL CONSIDERATIONS

The required permission to conduct the study was sourced from the University of the Free State Faculty of Education's ethics committee and from Ministry of Education and Training in Lesotho (MoET).

In any research project, certain ethical principles concerning the research participants need to be applied. Gray (2011) mentions the following ethical considerations that applied to this study:

- The researcher will not expose research participants to excessive bodily or emotional harm. With the consensus of the principal and SMTs of each school, the semi-structured interviews will be conducted at the school premises at the end of the school day.
- The researcher will respect all participants' rights to confidentiality. Generally, the researcher adheres to the code of ethics by keeping the nature and significance of the participants' performance strictly confidential.
- The names of all schools and participants involved in the research will remain confidential.

- The researcher will inform the participants about the aim of the study, as well as about the duration of the interview. Participants will have the freedom to withdraw from the study at any time.
- The researcher will report on the study's findings in a comprehensive and truthful fashion without misinterpreting and misleading others as to the nature of the findings.
- All interviews will be audio-recorded so that accurate transcripts will be made and participants will be assured that their identities will not be revealed.

1.9 DEMARCATION OF THE STUDY

The scientific demarcation of the study was to propose a sustainable teacher leadership for high schools. Sustainable teacher leadership strategies used at Lesotho high schools seem to suggest that the stakeholders, notably the SMTs interacting with DEMs in teacher leadership, need attention. Research shows that the absence of teachers' leadership is lacking and this has a negative impact on sustaining school leadership.

Grant *et al.* (2011) recognised four areas in which teacher leadership transpires, specifically: in the classroom, outside the classroom working with teachers and learners in extra-curricular activities, outside the classroom in whole school development activities and leading between neighbouring schools in the community. However, most teachers supported the notion of teacher leadership and consider the fact that all teachers have the ability to showcase leadership.

In relation to aspects contributing to teachers' willingness to accept teacher leadership responsibilities, Katzenmeyer and Moller (2011) emphasised three important elements, such as: approachability, credibility and competency. For example a school where leaders work collectively with teachers exist and operate successfully within a climate of trust, friendliness and empowering others, that leads to teachers motivation as well as sustaining teacher leadership in schools (Harris, Jones, & Huffman, 2017; Kilinc, 2014).

The research was conducted at eight schools: four in the Berea district and four in Maseru district in Lesotho. The study was confined to accessible schools for the

research sample due to time limitations, travel and resources. Interviews were conducted with SMTs and other identified participants.

1.10 CLARIFICATION OF KEY CONCEPTS

For the purpose of this study, the following definitions applied to the key concepts of the study.

1.10.1 Teacher leadership

Teacher leadership is, "...process by which teachers, individually or collectively, influence their colleagues, principals and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement" (Wixom, 2016:2).

Teacher leadership is enabling teachers to play a more active role in school development (Xu & Patmor, 2012), as well as its foremost variance from other kinds of leadership. This study reinforces teacher empowerment as its emphasis on how to build a culture of learning through collaborative efforts by creating PLCs that look at the best practices in teaching and learning to sustain leadership. In addition, it inquires their current practices and student academic performance (DuFour & DuFour, 2014).

1.10.2 Sustainable teacher leadership

Sustainable teacher leadership is the kind of leadership where responsibility is distributed among stakeholders to reach sustainability (Cook, 2014). Furthermore, Cook explains that for sustainability to be reached, the school has to empower teachers to be leaders, including all stakeholders in creating a shared vision to sustain teacher leadership. This study supported the above explanation, particularly with regard to leaders who adopt new ways of leadership, in terms of their thinking, seeing and interacting with others, which then results in innovative sustainable solutions.

1.10.3 Leadership succession

Leadership succession is a practice for recognizing and developing new leaders who can substitute former leaders when they pass on, retire or leave.

1.11 DIVISION OF CHAPTERS

Chapter 1: Background and orientation to the study.

Chapter 2: Factors that influence the implementation of teacher leadership practices in Lesotho high school.

Chapter 3: The legislative and policy imperatives practices related to teacher leadership in Lesotho high schools.

Chapter 4: Research design and methodology.

Chapter 5: Presentation, analysis and discussion of research results.

Chapter 6: Discussion of findings, recommendation and conclusion

Chapter 7: A Sustainable Teacher Leadership Implementation Plan.

1.12 SUMMARY

The first chapter examined the background, statement of the problem, purpose of the study, primary aim and secondary objectives to be achieved. In addition, the research methodology, demarcation of the study, clarification of concepts were outlined and the chapter concluded with the chapter division for the study.

The background established that leadership succession is still a matter that the leadership of many high schools' neglect to address. Leadership succession through sustainable teacher leadership practice may add value to schools in the sense that it may create a conducive learning situation for all learners that will sustain itself for many years over the course of many leaders. In addition, fostering teacher leadership practices are considered as necessary ingredients to address the issue of leadership succession and to make a positive contribution in this regard.

The current study therefore proposed a sustainable teacher leadership implementation plan for Lesotho high schools, to indicate the way school leadership should take to create lifelong, progressive change in leadership practices.

CHAPTER 2

FACTORS AFFECTING THE IMPLEMENTATION OF TEACHER LEADERSHIP

2.1 INTRODUCTION

Teacher leaders are key to sustaining the changes in schools, empowering teachers to use their talents, passion and interest to influence learners' achievements and transform schools to better positions, such as nurturing and supporting a stable environment.

This chapter presented the literature that will be reviewed in this research. It addressed the following factors in detail: manifestation of teacher leadership, teacher leaders in an autonomous collaboration work space, teacher agency role in professional development, teacher and PLCs, school changes from a traditional approach to transformational approach, empowering sustainable teacher leadership in schools and leadership succession in high schools. The relevant national, as well as universal literature were looked into in order to address the above central issues.

In section 2.2 the conceptual framework for the study is outlined.

2.2 CONCEPTUAL FRAMEWORK

This study utilised a conceptual framework to inform the direction of the research. A conceptual framework presented the researcher's comprehension of how to explore the research problem, navigated the direction of the research the certain course the research had to follow, and how the variables in the study were connected (Ravitch & Riggan, 2016). Miles and Huberman (1994), who categorize it as a scheme of ideas, suppositions, and views that reinforce and steers guide the research strategy. Basically, a conceptual framework "lays out the key factors, constructs, or variables, and presumes relationships among them" (1994:440). Moreover, Camp (2001) pertinently outlined that a conceptual framework, indicates a configuration of what has been learned to suitably define the accepted extension of a phenomenon under study.

The structure of concepts is an intricate system of interrelated ideas that offer an interpretation of the phenomenon.

According to Ravitch and Riggan (2016), a conceptual framework lets one to make reasoned as well as defensible choices about how one might evaluate research topics or themes under investigated before now and investigate existing research questions in new contexts, and/or review orthodox topics or questions utilising various theoretical, epistemological, and methodological frames and approaches. Conceptual frameworks match one's research questions with those choices, and in turn align one's analytic tools and methods with one's questions. Finally, conceptual frameworks provide a critical eye through which one may view one's work and one's role in carrying out that work (Ravitch & Riggan, 2016).

In this study the conceptual structure provided the researcher with guidelines to teacher leadership practices. The following conceptual framework, depicted in Figure 1, was applicable to the study.

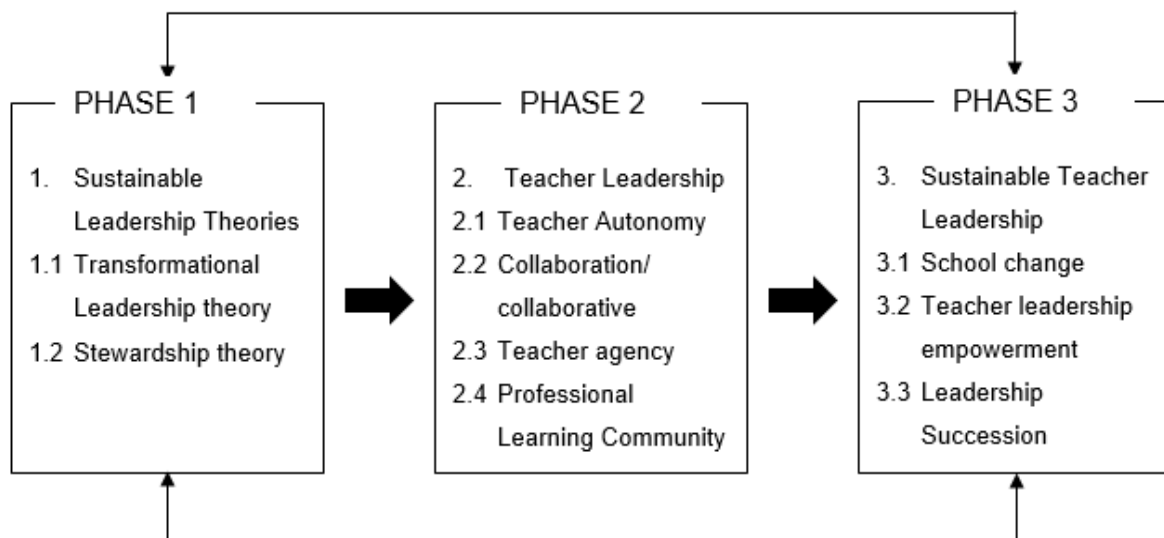


Figure 2.1: Conceptual framework (created by author)

Phase 1 outlines Sustainable leadership theories which include transformational leadership theory and stewardship theory. These theories were used as the base of the study on sustainable leadership practice and served as the foundation for understanding different concepts. The researcher used the aforementioned concepts

as identified by Wimmer and Dominick (2014), in that these concepts make the process of research simple by bringing together the features, objects, or individual into general categories. Furthermore, concepts make communication between people who share a common understanding, simple. Therefore, the researcher organized concepts into meaningful summaries, so as to offer a broader outline of what the study was based on in terms of data analysis. Transformational leadership theory (1.1) is in line with the concepts identified in **Phase 2** as follows: (2) teacher leadership (2.1) teacher autonomy (2.2) collaboration (2.3) teacher agency and (2.4) professional learning community. Stewardship theory (1.2) is in line with concepts identified in **Phase 3** as follows: (3) sustainable teacher leadership (3.1) school change (3.2) teacher leadership empowerment and (3.3) leadership succession.

Transformational leadership theory (1.1) provides schools with guidelines, procedures for improvement of quality and the foundation for a sustainable future. The researcher elaborated on transformational leadership theory for the purpose of this study, which along with the stewardship theory, highlights teacher leadership practices as a collaborative effort that promotes the best interest of a group rather than an individual.

Stewardship theory (1.2) outlines that generally, people are motivated from within to work with others so that they may fulfil the duties and obligations assigned to them. It asserts that individuals are inclined to think collectively and act in the best interest of the organisation rather than for selfish individualistic gains, and therefore strive toward the establishment of an organizational community or social goals being accomplished (DuFour & Mattos, 2013).

A steward is someone who considers himself accountable for the welfare or provision of care of someone or several persons. Essentially, Stewardship theory then offers a basis for the characteristics of the drives of managerial decision-making and behaviour. In organisations, the application of stewardship theory is evident in describing power to be focused on personal relationships that improve over time (Boon; 2016; Davis, Sullivan & Yeatman, 1997; Schillemans, 2013).

In the context of the current study, teachers are considered stewards of their schools, caring for the school as an educational body, dedicated to improving both their students and the greater ecology of humanity (Katzenmeyer & Moller, 2011). Teachers have responsibilities in this position that goes beyond their respective classroom and

beyond their personal preferences. Those responsibilities involve the learning and quality character experienced by all the learners in the school, the schools' mission and conduct along with the place of the school in the community it serves (Berg, Carver, & Mangin, 2014; Katzenmeyer & Moller, 2011).

In order to sustain teacher leadership, stewardship theory applies to corporate sustainability, as it recognises leaders as stewards of all corporate properties in maintaining the interest of all stakeholders.

Combined, transformational leadership theory and stewardship theory formed the foundations of the current study as they emphasized how schools can change their traditional approach to a transformational approach, in order to address leadership succession in schools. These theories form the basis on leadership that focuses on collaboration effort, which encourages the group's best interest rather than individual (Razaee, 2016). Thus, this study advocated for teacher leadership as a collaborative leadership effort and how a school can change the top-down hierarchical leadership, in order to address leadership succession.

Transformational leadership theory (1.1) advocates for leadership that creates constructive transformation in (2) **teacher leadership** through which leaders and teachers take note of each other's needs and behave in the group's interest (Warrilow, 2012). Transformational leadership theory spotlights leadership that encourages and motivates (transform) stakeholders to attain astonishing results, in order to sustain leadership practices (Avolio, 2011). Transformational leadership theory pays attention to the leadership that has the interest and developmental needs of individual teachers, changes stakeholders' understanding of problems by stimulating them to explore old problems in a new way and can be encourage and motivate learners to make extra efforts to achieve group objectives (Botha, 2015).

The theory of transformational leadership stresses leadership that enhances (2.1) **teacher autonomy** through a variety of means. These include challenges such as teachers to take full responsibility for their work and develop as autonomous beings, by being critically reflective and have mechanisms to reverse limitations into incentives for transformation and change; and willingness to participate in continuous learning to the capacitate the person to deliver of his or her best (Kormla, 2012).

Teacher autonomy is an ongoing phase of researching how teaching can better facilitate learners learning in an autonomous way (Gale, 2014). This acknowledges that teaching is often set in context, involves understanding and ensuring different limitations that a teacher can see, and enable them to work together to tackle any limitations and create learning chances for change. The implication for the teacher in the classroom is that they may make positive changes happen, such as accommodating innovations in their learning spaces.

The cooperation needed by teacher autonomy indicates that teachers need to improve institutional awareness and flexibility outside the classroom to overcome outward limitations (Gunter, 2012). Additionally, it points to teacher autonomy being collaboratively supported by tackling joint projects and networking within the school (ibid). Discussion with colleagues and school leaders thus forms a fundamental part of the teacher autonomy creation process.

As a change initiative, Transformational leadership theory offers (2.2) **collaboration** practices, and this endeavour is an authoritative way to successfully and sustainably improve schools. This initiative is particularly relevant when SMTs, teachers and DEMs realize that change is required to establish a cooperative learning environment. Anderson (2012) contends that for a school to thrive, a healthy learning environment, promoting collaboration rather than competition, is paramount. Cultural changes, I contend, which are an intricate feature of any multicultural school setting, provides and impetus for collaboration to take place. In collaboration, teachers exercise creative leadership together and take responsibility for helping all learners to learn (Beycioglu *et al.*, 2014). This theory supports leaders who turn into a source of motivation to others, through their devotion to those working with them, their determination towards their jobs, their willingness to take risks and their strong aspiration to accomplish, so that they can be able to maintain leadership succession in their schools (Warrilow, 2012).

Transformational leadership theory may be regarded as an effective means to advance any school, as leaders of this theory allow for their schools to reflect change in many ways where it would have otherwise been challenging to do without dedicated teachers where (2.3) **teachers' agency** for their operational involvement to shaping their work and their situation to deliver quality of education is developed (Nieveen,

2011; Priestley, 2011). Equally important teacher agency refers to capacity of teachers who can help learners gain control of their learning, empower them to choose and flexibly learn while also providing the teachers with an agency for themselves, both in their work environment and in their own professional learning (Holliday, 2014).

Professional learning communities (2.4) signify teachers working collaboratively with colleagues within a work environment to impart knowledge or skills to sustain leadership in schools (DuFour & Mattos, 2013). The essence of PLCs is to pay attention to learning as the main objective of the school to sustain leadership in schools, where leaders are willing to examine sustainable leadership practices considering their impact on learning (Hunzicker, 2012). Working as a collective to achieve the desired cooperative purpose while cultivating a collaborative culture, stands central (ibid.).

In linking Phase 1, stewardship theory (1.2) signifies transformation that is applicable to concepts in phase 3, **Sustainable teacher leadership** (3.3) is founded on practices that builds community, fosters co-operation between stakeholders, and promotes lasting value through presented activities (Avery & Bergsteiner, 2011). Sustainable teacher leadership is based on sharing and expanding leadership responsibility to sustain leadership in schools. Sustainable teacher leadership operates on competency, functional knowledge and interest-bearing among individuals, schools, society and the environment (Avery & Bergsteiner, 2011). To seek sustainable teacher leadership, the school, teachers, SMTs, DEMs and stakeholders should be dedicated to the creation of a culture of schooling that develops strength and improvement within their school's mission (Owens & Valesky, 2011). Stewardship theory indicates transformation that is applicable to (3.1) **school change** by shifting from traditional approach (autocratic) to transformational approach by working with stakeholders rather than individually and being positively active to sustain leadership and to improve the school (Olujuwon, 2013). The top down hierarchical leadership fosters dependency on the principal as the sole leader in the school and this hinders teacher leadership aspirations and discourages collaboration among stakeholders, which is refuted by stewardship theory, because the theory supports and promotes the best interest of the group rather than the individual (Romme, Avenier, Denyer, Hodgkinson, Pandza, Starkey & Worren, 2015).

In addition, Forbes (2014) states that there has been an increasing recognition that teachers possess a wealth of knowledge and talent which they may use as a base for steering change within the school and contributing to transform learning within. Naturally, it is important to utilize the abilities of all stakeholders, including DEMs, and SMTs, who have the mandate to provide teachers with an empowering experience of leadership and a sense of ownership so that they may significantly contribute to the change agenda and to sustain leadership over time (Fullan, 2014).

Stewardship theory provides corporate sustainability by embracing opportunities such as teacher leadership empowerment. **Teacher leadership empowerment** (3.2) enhances teacher leadership opportunities by building the capacity of school employees, which includes improving the abilities, skills and expertise whereby teachers partake in decision-making and the management of the school (Smith, 2012). Capacity building is essential to the foundation of teacher leadership. Including teachers in collective decision-making empowers them to work toward a collective vision for the school and to aspire to develop their leadership ability (George, 2018). DEMs are instrumental in building capacity and implementing substantive change to schools that contribute to the recognition of leadership positions for teachers (Ibid). This theory implies that any change plan will simultaneously concentrate on transforming people and society, including the system under which they work (Kezer & Lester, 2011). Developing programs to help and promote teacher leadership, has significant consequences for school training DEMs, as well as the development of successful collaborative leadership models within school districts.

DEMs can tackle difficult systematic problems of change that they are confronted with by working in full collaboration with teacher leaders and the SMT supporting collaborative school leadership practices (Forbes, 2014). When teachers are empowered to lead, they build a voice and pride and the school's culture will start to change, enabling teacher leadership rotation to grow, in order to sustain leadership succession in schools (Kezar & Lester, 2011). The complexity of transforming a school culture will be significant because the school DEMs are in a position to encourage the vision for improvement, while developing capacity with the schools.

Stewardship theory supports management of strategic conclusions and activities as stewardship behaviour reflect a common purpose that offers long-term social benefits

for mutual interests (Hernandez, 2012). As a result, fostering leadership development leads to **leadership succession** (3.3), which is an element to stewardship theory. Leadership succession is a process of finding and growing future leaders who will replace current leaders, in order to sustain continuous successful leadership over time in schools (Shriberg & MacDonald, 2013). In this study, the researcher contends that in order to sustain leadership in schools, the SMTs, teachers and DEMs should work collaboratively with a shared vision. Leadership succession not just the duty of the head of the school.

Consequently in a world of great complexity no leader, organisation or nation can manage everything without aid (Fullan, 2012). Leadership succession should be a joint responsibility. Leaders develop leadership succession by encouraging and safeguarding in-depth learning in their schools; ensuring that changes continue over time, particularly after they have gone; by spreading leadership and accountability to others, so that they can be able to carry the torch when they are gone (Avery & Bergsteiner, 2011). In addition, Shriberg and MacDonald (2013) contend that succession in schools is a credible practice. He points out that leaders who value succession planning has a long-term vision for the school and its achievements in the future. By creating such plans, team leadership is valued above individual success and status where leadership takes place with integrity (Shriberg & MacDonald, 2013).

Moreover, leadership succession is not only about improving your own school. Leaders who value leadership succession, are intent on taking responsibility for all its stakeholders and recognises that the broader community is continuously influenced by their own actions. This implies that teacher leadership should be developed in schools (Moodley, 2014).

2.3 MANIFESTATION OF TEACHER LEADERSHIP

Numerous scholars regard teacher leadership as a dynamic, multifaceted system whose unifying aspect is education improvement through active involvement. This may function on various levels going from management of schools and the facilitation of a professional learning culture to improving teaching and learning in order to encourage improvement in schools (Tsai, 2015). Ahmed and Qazi (2011) emphasize that teacher

leadership promotes the productivity and empowerment of teachers and principally, learning academic success in learners.

Researchers have found that teacher leadership has major effects on the development of schools and on maintaining leadership, as teachers are the guiding force and key tool in learner development and academic growth as sources of expertise (Beauchamp *et al.*, 2014; Seritanondh, 2013).

Studies on teacher leadership revealed that teacher leaders promote learning and teaching for not only for themselves but for others as well, create good communication between staff members, and take advantage of opportunities to encourage positive change in schools and enhance schooling (Kilinc, 2014).

Teacher leadership studies conducted in England, Scotland Ireland and the United States, linked it to the rapid success in improving teaching and learning, school improvement and sustaining teacher leadership within a school (Beycioglu *et al.*, 2014).

2.3.1 Teacher leadership sustaining leadership change in schools

Sinha, Hanuscin, Rebello, Muslu and Cheng (2012) view teacher leadership as a relationship that assembles others to improve their practice. DeHart (2011) posits that teacher leadership enables change as teachers who take on the role of catalyst feel comfortable in their own work and are fully committed to recurrent school improvement and teacher development (Shiel, 2013).

It seems that teacher leaders create new, collective relations with the DEMs and SMTs and act as stewards of the school to promote the best interest of the group rather than the individual, in order to sustain leadership. These teacher leaders empower themselves and others while encouraging others towards realization of a common vision for improving sustainable teacher leadership in their school (Grant *et al.*, 2011). Teacher leaders have the capacity to interact with people from diverse backgrounds and cultures, building trusting relationships, and sharing decision making, but also being caring and compassionate with those with whom they interact (DeHart, 2011).

Kilinc (2014) suggests that for teacher leadership to thrive in schools, infrastructural resources and opportunities for teachers to assume leadership duties and roles through building learning communities, should be catered for. At this juncture, it becomes equally important for SMTs to plan for and facilitate focused, continuous professional development and allow for enough time for teacher leaders' activity roles (Seritanondh, 2013). DEMs' roles in enabling teacher leadership is significant (Wells, 2012). The DEMs have a responsibility to direct and acts as stewards for change in representing teacher leadership in educational settings. They need to embrace the concept of teacher leadership, recommend for and stimulate support in schools. Moreover, DEMs should create opportunities for long-term, purposeful continuous professional development to sustain leadership in schools.

South Africa proved that teacher leadership can play significant role in schools by providing teacher leaders with relevant ongoing professional development, enhancing improvement in schools, spreading and strengthening school reform and emphasising collaboration rather than isolation in order to sustain teacher leadership practices in schools (Harris *et al.*, 2017).

2.3.2 Teacher leadership in sustaining leadership succession

The findings of numerous studies on teacher leadership in countries such as Australia, United Kingdom and Belgium have revealed a richness of benefits of teacher leadership in sustaining leadership succession in schools (Grant *et al.*, 2011; Katzenmeyer & Moller, 2011). These include the strengthening of the school organization, promotion of teacher leadership and improvement in school.

The literature emphasized the importance of continuous professional development to sustain leadership in schools as a whole staff component, which includes formal and informal leaders as it unifies staff in working collaboratively towards attaining a shared vision and purpose (Avery & Bergsteiner, 2011; Katzenmeyer & Moller, 2011). Teacher leadership focuses on learner advancement and is a leadership model focused on the concepts of professional cooperation, creation and growth, to sustain school leadership (Hargreaves & Fink, 2012). Hargreaves and Fink (2012) argue that the focus of teacher leadership is mainly to encourage the teacher to be actively involved in development opportunities as well as decision-making.

Botha (2015) indicates that teachers' involvement in decision-making can be regarded as an effective manner in which school improvement can be fostered. Thus, it is an enhancement to leadership sustainability in schools that leads to the changing roles of leaders within the school environment. Participation in school decision-making within teacher leadership practice, necessitates a supportive, collaborative and collegial school context (Beycioglu *et al.*, 2014; Katzenmeyer & Moller, 2011). When teachers are actively involved in decision-making, leadership development may be experienced as transformational in nature. When circumstances permit, transformational leadership move toward a frame of reference that is more inclusive, discriminating, self-reflective, and integrative of experience (Mezirow, 1991). In practice, teacher leaders aim at improving their teaching practices by motivating others in the school community to work in a specialized cooperative rapport and improve learning and teaching practices, by using information and communication technology (ICT), such as laptops, projector and tablets (George, 2018). This correlates with transformational leadership theory, which emphasizes that leadership constructs affirmative transformation in that they take care of themselves and other colleagues in an attempt to sustain teacher leadership (Harris & Jones, 2019).

2.3.3 Manifestation of teacher leadership in schools

Teacher leaders support school development at various stages. Such development includes learners as well as teachers in that one of the goal of teacher leadership is to promote learning, whilst it also focuses on professional development (Poekert, 2012). In studies on teacher leadership, Beycioglu *et al.* (2014) found empowerment and agency to be at the central part of the concept of teacher leadership. The literature recurrently highlighted conceptualization of teacher leadership as teacher empowerment (Hunzicker, 2012; Katzenmeyer & Moller, 2011; Lieberman & Friedrich, 2010). Teacher empowerment involves the distribution of power by DEMs, and SMTs with their school teachers, which gives teachers the rightfulness accept roles as leaders to participate in the leadership development. For instance, teachers are afforded opportunities to plan professional development programmes, invite other teachers to participate in development activities – all efforts to contribute to sustaining leadership in schools (Owens & Valesky, 2015).

Moreover, leadership practices along with abilities of teachers, as they participated in affecting change, initiated curriculum reform (Fairman & Mackenzie, 2015). Teacher leaders are a source of school development if they are considered in decision-making by DEMs and SMTs in their schools (Owens & Valesky, 2015). The researcher argued that a continuation of leadership development may result in teachers conduct themselves in an autonomous manner (Beycioglu *et al.*, 2014). Teacher autonomy is largely observed as a teacher's ability to develop as a self-determined, socially answerable and critically conscious individual in and beyond educational environments (Jiménez Raya *et al.*, 2007 as cited in de Klerk, 2014). This view of autonomy indicates that teachers are aware of the place, time, way and reason in which they can obtain skills and restructured knowledge as part of their teaching practice (De Klerk, 2014).

2.4 TEACHER LEADERS IN AUTONOMOUS COLLABORATIVE WORKSPACES

The basic idea is that teachers are best positioned to build their own teaching, in order to improve their learners' learning experiences (Emad, 2014). Teacher autonomy can be considered as an umbrella term for advances in teacher education the continuing growth of teachers (Frostenson, 2015). Interpreting Frostenson (2015), I am of opinion that autonomous teachers interpret ideas about teaching and learning, initiate cooperation between themselves and others whilst searching for innovative ways to find answers to question that relates to leadership and management, among others (Wermke, Olason & Salokangas, 2019). The autonomy of teachers is motivated by a need for personal and professional growth, such that an autonomous teacher may pursue opportunities for further development throughout his or her career. The latter statement is justified in the following way:

“A person's ability to reflect independently and critically upon their basic commitments, desires and beliefs, be they chosen or unchosen, and to enjoy a range of meaningful life options from which to choose, upon which to act, and around which to orientate and pursue one's life projects” (Reich, 2002: 46).

Phrases like “independently”, “critically”, “desires and beliefs” and “pursue one's life” clearly emphasise the autonomy of teacher leaders. As such, when teacher leaders

are enabled to act autonomously, they may become more motivated to contribute to their own leadership growth and simultaneously have a positive influence on teaching and learning in schools (Edwards & Gammell, 2016; Thoonen, Slegers, Oort & Peetsma, 2012). The afore-mentioned information is relevant because, if Lesotho secondary schools would be serious about developing autonomous leaders, teachers should be allowed to act as teacher learning pools of diverse information, practice, equal power and autonomous learning (Edwards & Gammell, 2016; Lennert da Silva & Mølstad, 2020; Morgan, 2015; Stroet, Opdenakker & Minnaert, 2013). An autonomous teacher interacts freely and accountably with his or her learners in ways which will better promote their learning. Notably, autonomous teacher leaders will constantly search for a “strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis the highest possible degree of affective and cognitive control of the teaching process, and exploiting the freedom that this confers” (Little, 1995:179). It is, therefore, expected that teacher leaders should be in autonomous collaboration with others – individuals who act as operative agents who work together to bring about cultural change in school (Vangrieken, Dochy, Raes, & Kyndt, 2015). For example, change can happen when teacher leaders deliberately uphold an achievement-oriented behaviour, exercise transformational leadership, are task- and relation-oriented and when they constantly encourage professionalism and learning (Carpenter, 2015; Ronfeldt, Farmer, McQueen & Grissom, 2015).

Consequently, teacher leaders should stimulate their colleagues to be creative, by building unity with them around a clear collective vision and have much to impart to stakeholders about collaboration to effect positive changes that result in strengthening the teaching profession (Boot, 2011). In order to sustain leadership succession, teachers’ readiness to take part in the teacher-initiated collaboration and learning, leading to growth in classroom practices and enhancing learner performance, teacher leaders encourage change in schools (Sun & Leithwood, 2012). Teacher leaders influence team performance positively by encouraging teacher empowerment.

When teachers are involved in decision-making, ideas will be shared among leaders (Botha, 2015; Gronn, 2012; MacBeath 2014). According to Robbins and Judge (2012), teacher leaders expand the practice of leadership beyond the principal by recognizing the motivation of teachers, learners and stakeholders in education. The practice of teacher leaders is to influence power. It can be practiced by anyone within the

organization and is not limited to those holding formal positions of leadership (Bush, 2014). Teacher leaders' highlight collective leadership by developing collective leadership to all stakeholders in the school.

Jones, Harvey, Lefoe, Hadgraft and Ryland (2015) emphasize teacher leaders as engaging many people in a leadership activity with prominence on collaboration to reach the school's objectives. This implies shared leadership practices, realized within extended groups, both formal and informal. Teachers, DEMs and SMTs should work collaboratively to solve problems and therefore, engage in a form of leadership practice as stewards who act only in the best interest of the school in order to contribute to leadership succession within the school (Avolio, 2011).

2.5 THE ROLE OF TEACHER AGENCY IN PROFESSIONAL DEVELOPMENT

Teacher agency refers to teachers' ability to behave purposefully and constructively in order to direct teachers' professional growth and contribute to the growth of others while enhancing their professional development (Holliday, 2014). In the United Kingdom the significance of teacher agency is acknowledged and promoted, which is, their active involvement in shaping teachers' work and its conditions for the overall quality of education (Nieveen, 2011; Priestley, 2011). Teachers meet regularly to join forces with colleagues to advance teaching and learning in their school, in order to develop leadership ability and identify teaching and learning challenges so that they can be able to maintain their school improvement strategies (Biesta, 2015). In Scotland, a review of teacher leadership strategies revealed that teachers are prepared to be the prime agents of educational change (Scottish Government, 2011). For example, it is expected that teachers bring value to their practice, consider ongoing collective development and ensure that others are also capacitated during the process of leadership development. It is further expected that teacher leaders have agency. Sen (1999) argues that the "achievement of development is reliant on the free agency of humans" (1999:4) and that "the expansion of freedom is viewed as both the primary end and the principal means of development" (1999:36). Here Sen's (1999) central conviction is that individuals [also teachers] should recognize agency and be envisioned as agents, implying that teachers need to be empowered to perform a leadership role. As such, strengthening agency implies that teachers may gain greater

ownership over their work by building their relationship capacity to become collaborative change agents (Biesta, 2015). For example, California schools increasingly require teachers who have a learning orientation and collaborative leadership style (Edwards & Gammell, 2016). In order to develop these teachers of tomorrow, strong instructional leadership teams are built and, in this way, engaging in transformational leadership may result in significant change, while empowering teachers to be leaders for sustainability as both leaders and followers in their schools.

Integrating transformational leadership beliefs and practice into teacher leaders' actions will increase accomplishments and sustain leadership in schools (Ford, 2011). Teacher agency concentrates on the school's structural circumstances for professional learning and developing their agency. For example, it affords teachers the chance to create solutions to the real challenges they face in the classroom. Additionally, the involvement of teachers as individuals in collaboration with their peer groups are promoted to ensure better professional knowledge and school improvement, with the express purpose of sustaining teacher leadership in schools.

The conception of agency should be coherent with the fact that teachers participate in the decision-making context within their practice. As a result, teachers are motivated to assist learners to develop ownership of their learning, permitting choice and offering flexibility in learning. Coupled with the knowledge gained in PLC's, their primary focus is to empower learners and the school and to exercise and sustain leadership practices in their classrooms (Holliday, 2014).

2.6 TEACHERS AND PROFESSIONAL LEARNING COMMUNITIES

There is an unprecedented international call for schools to be PLCs, where teachers are willing to collaborate with others to achieve a high-quality standard of sustaining leadership in schools (Sinha *et al.*, 2012). PLCs are a valuable resource in a changing an increasingly complex environment, where educational quality depends greatly on teachers constantly renewing their professional knowledge and skills in order to maintain quality learning and teaching throughout the school (De Villiers & Pretorius, 2012). Table 2.1 depicts a continuum of collaborative learning as a teacher leadership activity.

Table 2.1: Continuum of Teacher Leadership as collaborative learning activity

| Novice | Intermediate | Advanced |
|---|--------------------------------------|--|
| Book study | Train the trainer | Shared examination of learners' work |
| Individual classroom level | Peer group activities | Development of common assessment practices |
| Teacher-led professional development activities | Mentoring (with protégé observation) | Leadership practice through teacher learning walks |

(Adapted from Allen & Topolka-Jorissen, 2016)

The table highlights teacher leadership as progressing in a continuum where teachers develop from novice to intermediate and ultimately advancing within their practice as leaders. Significantly, the strategies for novice teacher leaders include book study, leading at individual classroom level and extending development activities to the professional level. The intermediate level is characterised by training and engaging in peer group teaching and learning activities and finally a mentoring stage for solidifying their leadership engagements. Finally, teacher leadership is advanced to the level where learners' learning and assessment become the focus with an endeavour to improve the overall academic learning within schools. The researcher considers that teacher leadership in current study is located at the novice level, however a short discussion follows of all the levels of engagement.

2.6.1 Book Study as a strategy for Novice Professional Learning Communities

In schools where teachers are accustomed to working in isolation, strategies such as book studies are effective in bringing teachers together to focus on a topic of common interest. Glenn Marlow Elementary School in Hendersonville, North Carolina, is a good example of a school that used a common concern about student learning as a catalyst for collaboration through book study (Hunzicker, 2012). In examining their learner achievement data, the teachers noticed a dip in learning for students transitioning from second to third grade. They decided to learn more about their learners and more about

themselves as teachers. They also purchased copies of a book to study together, in order to learn about teaching and learning. This initiative allowed the teachers to transform their grade-level teams into PLCs, in which the teacher identified a student learning problem and worked together to identify strategies for addressing the problem (DuFour & Mattos, 2013). This approach illustrates the power of teacher leadership, even in its novice stages. Thus, by teachers sharing ideas, self-assessment data and their perspectives on the ideas presented in the book, the teachers began to lead each other in learning collaboratively, influencing their colleagues, administrators and other school community leaders to develop teachers' leadership opportunities (Gale, 2014). Book study as a strategy may benefit Lesotho schools as teacher leaders are required who engage in PLCs promoting collaborative work while providing deep learning in their schools and improving teacher leadership practices.

2.6.2 Moving teacher leadership to the Intermediate Stage

Teachers in North Carolina discovered that they had been designing lessons that matched the way they learned best, instead of considering the way the children preferred to learn (Gale, 2014). That provided enough motivation for the teachers to move into action research (Biesta, 2015). Their grade-level meetings became action research meetings, in which they worked together to design lessons and to commit to trying strategies that would better engage their students. A series of studies indicates that when teachers advance their practices, they also develop their leadership skills, organizational strategies, and teaching practices, to maintain school leadership (Aladjem, Meredith & Arcaira, 2014; Botha, 2015; Gronn, 2012; George, 2018; MacBeath 2014).

Together the teachers used the ideas they had learned in their book study to develop lessons that gave learners many options for active, engaged learning. To assess the impact of the new strategies they were implementing, teachers began to bring samples of their learners' work to their grades-level and encouraged more frequent PLC meetings (Voelkel, 2011). This collaborative endeavour allowed them to further break down the barriers of isolation and to develop norms of trust. In order to perform the work of leadership, teacher leaders need to progress to this level of trust (Botha, 2015).

Furthermore, teacher leadership roles can give recognition of status and provide new opportunities for teacher leaders (Habaci, 2013).

2.6.3 Advanced stage Teacher Leaders Learning through Direct Observation

The idea for teacher learning walks emerged from a supervisory practice commonly referred to as classroom walk-throughs. Principals began to see the advantage of teachers visiting other classrooms to seek ideas, strategies, and find common ground to begin discussions surrounding pedagogy and best practices. Thus, visiting in a team of two or more helps teachers work together and apply strategies they observe in their colleagues' classroom (Gale, 2014). Learning walks can be simple informal visits shared between two or three colleagues, seeking information, such as learner engagement techniques, use of a specific teaching tools such a learning maps or they can be more organized and engage the entire staff in formal professional development. In this model, the entire school becomes the context for teachers as leaders. In order to sustain leadership in schools, focus should be on learning, not evaluating, and reflection is a key learning process at every stage of the process (Gale, 2014).

PLC's contribution to teacher's learning potentially enhance their ability to think critically (Wallace Foundation, 2013). PLCs require improvements in the conventional role of teachers to serve as co-facilitators and co-learners, and to serve in teachers' teams, with extensive professional learning to support leadership sustainability. This correlates with transformational leadership theory, which offers leadership that implements collective practices in schools as a change to teacher initiatives, which is an influential technique to bring about active and operational changes in schools.

Moreover, PLCs support changes in their practices, relevant to sustain leadership within the school context. A PLC continuously updates teacher skills and knowledge, building twenty-first century skills, such as critical thinking, problem solving, collaboration and communication, which requires a significant rethinking of education and ensuring quality education for all learners (Organisation for Economic Co-operation and Development (OECD, 2011). Tam (2013) specifies that the features of PLCs that facilitate teacher leadership, include the development of an intelligible structure, a cooperative ethos, and operational learning activities. Thus, development

at this level assists teachers to overcome initial difficulties and induce their motivation for transformation.

Furthermore, scholars agree that positive school transformation depends on teacher change (Poekert, 2012). The PLCs provide many ideas and concepts to help teachers understand individual learners, teaching methods and curricula, in order to sustain leadership. Additionally, teachers are given lenses to assist them in understanding the nature of leadership and the complex system in which leadership is implemented. The PLCs teach teachers how to grow their vision and feel the deeper social dynamics in their classroom and school, and how to collaborate with others to turn schools from being isolated to the culture of collaboration to sustain leadership (Warrilow, 2012). As a result, teachers exercise creative leadership together and take responsibility for helping all learners to learn. Teachers in collaboration culture shows concern for others and provides adequate opportunities for participation and shared decision-making, which are among the ways to engage stakeholders' commitment and involvement.

2.6.4 Teacher leadership in a professional learning environment

For PLCs to sustain leadership to be prosperous and reciprocal, teachers need to partake in genuine collaboration, such as open communication, sharing ideas with trust, respect and practically analyse and question practices and actions that stimulate self-reflection (Marzano, 2013). In addition, Voelkel (2011) states that for teachers to be successful within PLCs, they must have dedicated members who meet frequently, as part of their learning program. Therefore, teachers who mutually regard themselves and their colleagues answerable for learning, honours a continued obligation for leadership improvement. Teachers' growth within PLCs implemented in states such as New York, Missouri, Arizona, New Jersey and Washington (ASCD, 2014), require teachers to cooperate in PLC to sustain leadership in their school.

This is relevant to the Lesotho situation because schools need teachers who participate, work together, engaging in an ongoing cycle of interrogations that stimulate team learning and enhance teacher professional development in order to sustain teacher leadership in schools. In addition, South Africa confirms that teacher professional development hauls the importance of teachers in schools by emphasising

distributed leadership (Hargreaves & Ainscow, 2015). The level at which a teacher participates in a PLC determines a teacher's performance in learning and how the teacher actively pursues professional development opportunities, as well as the degree to which they assume a leadership role in their schools or district, in order to maintain leadership (Danielson Group, 2013). For example, teachers who participate in PLC become effective in their classroom and the school, rather than teachers who avoid participation in PLC (Ibid). As a result, they promote and sustain their leadership role in their school. The PLCs have been shown to be an effective tool in improving teachers' quality and learners' academic performance (DuFour & Mattos, 2013).

Efficacious application of PLCs involves a group of individuals who would adopt positive change and working collaboratively in an ongoing process for the purpose of accomplishing improved results for their teachers and ensuring high quality performance of learning for all (Wallace Foundation, 2013). The PLC constitutes a powerful learning environment for teachers to change their conception about teaching, learning, as well as leadership roles towards the direction of change in schools (Opfer & Pedder, 2011).

2.7 CHANGING SCHOOLS FROM TRADITIONAL APPROACH TO A TRANSFORMATIONAL APPROACH

Changes are important in order to sustain leadership in a school and will have to begin with transformation of SMTs and the way they perceive leadership roles (Visser, 2011). The transformational leadership approach emphasizes a collaborative approach, rather than the action of one person, which is supported by stewardship theory in that supportive behaviour rather than individual interest is valued (Beycioglu *et al.*, 2014). This type of leadership requires leaders who can adopt change while working collaboratively with all stakeholders (Widhalm, 2011). Leaders need a shift from the traditional approach to a transformational approach by working with stakeholders rather than individually to improve the school and by being positive to actively sustain leadership.

A top-down hierarchical leadership relationship fosters dependency on the principal as the only leader in the school and this hinders school improvements (Olujuwon, 2013). The top-down leadership methodology should be substituted with a culture of

teamwork, belief and interacting in schools, in order to sustain leadership. Countries such as China and India have experienced a growing culture of learning, because of transformational leadership in schools (Chambliss & Eglitis, 2016).

School leaders that change from a traditional approach to a transformational approach realise that when teachers, SMTs and DEMs work together, they share different perspectives and practices that make a collaborative environment (school) useful and productive for sustainable leadership (Daniels, 2011). Being able to collaborate with stakeholders from other districts and disciplines provides an untraditional approach to the transformational leadership, however, it is a unique and positive learning experience.

2.7.1 Positive changes of transformational approach

Collaboration through the transformational approach has changed leaders' understanding of instruction and encouraged leaders to take more risks to ensure leadership roles in schools. Leaders are also able to learn and adopt positive changes through the experience of a transformational approach. Transformational approach has highlighted leaders' confidence to adopt changes in their school, which many leaders lack (Keevy & Perumal, 2014). Transformational leadership theory and stewardship theory emphasize how leaders can change their school from a traditional approach to a transformational approach, in order to address leadership succession and achieve sound teacher leadership practices in school. As teachers become more cognizant of their roles as leaders, they can transform schools and effect positive changes.

Schools that shift from a traditional approach to a transformational approach empower teachers, because they can exercise their abilities and to take risks (Naseer, 2011). As a result, they are confident to try new instructional techniques without fear of failing, because the SMTs encourage them to learn from previous encounters and discuss options for the future (Botha, 2015). This feeling of safety is stimulating as teachers discover ways in which they can sustain leadership succession practices in school.

SMTs and DEMs in a transformational approach motivate teachers to be creative, by building unity with them around a clear, collective shared vision and accepted mission

and purpose (Lulfs & Hann, 2013; Marzano, 2013). They provide an appropriate role, strive to communicate effectively and inspire teachers to become committed to the goals of the school (Smith, 2012). In order to sustain teacher leadership, teachers should understand that collaboration and learning, leads to growth in school improvement practices and enhances leadership succession. Schools encourage change, by shifting from the traditional approach (autocratic) to a transformational approach through developing changes in individuals, in order to enable a smooth leadership succession (DuFour & Mattos, 2013).

2.7.2 Refinements of transformational approaches in schools

The top-down model of leadership has drawn criticism for its limitations and ineffectiveness in school, because a sole figure at the top of the hierarchy is encouraged (Marshall *et al.*, 2011; Shiel, 2013). Transformational approach, as an ingredient for improving leadership succession, necessitates anticipated changes in the performance of school leaders and teachers' practices if leadership succession is to improve. Moreover, transformational leadership delivers aspects that involve defining and articulating a vision and promoting group acceptance in decision-making, which is relevant to this study and manifests in sound teacher leadership practice to in turn, ensure a sustainable leadership succession practice (Keevy & Perumal, 2014).

To improve leadership succession requires a transformational approach so that new skills, consistent with twenty-first century capabilities are delivered (Sun & Leithwood, 2012). In countries such as United States of America, Finland and Germany, the direct effect of teacher leadership practices that is provided by teachers is very important in the process of enhancing leadership succession within each district (Beycioglu *et al.*, 2014).

A transformational approach fosters teachers' teamwork development in the belief that a group can solve problems better than a principal alone and emphasizes a collaborative approach (Naidoo & Botha, 2012). This type of leadership approach presents a support system to strengthen and transform organizations (schools), in order to improve leadership succession in schools (Beycioglu *et al.*, 2014). The result is that transformational approach and the level of interdependence needed at schools involve teachers, SMTs, DEMs and an environment to achieve leadership succession.

A transformational approach is much better than traditional approach in schools, because it stresses that good teaching is no longer about assisting learners to acquire knowledge that teachers pass on to them, instead it is about assisting learners to develop a sense of new information (Keevy & Perumal, 2014). Learners can incorporate novel information with prevailing thoughts, be mindful of their intelligence and learning processes and are able to apply their fresh understanding in expressive and noteworthy ways. As a result, teachers should be creative enough in order to assist learners to make sense of new information by working collaboratively with their colleagues, as well as share ideas and opinions to overcome leadership succession in schools.

Broadly speaking, effective teaching is presently much more learner-centred than in the past. This point is emphasized strongly by Forbes (2014), who concluded that traditional approach emphasizes passive learning, is teacher-centred and works in isolation, whereas transformational approach stresses active learning, learner-centeredness and working in collaboration with stakeholders to enhance teacher leadership.

2.8 EMPOWERING TEACHER LEADERSHIP

Empowerment, which is a main aspect of successful leadership, is the wise use of power. In the school environment, empowerment facilitates the creation of a supportive school climate and teacher leadership potential, as well as other stakeholders being developed (Neumerski, 2012). By empowering teacher leaders, they are given opportunities to be creative and share their specialized knowledge, experience and expertise with other teachers.

Hereby teacher leadership in schools is sustained, which then leads to leadership succession in schools.

In addition, Botha (2015) states that SMTs and DEMs must create opportunities for teachers to exercise leadership, and secure trust among themselves. Teacher leadership empowerment may be regarded as one of the elements of successful leadership succession. Botha (2015) perceives that teacher empowerment brings change in the classroom, as well as outside the school. Changes outside the school

can include active participation of learners in the community through action research projects (Steward, 2014). Learners can also be provided with opportunities for engaging in independent, learner-centred learning, which enables learners to make a difference in their school or community (Botha, 2014). Learner leadership can be provided by creating opportunities to define core values, developing social skills like self-esteem, and developing the skills and expertise to solve real-world problems (Kerr, 2014). Learner-led classrooms will thus challenge the practice of teachers and bring about change in the community (Ibid).

A study conducted by Stewart (2013) indicates that countries such as Singapore, China and Canada show that teacher empowerment encourages teachers to work collaboratively, transforms schools and enhances student learning. Moreover, empowerment of teachers increases decision-making, a collective sense of purpose, collaborative work and shared responsibility for outcome that leads to leadership succession (Hunzicker, 2012).

2.8.1 Importance of empowering teacher leaders in school

As teachers embrace these aspects, they are most likely to recognize various levels of accountability for leadership, dedicate themselves to ongoing professional growth and help shape structural and positive change in improving teacher leadership practice to benefit leadership succession (Hargreaves & Ainscow, 2015). In addition, Stewart (2013) indicates that when SMTs and DEMs empower teachers by partaking with them in decision-taking, teachers turn out to be more able to think deeper, accepting responsibility for improvement, taking on opportunities to help all learners and working together to solve problems. SMTs and DEMs must provide time for teacher leaders to build interdependent teaching roles, give teachers an ability to have a say in decision-making and promote opportunities to increase their expertise that leads to leadership succession in schools (Roby, 2011).

Furthermore, empowering teacher leaders give them the ability to lead the school through teamwork and spreading best practice throughout the school (Curtis, 2013). Empowered teachers have an obligation to become leaders for change in their school districts and their roles as teachers must extend beyond the obvious instructional duties (Bond, 2011; Kezar, 2011). In addition, Katzenmeyer and Moller (2011) viewed

teachers as leaders when they contribute to school reform or leadership succession, and when they influence others to improve their professional practice.

Moreover, empowering teachers to be leaders would enable them to be knowledgeable individuals who dedicate their time to positively relate with imploring parental participation, communicating encouraging opportunities for student learning, refining instructional practice, and being willing to innovate effectively in the classroom (Nolen & Palazzolo, 2011). Empowering teachers' roles can vary from informal roles, such as shared decision-making, to a formal position including a department chair (Katzenmayer & Moller, 2011; Nolen & Palazzolo, 2011). Roby (2011) defines empowered teachers as those who have the self-confidence to lead and take action on their behalf. Teachers must be stewards within the profession (Rigby, 2014). Teachers are stewards of their schools and are therefore responsible for the school as an educational institution and are dedicated to improving their learners as well as the wider human ecology.

2.8.2 Efficacy of empowering teacher leaders in schools

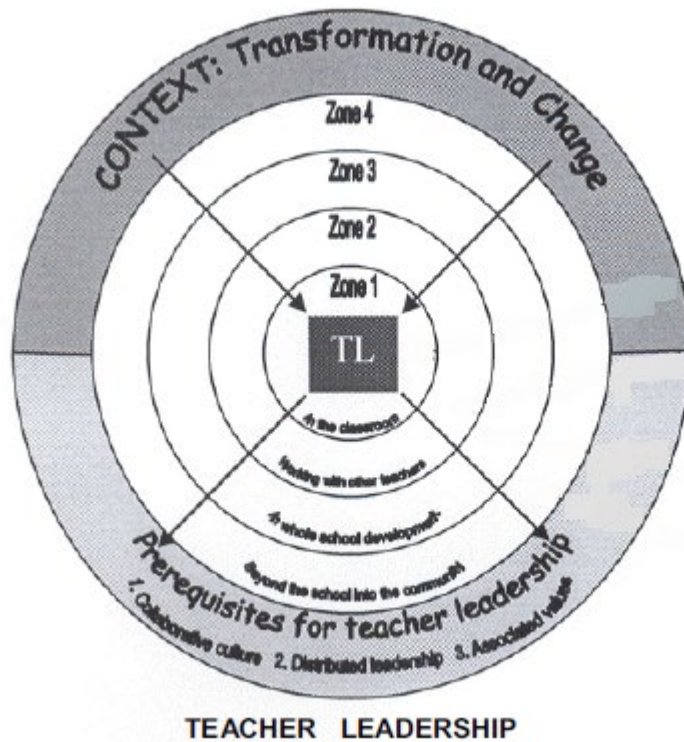
In empowering teacher leadership, teachers have obligations that go beyond their respective classrooms and personal interests (Botha, 2015). Such roles include the level of learning encountered by all school learners, the mission and actions of the school as a whole, and the leadership succession of the school in the society it serves (Harris *et al.*, 2017). To be completely empowered, teachers need a positive atmosphere in which they are taken care of, are not isolated, and are respected (Bond, 2011), and opportunities are provided to engage in decision-making that affects them as teachers on a regular basis.

When teachers participate in such decision-making, their self-efficacy, and dedication become very strong (Thornburg & Mungai, 2011). Additionally, Bond (2011) states teachers that are involved in a supportive and nurturing PLC are empowered. A supportive nurturing PLC, builds teachers' morale, helps teachers feel worthwhile, enhances their efforts towards being teacher leaders and most importantly, makes them feel that what they are doing is truly making a difference in their school. This in turn leads to leadership succession in the future.

Empowering teachers through transformational leadership theory (TLT) can be very powerful for the school. The TLT leaders make progressive modifications happen in schools, where it would be difficult to do if not for dedicated teachers (Burns, 2013). By including teachers in making decisions, they are empowered to achieve the vision and become leaders themselves. The TLT provides schools with tactical guidelines, practices for excellence and lays the groundwork for a maintainable leadership succession in the future (Forbes, 2014).

Teacher leadership roles are no longer limited to the inside of their classrooms and teachers' proficiency is an important part of schools' combined power, which should be capitalized on to bring about education improvement in a school (Ross, Adams, Bondy, Dana, Dodman & Swain, 2011). Empowering teachers involves major acts, such as teacher involvement in instructive development, intended at bringing about continuous cultural transformation and lifelong learning, as well as teacher influence beyond the classroom (Demir, 2015). When teachers are empowered by educational improvement, they interact with other school members in various ways. They can be involved in school reform efforts, work towards innovative pedagogical methods, face obstacles in the culture of the school and structures, turn ideas into actions, participate in decision-making, take the initiatives and lead school improvement into leadership succession (Ahmed & Qazi, 2011; Cook, 2014; Kilinc, 2014).

In terms of empowering teacher leadership Grant (2010) proposed model for teacher leadership in which he indicates four zones. Focuses on analysis will not be applied in the current study.



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

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

The model of teacher leader Grant (2008) is relevant to the current study as it focuses on transformation in teacher leadership (cf. 7.2; 7.2.1; 1.9). A transformed mind-set of leaders encourage creativity as a mental characteristic that allow a person to think outside the box, which results in innovation in and outside of the classroom.

In the classroom: Teachers should be able to use different approaches to help learners to acquire ideas, engage them in creative problem solving and create learner-centred classroom environments where creativity and innovation are encouraged (Ali & Yangaiya, 2015).

Working with other teachers and learners outside the classroom in curricular and extra-curricular activities: Empowering teachers to work together improve their skills and abilities and a spirit of share leadership as well as forming culture of learning, where ideas, learning experiences and classroom practices are reviewed and shared by teachers to strengthen teaching abilities for the schools development to sustain teacher leadership (Darling-Hammond *et al.*, 2017).

Outside the classroom in whole school development: the school that develops the capacity of teachers can maximize their impact on learners learning by strengthening it beyond their classroom, demonstrate creativity, motivation and commitment to the achievement of educational goal in order to gain the teachers' trust (Aladjem *et al.*, 2014). By doing so, collegial support and shared responsibility for success are secured. Additionally, the school where DEMs, SMTs, teachers, parents, school board and the community members work together is likely to bring about changes that leads to sustainable teacher leadership in schools (*cf.* 5.5.1.1; 5.5.1.2; 5.5.1.3).

Between neighbouring schools in the community: Collaborating with other schools, community and involving stakeholders such as DEMs, SMTs and teachers create a culture of collaboration which provides an open-minded stakeholders, as the imperative is that ideas, opinions and views are shared among those who interact regularly demonstrate creative thinking and producing honest outcomes which leads to an improved school to sustain teacher leadership that leads to leadership succession (*cf.* 7.2.2.3; 7.2.3.2; 7.2.3.3).

2.8.3 Empowerment of teacher leader in professional learning practice

The act of bringing about constant cultural transformation and lifelong learning, comprises of practices such as learning together with co-workers, cooperating with stakeholders, enabling learning, as well as developing professionally, in order to sustain leadership succession in the schools (Morgan, 2015). The act of extending

influence beyond the classroom comprises of practices such as encouraging others to improve their professional practice, nurturing a culture of success and demonstrating teacher leadership professionalism. Moreover, Priestley, Edwards, Priestley and Miller (2012), indicate that teacher empowerment entails the sharing of power by SMTs, and DEMs with their school's teachers. This gives teachers the legitimacy to take on leadership roles and to participate in the leadership process, such as initiating new practices and preparing other teachers to join them with the goal of improving teacher leadership, which leads to leadership succession (Morgan, 2015).

Empowering teacher leadership practices that are collectively based, can bring about improving the school's instructional and cultural environments. The aim is to support school development at different levels (the SMTs, DEMs, teachers and school levels) and a facilitative organizational context should be provided for implementation of educational change, which can lead to sustainable leadership succession in schools (George, 2018).

Consequently, to empower teacher leaders through professional learning practices, Admiraal, Schenke, De Jong, Emmelot and Sligte (2019) advise that development should be made possible by:

- a shared vision: this implies that staff members, learning and teaching practices are geared towards understanding the vision;
- supporting uninterrupted learning opportunities for all staff: schools should provide resources and time to ensure that learning takes place, that new staff members are welcomed and receive mentoring support, whilst professional learning of all staff is promoted;
- promoting team learning: partnership, team learning, peer discussions and information, reflections and school conditions; and
- entrenching structures for gathering and exchange of information.

The aforementioned implies that school leaders should model knowledge leadership, allocate leadership and assist other leaders and teachers to develop, whilst ensuring that the school functions well as a learning organisation.

2.9 SUSTAINABLE TEACHER LEADERSHIP IN SCHOOLS

Sustainable teacher leadership plays a major role in shifting leadership roles as well as promoting leaders who can work collectively to deal with complex sustainability challenges (Bush, 2014). Teacher leadership for sustainability indicates a fresh and extended understanding of leadership that means taking action based on sustainability principles, leading from a pattern of living processes and developing a joint and reflective process of leadership (Forbes, 2014). In order to maintain sustainable teacher leadership, SMTs and DEMs must be innovative in all aspects of their work, including professional development (Wang, 2019).

Reflective plans for professional development can sustain teachers throughout their careers and foster learning environments that are healthy for teachers, learners and the school (Kilinc, 2014). Educational institutions are reacting increasingly to the challenge of designing programs that cultivate sustainable leaders who are prepared to work in this context (Shriberg & MacDonald, 2013). Fostering growth of leadership is also a crucial element in education regarding sustainability. To achieve sustainable teacher leadership, there is a need to withdraw from a top-down hierarchical model of leadership towards more flexible transformational and empowering approaches to leadership (Harris & Jones, 2019).

Sustainable teacher leadership practices bring about innovation and creativity (Wang, 2019). The creation of a learner-centred classroom environment, where creativity and innovation are encouraged, in that learners actively engage in decision-making and take charge of their learning, may only result in sustaining leadership in a school (Burns, 2013). Creativity is a mental trait that enables an individual to think outside the box, resulting in innovation. Team-teaching can be effective, as it involves learners actively.

2.9.1 Teacher leadership as sustainable practice

Teachers learn how to use different approaches to help learners acquire new ideas, engage them in creative problem-solving and stimulate them to see problems as challenges (Naidoo & Botha, 2012). As a result, teachers develop high-order skills in managing their teaching methods and enhancing their professional development.

Teaching methods supply learners with a broad variety of materials to accommodate various skills, preferences and learning styles (Botha, 2015).

In the United States of America, the direct effect of classroom instruction that is provided by teachers in sustainable leadership practice is very important in the process of enhancing professional development within each district (Beycioglu *et al.*, 2014). Improvement of sustainable teacher leadership would depend on what transformational leadership delivers, such as new skills consistent with twenty-first century abilities for example, problem-solving and collaborative learning (Wang, 2019).

In sustainable teacher leadership, leaders take on new ways to see, think and interact with others (Sustainability Leadership Institute, 2011). In order to achieve this, leaders are expected to be a key player in enhancing the quality of leadership at their school. Leaders may be able to adopt change, communicate effectively with stakeholders, and stimulate teachers to be creative, by building unity with them around a clear collective vision and accepted mission and purpose (Rigby, 2014). These expectations and guidelines should be written down so that they provide a clear picture of what the school hopes to accomplish, in order to improve sustainable leadership in schools (Avery & Bergsteiner, 2011).

Leaders may be able to formulate school development plans together with the participants concerned. It should bring together the school's prime concern, and the main procedures it will take to raise standards of teacher professional development (Emad, 2014). Leaders should understand that it is their duty to make sure that their school is a succeeding school, and that their goals are achieved in an effective manner by communicating with stakeholders (Lauring, 2011).

2.9.2 Creating sustainable teacher leadership in schools

The researcher contends that SMTs and DEMs must be able to bring about a conducive learning environment for each stakeholder within the school to work harmoniously. The teams should interact with staff to motivate them and resolve conflict between different departments, develop an open friendly atmosphere and

collaborative school culture. In this way teacher commitment is enhanced and leads to sustainable leadership in schools (Emad, 2014).

In addition, Lambert (2011) stressed that sustainable leadership can be adapted in any field of the organization. It retains and deepens the holistic knowledge that continuously spreads while ensuring a positive impact in the present or the future. Moreover, Opoku, Ahmed and Cruickhank (2015) emphasize that sustainable teacher leadership enhances staff satisfaction and contributes towards increasing organizational improvement. In order to enhance sustainable teacher leadership, stakeholders should work together from a position of knowledge, using a collective approach of bringing people together (DuFour & Mattos, 2013). Leadership is dispersed, which offers a new challenge to schools, as this is opposite to the traditional one-person leadership. To achieve this, teachers, SMTs and DEMs are required to work together and assist each other to overcome their concerns and experience collegiality especially, regarding teacher leadership sustainability (Pillay, 2014).

Leadership activities must have the effect of inculcating positive attitudes, rousing stakeholders' expectations and bringing about definitive changes that continually work towards sustainable teacher leadership (Conchas, Oseguera & Vigil, 2012). In the context of this study SMTs and DEMs have to play a crucial role in achieving the central purpose of the school. Botha (2015) posits that transformational leadership theory emphasizes the leader as a role model who envisions the future and strives to communicate effectively with stakeholders. In addition, leaders motivate teachers to work towards the leadership goals of the school to sustain teacher leadership. Involving all stakeholders in decision-making is likely to yield a positive group spirit, which is crucial for the school's accomplishments (Habaci, 2013).

2.9.3 Sustainability of teacher leadership within school environment

In a school situation, teachers, SMTs and DEMs are expected to be involved in decision-making processes (Burns, 2013). Nolen and Palazzo (2011) suggest that teachers who are leaders have an increase in job satisfaction, as well as an increased commitment to learners' achievement. Teachers, however, must be given the opportunity to lead and become involved in the school (Gunter, 2012). In addition, DuFour and Marzano (2011) and DuFour and Mattos (2013) indicate that if teachers

are going to change their practice, the principal has to actively support the change process. So, if the teacher leadership is to lead successfully, there should be a relaxed atmosphere, open communication and opportunities to contribute towards transformation in leadership (Burns, 2013).

Transformational leadership theory, holds that a leader's ability to adopt positive change, motivates followers to accomplish more than what they planned to accomplished (Landsburg, Kruger & Swart, 2011). Furthermore, they should be able to develop a collective vision, selling it immediately and continually for leadership sustainability (Yirci, 2017). As such, school leaders rely on teacher leadership to sustain the school and its progress (Ibid). SMTs and DEMs should create cooperative working practices with teachers and build better links within the school, as well as providing professional learning opportunities (Kilinc, 2014).

Teachers with professional learning ensure knowledge, skills, networks and tools necessary to equip all learners for the twenty-first century, as well as sustaining teacher leadership in schools (Marzano, 2013). Reflective practice for visionary leaders should occur in their professional and personal lives (Poekert, 2012). Teacher leaders require reflective practice, and visionary learning, in order to be life-long learners through deliberate and intentional reflective practice (Morgan, 2014). In order to cultivate a growth mind-set in teachers, the visionary leaders need to be able to provide specific and objective feedback, which not only causes reflection in a teacher's practice, but also causes reflection in a leaders practice (Kilinc, 2014).

Typically, in Lesotho, schools are under resources, training opportunities to develop teacher leadership are few and far between. Furthermore, schools usually have a top-down model of leadership, in that teachers are given the curriculum and are expected to follow it (Lulfs & Hann, 2013). Using sustainable teacher leadership in schools may enable teachers to view themselves as leaders, as well gain the confidence to take on different and more challenging tasks (DuFour & Mattos, 2013).

Moreover, DuFour and Marzano (2011) suggest that if teachers are going to change their teaching practices, the principal needs to actively support that change process. This requires a new level of trust to be shared by the teachers, SMTs teams and DEMs (Demir, 2015).

2.10 LEADERSHIP SUCCESSION IN HIGH SCHOOLS

Leadership succession is infrequently planned and arranged for in advance. When leaders decided to retire sooner than expected, are appointed in higher ranks or have to leave due to dismissal, among others, it is typically a sensitive process (Rumsey, 2013). Therefore, schools need appointed leaders who has the ability to unite staff members, instead of individuals who make commands and like to be in control (Moodley, 2014). Additionally, Cook (2014) contends that school leadership is not about making clever choices, but that decisions should be based on efforts to empower all teachers regarding leadership.

2.10.1 Becoming an authentic leader

Authenticity is about developing a person's integrity (Smith, 2012). This means that a leader should have complete qualities of integrity such as truthfulness, loyalty and vision, and a deep accountability for the effects of one's opinions and behaviours, like subordination (Ibid). The leader needs to be a professional leader who takes suitable actions. Demir (2015) notes that a leader is alarmed with setting direction and encouraging others to make the journey to a new and improved state, that is, to realise goals in terms of leadership. Arguably, leadership is not meant for certain individuals only, but rather attempts made to encourage others to take opportunities for development (Gunter, 2012; Hunzicker, 2012). Morgan (2014), indicates that the development and leadership succession should be the responsibility of SMTs, teachers and DEMs. An active effort to foster leadership may contribute to higher levels of teacher involvement, motivation and learner achievement (Smith, 2012).

A focused authentic leader who can inspire his subordinates to reach organizational goals, is a visionary leader. Bush (2014) points out that teacher's position is generally regarded as essential to school development and improved performance of learners' results. An authentic school leader is the supervisor of all activities that take place in a school and is responsible for the overall running and control of the school compound (Halverson & Clifford, 2013).

Another significant responsibility of an authentic leader includes reminding teachers, learners and SMTs of the school's vision, mission value and core significance to

provide teaching and learning, so as to achieve strong academic success (Hallinger, 2013).

George (2018), describes an authentic leader as genuinely desiring with their leadership to help others and more involved in inspiring people, they contribute to a difference than they are in power. In addition, George notes that each leader must establish his own style of leadership that is compatible with his personality and character and stresses that the leaders' authenticity is more important than the leadership style. Credibility acknowledges one's faults, and also uses their strengths (George, 2018). As a result, a crucial part of an effective organization, too, is being proactive enough to deliver results for all stakeholders. Authentic leaders understand their purpose and establish connected relationships (Hallinger, 2013).

2.10.2 Authenticity as a prerequisite to personal effectiveness as a teacher leader

The endless and main issues of the education reform necessitate authenticity as a prerequisite to personal effectiveness as a teacher leader, skilled in coping with the current problems, and in leading the school, towards outstanding results (Taylor, 2013). The necessities include the competency to understand leadership development, whilst further attempts are made to ensure that teachers are schooled in terms of communication skills, interpersonal relations and leadership wisdom (Ahmad, Rahim, & Seman, 2013). This implies that school leaders deliberately focus on leadership development, whilst taking responsibility for teachers' leadership well-being.

Taylor (2013) argues that leadership wisdom should be used to be an authentic leader. Authenticity requires that school leaders' ideas should be functional, convincing, creative, valuable and practical. In addition, Taylor (2013), asserted that authenticity needs wisdom, because a teacher leader needs creativity ability to come up with thoughts and investigative skills to determine if ideas are good. A teacher leader needs courage to make their ideas work and persuade others of the worth of their ideas. A teacher leader needs wisdom to bring balance to the effect of concepts on them and others, both in the short and long term. Sullivan (2012), admits that this offers an informative and demanding set of requirements for the creation of teacher leaders to

apply expertise and efficacy in strategic choices. Personal effectiveness requires teamwork, engagement, persistence and everything else that bring teachers together without losing the integrity and dignity of each person (Smith, 2012). The aforementioned aspects pertaining to authenticity may enhance cohesions, relationships and interconnectedness - which are highly important for teacher leaders' efficiency in terms of institutional growth and leadership succession (Bush & Glover, 2012).

2.10.3 Ensuring leadership succession through building teacher leadership confidence

Schools have been seen as static organizations and impersonal systems with highest level of centralized decision-making (Cook, 2014). Leaders within the school environment need to shift from the traditional approach to a transformational approach through developing changes in an individual, in order to ensure leadership succession (DuFour & Mattos, 2013). In schools with collaboration leadership, teachers are being asked to participate as leaders. Botha (2015) indicates that distributed leadership decreases the workload of leaders by empowering teachers to be agents of change and come up with new opportunities for teachers to develop skills, encouraging risk taking and new ideas such as sharing. Involving teachers in decision-making has also been found as a primary component of teachers' confidence (Leithwood & Reihl, 2013). Trusting relationships in an organization structure and communication are notable elements of teacher confidence (MacBeath, 2014).

Consequently, teacher leadership is increasingly present, and this can help boost the performance of schools (Botha, 2015). Building teacher leadership confidence through empowerment helps teachers to use their new knowledge in curriculum work, working in teams and communities, fostering collegiality and partnership, and enabling positive change in schools, such as leadership succession which improves schools (Leithwood & Reihl, 2013). The experience lets them take a more global view of school-life problems.

Confident and knowledge are the core descriptors used by teachers to clarify some of the advantages of their educational leadership training (Taylor, 2013). Therefore, fostering teacher leadership should be a sustainable practice over time by ensuring leadership succession and fostering leadership development as a key of sustainability.

Sustainability requires committed sustainable leaders (Forbes, 2014). Fostering leadership development encourages leadership beyond the classroom and develops new leaders who can replace previous leaders when they retire, leave and pass on (Taylor & Young, 2018). It stands to reason that providing leadership succession in schools, collaborative interactions between the SMTs, teachers and DEMs are imperative to achieve this goal.

2.10.3.1 Leadership succession demonstrates committed leaders

Effective leadership motivates more often than it invests, unites more than it controls, and shows more than it makes up its mind (George, 2018). It does all this by primarily engaging itself, and consequently others. In addition, Rumsey (2013) states that leaders built productivity by committing themselves to and preserving their schools' deep learning. They are trying to make sure that changes continue over time, particularly after they have gone. They allocate responsibility and accountability to others, and consider their leadership's impact on their surroundings schools and communities (Forbes, 2014).

Moreover, Botha (2015) indicates that leaders want to achieve important goals, encourage those around to join them in working towards those goals and leave a legacy after they leave. Leaders typically do not let their schools down and sometimes the failure is due to the structure under which they run (Rumsey, 2013). The study suggested that leadership succession, however skilled or committed it may be, cannot be left to individuals, if we want change to matter, spread and last, the system in which leaders do their work in schools must make succession a priority (Cook, 2014).

Furthermore, Hargreaves and Fink (2012) state that many schools and principals do not train their successors well enough. They are grooming a few who seem to be able to pursue them rather than nurturing the others who can lead together (Leithwood & Reihl, 2013). Change from top to bottom, and reform strategies deter new candidates. Leaders fear they will be managers of implementation rather than inspiring leaders (Rumsey, 2013). Burdens in urban schools make them feel overly insecure. A few coordinators are frequently recruited into the local office rather than extending leadership opportunities to other teachers who are having limited amounts of release time to learn how to lead together (Rigby, 2014).

Countries such as United States, Canada, Britain and Australia support programs that develop leadership succession, develop their talents, providing intensive support, and pushing them along the leadership pipeline as quick as possible towards the main principal-ship and beyond (Rumsey, 2013). One of the most significant events in the school's life is when it undergoes a leadership change (Rumsey, 2013). However, few things in education are less effective than leadership succession. In order to sustain leadership succession in schools, the SMTs, teachers and DEMs should work collaboratively to achieve this goal (Morgan, 2014).

2.10.3.2 Successful schools promote leadership succession

Cook (2014) indicates that the most successful schools employ and promote teachers on the basis of their leadership qualities rather than the extent to which they are able to handle the skills required by existing leaders. Such schools are looking for teachers who have the intelligence and desire to know what is necessary not only in the present, but in the future to maintain the school (Gale, 2014). Leadership succession for future leaders of learning has to be grounded on a rational and interconnected set of lessons which are constant over time and space and to target learner learning and leadership succession in schools (Wells, 2012).

Christensen and Raynor (2013) conclude that leadership succession is not a destination with set compass coordinates, but a path with numerous diversions and even a cul-de-sac. What leaders need for this journey is a series of interconnected lessons that look to school leadership in an all-inclusive rather than reductionist way (Rigby, 2014; Wells, 2012). As the journey progresses, these lessons can be extended, expounded, supported, uninhibited and attached to ensure that leadership succession takes shape (Gale, 2014). This correlates with transformational leadership theory, which emphasizes that leaders are futurists, catalysts, instigators and goal achievers (Harris & Jones, 2019). As leaders motivate and inspire followers, followers grow into leaders and evolve. With decreased absenteeism, these motivated followers have improved school engagement, encouragement and job satisfaction, promoting a productive work atmosphere and building organizational success (Gale, 2014).

2.10.3.3 Leadership succession through transformation leadership theory and steward theory

This makes transformational leadership theory a powerful tool for recruitment and retention (Harris & Jones, 2019). As a result, TLT has higher retention rates and employee satisfaction rates. In addition, stewardship theory emphasizes leaders as stewards – individuals who take on the responsibility of caring for something on behalf of another person or group of people (DuFour & Mattos, 2013). Therefore, stewards do not have the ownership to take care of what they have, but they must also carry out duties conscientiously because they must take into account what they are doing.... Schools that do not emphasize leadership succession end up with a steady loss of talent or people with obsolete skills (Burns, 2013).

Hargreaves and Fink (2012) reported that the best way to ensure effective leadership succession is to disperse and extend leadership through teachers now, and not only in the future, to distribute and build leadership so that successors can emerge more readily and take over more easily. Rumsey (2013) added that the process of leadership succession involves careful recruitment, training and retention of teachers who are well training and equipped to address the challenges they will face as school administrators. Succession leadership needs to involve programs aimed at recruiting, retaining and sustaining the best employees at all levels (Taylor & Young, 2018). It must be recognized that younger teachers are prone to changing employers and careers several times over their working lives (Hargreaves & Fink, 2012).

An analysis of the literature suggests that examples of strategic leadership succession processes for schools and education systems have not been available until recently. If schools and education systems want to guarantee that professional leadership is properly supplied in the future, it is important that they establish and enforce strategies and procedures for hiring developing and retaining potential leaders.

2.11 SUSTAINABLE LEADERSHIP FRAMEWORKS IN EDUCATION

Sustainable leadership framework is a basis for developing a comprehensive leadership development within a school as a learning organization (Forbes, 2014). A school learning system should work in an inclusive and diverse manner to ensure that

no school or individual teacher is isolated or unable to effectively participate (European Commission, 2015). If the sustainable leadership framework of education in a school is accepted, the conditions for the school will flourish. Shared principles, ideals and standard for continuous and collaborative learning should be accepted, which will establish the systematic and cultural conditions for learning, creativity and innovation (Wang, 2019). It must be acknowledged that the framework reveals that effective education goes beyond academic performance to include ethical principles, the ability to learn independently and success that leads towards a teacher leadership model (Forbes, 2014). Given the relevance of sustainable leadership frameworks to education, the next section outlines three applicable frameworks, notably the *Kentucky Teacher Leadership Framework*, *Sustainable Framework Inventory* and the *Teacher Leader Model Standards*.

2.11.1 Kentucky Teacher Leadership Framework



Figure 2.3: Kentucky Teacher Leadership Framework (Kentucky Department of Education, 2015)

The Kentucky Teacher Leadership Framework depicted above, elevates teachers as professionals and leaders in the classroom and beyond. Teacher leaders are transforming their teaching practices, promoting teacher development and creating

impartiality and learner excellence (Taylor, 2013). The framework contains six spheres which, according to Creswell (2013) has in mind that leaders should lead: (a) from the classroom; (b) through modelling and coaching; (c) groups and teams; (d) to increase teachers' voice and influence; (e) to professionalize teaching; (f) to connect to the larger community and world; and (g) to expand the world of the classroom beyond the school. It is evident that the Kentucky Teacher Leadership Framework encompasses the role of teacher leadership as indicated above and signifies the importance of teacher leadership (Taylor, 2013).

Teachers are the most valuable resource in education, developing the capacity of learners and of self can increase its effect on learning by extending beyond their classrooms (Aladjem *et al.*, 2014). Hence, teacher leader practice involves sharing their knowledge, promoting other teachers' development and improving the standard of instruction. Teacher leaders can take part in developing the capacities of peers, which include training to reinforce classroom practice, as well as involving expertise in applying innovative instructional teaching and learning models (George, 2018). As a results, they can take part in strategic planning to achieve better-informed decision-making, common ownership, and dedicated to the school and district objectives (Berg *et al.*, 2014). Teacher leaders contribute to meaningful school improvements to increase learner learning, which could include organizing work-groups for teachers and promoting cooperation among teachers (Hargreaves & Fink, 2012).

I contend that teacher leadership not only encourages learners to acquire knowledge, but also contribute to the empowerment of teachers to sustain their leadership in schools. Working to expand the role of teachers in decision-making beyond the classroom and to communicate with other stakeholders demonstrates a strong sense of commitment to their values (Kouzes & Posner, 2012). Leadership therefore, represents principles in action; working to resolve dynamic sustainability issues through one's own beliefs. Moreover, restructuring teaching and learning systems, to bring greater scope for teachers to learn and lead beyond the local level, as well as focusing on systems to foster leadership, is essential to leadership development (Shriberg & MacDonald, 2013). Therefore, expanding the world of the classroom beyond the school, creates visions and take action for a more sustainable resilient world.

In addition, OECD (2016) states that teacher leaders lead in and outside the classroom; establishing communities of practice; influence others toward enhanced didactic practices; and accept responsibility for achieving the outcomes of their leadership. The afore-mentioned may be regarded as characteristics that represent a sustainable framework for the development of leadership abilities.

2.11.2 Sustainable Framework of leadership abilities

Sustainable leadership is significant to schools in the sense that it may create a high-quality learning environment for all learners that will sustain itself for many years over the course of many leaders (Fairman & Mackenzie, 2015) In education these frameworks help leaders to utilize and discuss what direction puts learning at the forefront, in order to create lasting, positive change in leadership practices (Biesta, 2015). It must be acknowledged that the framework infers that effective learning goes beyond academic achievement to include ethical values, self-direct learning and prosperity.

Table 2.2: Domains of the abilities of leadership

| Dimensions | Descriptions |
|------------|----------------------------------|
| Factor 1 | Self-management |
| Factor 2 | Interpersonal relations |
| Factor 3 | Problem-solving/ decision-making |
| Factor 4 | Diversity |
| Factor 5 | Technology |

(Vann, 2000)

The first factor identifies the ability of leadership self-management as an aptitude to formulate and arrange objectives, choose what must be done and being answerable to complete the required activities (Holliday, 2015). A great leader certainly needs to be a support system for the team, encourage SMT and teachers to reflect on what they do, and why, as well as how, and with success, and to ways in which they,

themselves might become better managers and thus be responsible for effective schools, in order to sustain leadership in schools (Beycioglu *et al.*, 2014). Consequently, the leader and the staff need to reflect frequently on how they use their time to ensure that they are making the best of it, because it is a key element of good management (Botha, 2015).

The second factor indicates the abilities of leadership in sustaining leadership in schools. Interpersonal relations need leadership who connect with staff, who encourages transparency, begets trust among stakeholders, builds an atmosphere of positive interpersonal relations and creates a sense of freedom (Hallinger, 2013). In other words, when the SMT, DEMs and teachers keep the lines of communications open and are comfortable in sharing thoughts and feelings about providing a good quality education, which leads to success of teacher leadership (Morgan, 2014). In addition, Davis *et al.* (1997) emphasize that diverse organizations apply stewardship theory to personal perspectives, describing power to be based on relational associations that develop over time, which in turn encourage and empower steward teachers (DuFour & Mattos, 2013).

The third factor a leader should engaged in is decision-making. Decision-making involves stakeholders (teachers, DEMs, SMTs and community) and teams in decision-making to benefit everyone involved, as it serves as a platform for creative thinking (Habaci, 2013). It enables everyone to come up with new ideas and views that provide a genuine conclusion, which leads to sustain teacher leadership in schools (Gale, 2014).

Leadership of the school may provide a pleasant and collegial school climate for decision-making, whereby teachers adopt the habit of discussing their work and matters with one another, in order to gain new knowledge (Leithwood & Reihl, 2013).

In this way discussion among teachers become a collective work (Habaci, 2013). Therefore, leaders in the school need to be directive, effective and caring about sustaining teacher leadership that leads to leadership succession in schools.

The fourth factor that puts learning at the forefront of everything a leader does, is diversity. If a leader's strong emphasis is on putting learner learning first, all other decisions revolve around that core goal (Botha, 2015). The core emphasis of a successful leader has to be on deep learning for all. Sustainability leaders develop

and re-create an atmosphere capable of stimulating on a wide front continuous changes (Taylor, 2013).

They allow people to flourish in their progressively multifaceted environment by learning from one another (Connecticut State Department of Education (CSDE), 2015). When the classroom and the school become a truly safe space to embrace diversity, leaders can assist teachers to experience authentic democratic leaders. Teachers can help students make connections between their lives and lives of others (Morgan, 2014). As a result, teachers as leaders, can empower themselves to recognize their own power to make change for a better world in sustaining leadership in schools.

The fifth factor that leaders can consider is to create a conducive environment through technology where creativity and innovation are encouraged, where teachers actively engage in decision-making and take charge of their learning that may only result in enhancing sustainable teacher leadership (Rumsey, 2013).

Leaders should be able to use different techniques to update teachers about current systems in technology to help teachers to acquire new ideas in teaching and to engage them in creative problem-solving, not ignoring their ideas, and encouraging opportunities for long-term, purposeful continuous and professional development that leads to leadership succession.

2.12 TEACHER LEADER MODEL STANDARDS

The purpose of the standard model of teacher leadership is to stimulate dialogue among stakeholders such as teachers, SMTs and DEMs of the teaching profession, about what creates the understanding, abilities and skills that teachers need to accept leadership roles in their district, profession and schools (OECD, 2011).

2.12.1 Fostering a collaborative culture to support teacher development and learners' learning

The teacher leader acknowledges the values of learning and make effort to construct a shared culture of mutual accountability with the classroom (Botha, 2015). The

teacher leader uses this information to establish collegiality, reliance and reverence that concentrates on constant enhancement in instruction and learning of learners leading to leadership succession (Berg *et al.*, 2014). The teacher leader uses team development to search for solutions to problems, engage in decision-making and stimulate significant changes (Jones *et al.*, 2015; Morgan, 2014). In addition, the teacher leader employs skills to build trust among co-workers, develop shared knowledge, and develop ownership and action that promotes the learner learning and leadership succession (Burns, 2013). Thus, these standards describe the competencies of a teacher leader.

2.12.2 Promoting Professional Learning for Continuous Improvement

The teacher leader recognizes the changing complexity of teaching and learning, of technology developed and developing, and of the community (Emad, 2014). This knowledge is used by teacher leader to encourage and enhance job-embedded professional learning, associated with school improvement. Educational institutions therefore, have a responsibility as well as an important role to play in empowering leaders to see themselves as part of a shared, sustainable change (Shriberg & MacDonald, 2013). The teacher leader is involved in the following: working with colleagues and school administrators to prepare team-based, job-embedded, sustained over time, content based and school-related professional learning; promotes colleagues' professional learning; recognizes and uses relevant tools to encourage integrated and differentiated professional learning (George, 2018).

2.12.3 Facilitating improvements in teaching and learning

The teacher shows a thorough consideration of the mechanisms of teaching and learning and uses this knowledge to improve colleagues' professional skills by becoming a lifelong learner (Harris *et al.*, 2017). It is therefore, more critical than ever to provide transformative learning opportunities which empower all learners to become sustainability leaders (Burns, 2013). The teacher leader works with colleagues to ensure that teaching activities comply with common dreams, mission and vision (Burns, 2013). Teacher leaders encourage the gathering of school-based data to

identify opportunities for strengthening training, school organization teaching and school culture, as well as serving as a team leader to leverage colleagues' abilities, experience, and awareness to meet training standards and learner learning needs (Forbes, 2014).

2.12.4 Advocating for learners' learning and promoting the teaching profession

The teacher leader should use knowledge about policies and development programmes to advocate for the needs of learners and for activities that encourage successful teaching and improve learner learning, while functioning as individuals with authority and devotion within the profession, school and community (Natale, Bassett, Gaddis & McKnight, 2013). Countries such as Australia emphasizes the connection between the school and community to improve teacher skills (Barnard, Nash, McEvoy, Shannon, Waters, Rochester & Bolt, 2015). In this instance, leaders make use of peer observations in which two teachers observe each other's teaching and learning activities, whilst providing helpful and productive comments. Barnard *et al.* (2015) found that, while the main obstacle against involvement was commitment in terms of time and effort, teachers felt content by the experience and wanted to continue with the skills development project and building their profession. The researcher argues that, like in Australia, Lesotho high schools can use teacher leadership to inform the development of the curriculum and professional learning opportunities to support and develop all teachers as leaders.

2.13 OBSTACLES TO TEACHER LEADERSHIP

Teacher leadership is based on the sharing of leadership responsibilities (Pillay, 2014). Collaboration, communication skills and interpersonal skills are the core elements of teacher leadership (Kilinc, 2014). The intention of the school members are primary aspects of teacher leadership. Teacher leadership is about spreading, sharing and distributing work across individuals (Pillay, 2014). Nonetheless, as senior management members, the principal and deputy head have been described as the most important obstacles to teacher leadership development (Naidoo & Perumal, 2014). This is equally important, even if the context in which the school operates is not

conducive to democratic leadership (Hallinger, 2013). Therefore, school leadership necessitates critical change to effect the value of connections between teachers, school boards and the community (Jones *et al.*, 2015). Thus, sound leadership practice engenders sound relationship between leaders and team members, which forms the basis of effective communication and people interaction.

The principal and SMTs are obstacles to teacher leadership by directing decision-making processes and being fearful of delegating authority as a common occurrence in schools (Grant *et al.*, 2011). The top-down hierarchical leadership relationship fosters dependency on the principal as the sole leader in a school and as a result this hinders teacher leadership aspirations. Officers silencing information cause reluctance on the part of a teacher to take part up leadership matters (Stewart, 2013). Needless to say, the categorized and governmental structures in schools influence the growth of the teacher leader. Teachers, therefore become unwilling to act as leaders, do not want to be called a leader and discard leadership roles assigned to them (De Villiers & Pretorius, 2012). Moreover, DuFour and Marzano (2011) state that the reason why progress in teacher leadership is impeded in many schools across America, is because there has been no development in the behaviour and mind-set necessary to model the school culture. SMTs also serve as an obstacle to teacher leadership, because they display a lack of faith in their teacher leadership abilities and do not delegate leadership. Rather, school leaders manage the leadership cycle autocratically (Grant *et al.*, 2011).

Authoritarian forms of leadership can be regarded as being mainly practice-based and may lead to ambiguity about the significance of better involvement (Olujuwon, 2013; Stewart, 2013). Subsequently, the lack of appropriate leadership development opportunities for SMTs and teachers is a major weakening influence in terms of leadership development (Naidoo & Perumal, 2014). For instance, an absence of capability development within the school hinders teacher leadership, and as a result most teachers are denied opportunities regarding decision-making because they may not be consulted on educational and leadership matters. The latter indication may serve as one of the reasons why teachers regard themselves as leaders (Olujuwon, 2013). A few other reasons may be regarded as obstacles in terms of teacher leadership development: (a) inadequate time to cooperate, a lack of robust partnerships and absence of training for teacher leaders (Natale *et al.*, 2013); (b) a

lack of honest communication and involvement; (De Villiers & Pretorius, 2012); and (c) mistrust in leadership in schools, especially when male leaders do not want to respect leadership positions held by females (Zikhali & Perumal, 2014).

Evidently, the obstacles indicated provide enlightenment on how teacher leadership and leadership succession in schools are limited. It is, therefore, necessary to address such barriers to ensure that leadership development can be fostered.

2.14 SUMMARY

There is a growing awareness that educational change in Southern Africa, as in globalization, is accompanied by increased responsibility and accountabilities, especially alongside the school leadership, as is evident in contemporary studies. Changing roles of leaders within environments need to be addressed. School principals in Lesotho require certain characteristics and skills to sustain teacher leadership practices in schools and there is a lack of succession plans when principal leave the office due to retirement and ill health.

Fostering teacher leadership should be a sustainable practice over time by supporting leadership succession and fostering leadership development as a key element of sustainability. Sustainability requires committed sustainable leaders (Forbes, 2014). Teacher leadership can play an important role in bringing about change at schools if considered carefully and applied.

This type of leadership is grounded in the interaction of school leaders (Stewart, 2013). In that respect it is more than allocating tasks among formal and informal leaders. Consequently, teacher leadership seeks the source of leadership in actual practice, rather than in formal described roles, because multiple leaders have different areas of knowledge and expertise, and can work collaboratively and in coordinated patterns to effect change rather than the contribution of one leader working independently.

Therefore, working collaboratively enhances legislative and policy practices affecting teachers in high schools and create an integrated work culture in order to improve school performance. Hence, teacher leadership seems to be a necessity at schools. The next chapter focuses on legislative and practices related to teacher leadership.

CHAPTER 3

THE LEGISLATIVE AND POLICY PRACTICES RELATED TO TEACHER LEADERSHIP

3.1 INTRODUCTION

“Teacher leadership should be regarded as a stance-based view of liberation as it allows teachers to maintain their identity, while preparing to be leaders”
(Carver, 2016:169).

Whilst reading Carver (2016) and also consulting Avery and Bergsteiner (2011), I realised that education policy practices are necessary to assist teachers regarding their identity as well as leadership development. I found confirmation of the latter statement in the words of Foucault (1977) who asserts that policy contains discourses which provide an indication of, “what can be said, and thought, but also about who can speak and with what authority” (11-12). Foucault further indicates that:

“Policies as discursive strategies – sets of texts, events, artefacts and practices, speak to wider social processes of schooling, such as the production of ‘the student’, the ‘purpose of schooling’ and the construction of ‘the teacher’. What counts as school is made up of ‘groups of statements’
(Foucault, 1986:125)

Interpreting Foucault (1986), I argue that policy imperatives seem to provide possibilities or tools for teacher leadership development. Education policy is thus supportive in the way teacher leadership can be constructed and sustained (Avery & Bergsteiner, 2011; Ball, 1993). In a school, a policy is a general plan of action designed to reach a certain goal at school level and which should be beneficial to teachers in their endeavours to develop (Hartshorne, 1999). Policy speaks to teacher leadership by recognising that changes in education demands development in terms of teachers’ ability to increase competences, work collaboratively with others, and facilitate transformation in schools and to grow as leaders in schools (Donaldson, 2015; European Commission, 2013).

Considering the afore-indicated deliberation, the focus of this chapter is on legislative and policy practices affecting teacher development in high schools, with specific

reference to teacher leadership development. Importantly, legislative and policy imperatives embrace decision-making, procedures, collaborative efforts and professional leadership development opportunities, among others (Danielson, 2015).

3.2 LEGISLATIVE, POLICY AND LEADERSHIP IN EDUCATION

Globally, countries seek to adapt their education systems to the needs of immediate society, expectations for schools as a results, school leaders are becoming dynamic (Osborne, 2015). It is, therefore, fundamental that school leadership responsibilities need to be explained through understanding practices of a policy that are likely to improve teacher leadership. In this regard, I, like Cuban (1988: xx), consider that:

“By leadership, I mean influencing others’ actions in achieving desirable ends. Leaders are people who shape the goals, motivations, and actions of others. Frequently they initiate change to reach existing and new goals” (as cited in Bush, 2007:392).

As such, to foster change in terms of teacher leadership, DEMs, teachers, SMTs and relevant stakeholders like the School Governing Body (SGB), should be trained in an attempt to cultivate practices that help teachers to ceaselessly increase and improve their practices that lead to leadership succession in schools. One way to distribute the leadership in a school is to establish a leadership team of educational stakeholders. This leadership team sets the vision with the leader of the organizational system, sets goals to achieve this collective vision, and continuously revisits and revises practices, based on continuous improvements loops (Marzano, 2013).

3.2.1 Improving school leadership through legislation

School leadership has become a prime concern in education policy agendas all over the world because it plays a vital role in improving school results by motivating the capacities of teachers, as well as the school atmosphere (OECD, 2011). Therefore, establishing effective policies for teacher leadership support, development, as well as mechanisms to encourage teacher leadership in school is essential.

Comparative studies of leadership school policies were conducted in 2008. They analysed the evidence, compared the practices of school leadership in twenty-two education systems, and instigated different policy recommendations for professionalising school leadership (Pont, Nusche & Moorman 2008). The studies suggested that changes in education systems - such as decentralisation, an increased focus on education outcomes in schools and in accountability - together with evidence on the impact of school leadership, could create a new position of policy to improve school leadership. On the other hand, policy should promote teacher leadership by fostering participative processes supported by legislation and implementation guidelines which emphasises leadership development (Curtis, 2013; National Network of State Teachers of the Year (NNSTOY), 2014; Vaillant, 2015).

Gunter and Forrester (2009) analysed the process of implementing school leadership policies in England. They suggested that new policies should be used in order to introduce a performance management culture in schools. Roach, Smith and Boutin (2010) reviewed school leadership policies used in the United States (US). They concluded that throughout the country, a strategy was put into place that was normalized. The approach led to a status quo, leaving little scope for other leadership paradigms. The authors' explained that there was "institutional isomorphism," where policy makers replicated the work of others across US states for legitimacy, certainty, and professionalization. Moller and Skedsmo (2013) reviewed the introduction of a school leadership training programme in Norway. The programme moved practice from *primus inter pares* (first among equals) leadership towards pedagogical leadership and emulated new management and leadership practices.

Deduced from the afore-mentioned international studies on the importance of leadership development from a policy perspective, it is evident that policies provide substance for continuous professional development for teachers and ensure preparedness and support for school leaders with vision and, inspiration (Curtis, 2013).

To illustrate the relationship between policy and school leadership, I shall next provide an explication on the tasks of the European Commission on Education and Training 2020 (ET2020) which speaks of schools as a learning organisation for teachers and school leaders among others (European Commission, 2017). I regard this as

significant because the ET2020 examines emerging or possible innovative policy developments on school education system governance aiming acknowledging “teachers and school leaders as key change agents” (European Commission, 2017:6). I shall henceforth provide an outline of fundamental principles from the ET2020 in which the notion of leadership development is emphasised.

3.2.1.1 Coherence of policies

The ET2020 is adamant about “coherence with other current policies, for sustained and renewed change” (European Commission, 2017:6). The implication is that policy content should address possibilities for experts and practitioners to talk about various teacher leadership models, share best practices, create solutions to leadership challenges and collaborate on innovative approaches (Gran, Young & Broin, 2015). Policymakers should thus aim at adjusting different policies that affect teachers and school leaders directly. Providing relevant coherence policies (in terms of logic and consistency) directly affect teacher leadership in a meaningful manner in that it opens dialogues for development and bring together DEMs, SMTs, teachers and stakeholders to discuss progress in terms of teacher leadership (Curtis, 2013). Clear coherence policy guidelines regarding teacher leadership can assist DEMs, SMTs, teachers and stakeholders to work collaboratively in order to achieve sustainable teacher leadership practices that may lead to leadership succession (Cook, 2014).

Promoting teacher leadership through policy and practice may support teaching and learning in Lesotho schools, if carefully applied. However, participation in policy processes in Lesotho is restricted to inspectors who: “provide advice and participate in the Ministry’s policy formulation” (Kingdom of Lesotho, 2010, Section 18(4) (h)). I argue that the exclusion of principals and teachers in the Lesotho policy making process may result in them becoming mere obedient followers of policy where little room is availed for teacher leadership development. If individuals are not actively involved in educational practices like policy making, and the expectation is that they should just act in obedience, they are regarded as docile beings (Foucault, 1982 as cited in Beattie, 2019). To counterbalance docility, one possible way to ensure policy coherence in terms of teacher leadership development is to ensure that school leaders

and teachers become participants during dialogue platforms where new opportunities for teacher leaders are explored and debated (Taylor, Yates, Meyer & Kinsella, 2011).

3.2.1.2 *Shared vision and understanding*

A shared vision and understanding, which takes into account national perspectives and take precedence on school policy, guide schools' work as learning organizations and the systems they support (European Commission, 2017). The development of a shared vision in terms of teacher leadership is described as a way of bonding between policymakers and policy implementers in that committed is created in order to meet a common goal (Sergiovanni, 1990). It seems as if a shared vision may assist in the strengthening of leadership capacity based on collaboration, co-interpretation of policy context and planning for professional development. My argument is underpinned by the idea that school leaders and teachers need tools to take part in teacher leadership development.

A notion of a shared vision is encapsulated in the Lesotho Education Policy (2010). Teachers are mostly regarded as implementers rather than participants and their competence in terms of being a teacher is regularly monitored (Section 19). Importantly, the Lesotho Education Act (2010) makes provision for Governing Body members (as parent representatives) to participate in the design of some policymaking like the Admission Policy (Section 12(b) (i)). If teacher leadership is to be developed in Lesotho, teachers should be engaged in structures that will help with the creation of shared focus and to build a shared understanding of what the school needs to move forward in terms of teacher leadership development (Lulfs & Hann, 2013; Marzano, 2013).

3.2.1.3 *School leaders and teachers shaping learning systems*

According to the ET2020, school leaders, teachers, policy-makers and other stakeholders have the ability to operate together towards shared goals and produce improved change based on evidence, reflection, and shared practice through ensuring a legacy for policy reform (European Commission, 2017:5). Policy should, therefore, enable school leaders and teachers to build a positive climate and culture as well as

leading an organizational system which may contribute to the shaping of effective learning systems (Fullan, 2014). Consequently, school leaders and teachers should be inspired to be role models through their own endeavours, to add substance to leadership development and participate in transforming endeavours in the school's development as a learning organisation (DuFour & Mattos, 2013; Seritanondh, 2013). As such, to shape learning systems for development, school leaders and teachers should enforce professional development which is a:

“...process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives” (Day, 1999:4 as cited in Serdenciuc, 2015:968).

If teachers are afforded opportunities for professional development in terms of leadership, they would enjoy functional learning in a constant perspective, in a supportive domain and as part of professional community (Darling-Hammond & Richardson, 2009).

A vague indication in terms of teacher development is found in the Lesotho Education Act (2010) which stipulates that an inspector: “identify in-service development priorities and monitoring of effectiveness of related training” (Kingdom of Lesotho, 2010, Section 18(4) (g)). This implies that there are no clear guidelines in terms of teacher leadership. Another stipulation indicates that a principal: “is responsible for the organisation, management and day-to-day running and leadership of a school” (Kingdom of Lesotho, 2010, Section 21(a)). It seems that teachers are not involved in shaping learning systems for leadership development.

3.2.1.4 Professional culture

Kardos (2005), asserts that a professional culture embraces norms, values and modes of professional practice, both formal and informal, that teachers find at their schools. Arguably, a professional culture can assist schools to advance professional working and learning environments that may prompt school leaders and teachers to foster

leadership development. The latter thoughts are in congruent with the ET2020 in that policies should support the establishment and functioning of: “highly competent and trusted professional communities, recognizing teachers and school leaders as key change agents, promoting shared leadership...” (European Commission, 2017:10).

In addition, Anderson (2012) states that at schools, where developing leadership capacity is a goal, expect from teachers to collaboratively investigate their practices in an attempt to assist each other in terms of finding solutions to shared problems of practice. This may lead to sustaining leadership in schools. Sustainable leadership has an activist engagement with the forces that affect it, and develops an educational area of organizational diversity that enhance cross-fertilization of good intentions and successful practices in communities of shared learning and development (Cook, 2014; Leal Filho, Raath, Lazzarini, Varga, De Souza, Anholon, Quelhas, Haddad, Klavins & Orlovie, 2018). This statement underpins the significance of creating a school norm of working together through shared beliefs, values and vision within the school community and aligns with the ET2020 vision. Hargreaves and Fink (2004) purport that it is on this culture that the foundation of sustainable leadership is developed, communicated and nurtured.

In Lesotho, teacher does not have the freedom to work collaborative in terms of teacher leadership development in an attempt to foster a professional culture. In terms of the Lesotho Education Act, “The Minister shall designate professional teachers’ formations which may submit nominees to represent them in bodies established under this Act” (Kingdom of Lesotho, 2010, Section 65 (1)). This stipulation is in contrast with the view that teacher leaders and their principals’ work together to construct capacity which encompass mutual trust, shared purpose and discrete expression (Crowther, Ferguson & Hann, 2009 as cited in Andrews & Conway, 2020). From a Lesotho policy perspective, teachers are denied opportunities to cultivate behaviours and practices that may strengthen their desire to become teacher leaders.

3.2.1.5 Professional competencies, capacity and autonomy

According to the European Commission (2017), school leaders and teachers have to be supported in their professional development, autonomy and growth in all phases of their careers. This kind of development concerns the relations between teachers’

scope of action and the state's role in providing resources and regulations that would increase or limit their work (Lennert da Silva & Mølsted, 2020). Furthermore, if the state provide scope for leadership development, teachers may take opportunities to influence the contents and scope of their working practices as well as decision making at schools (Frostenson, 2015).

Importantly, professional competence, capacity and autonomy support and encourage collaboration of teacher expertise (Edward & Cammell, 2016). Contrary to views in favour of teacher leadership development as indicated by the previous authors, words like "autonomy", "capacity" and "competence" do not appear in the Lesotho Education Act. It can be speculated that Lesotho teachers may have little opportunities to exercise the ability to be responsible and accountable for the repercussion of their proceeds (Lulfs & Hann, 2013). As a result, teachers may experience a lack of autonomy, accountability and a willingness to collaborate, thus, they may not enjoy opportunities to develop their leadership abilities.

3.2.1.6 Leadership competence

The ET2020 is unwavering regarding the development of competencies for teachers (European Commission, 2017). This kind of competency development include, among others, strengthening teachers' digital skills, the recognition of the significance of values and how to communicate them and applying inclusive pedagogical approaches. As such, leadership competence support strategic thinking and planning such as developing succession leadership in schools by committing to and protecting deep learning in their schools; and ensuring that improvements last over time, especially after they have gone; as well as sharing leadership and responsibility with others so that they can carry the torch when they are gone (Avery & Bergsteiner, 2011; Botha, 2015). This may result in managing the self and in doing so, empowering others and individual. They are positioned to identify their own needs and opportunities for professional development. When individuals are able to be in control of their own competence development, they will be able to assist and lead others as part of the process of change (Institute for Sustainable Leadership, 2015).

In Lesotho, teachers, however, seem not to be in charge of their own competency development. The policy is clear about the establishment of an education advisory

committee who will consist of: “two members with competence in educational development” (Kingdom of Lesotho, 2010, Section, 28(2) (f)). It seems that “members” other than teachers themselves determine the extent of teacher development in Lesotho.

3.3 LESOTHO SCHOOL’S LEADERSHIP DEVELOPMENT THROUGH POLICY

In Lesotho, school’s leadership development through policy need to be addressed because policies are old and need to be revised because no policies contain information in relation to teacher leadership. A closest indication of developing teacher leadership in Lesotho rests in the hands of other individuals. Leadership is expressed in a way that it impedes practices of teacher leadership. Scaffold for standard education in the embodiment of shared vision and continuous teachers professional development, need SMTs and DEMs of the school to work collaboratively (Forbes, 2014). From the discussion in terms of the ET2020, the following issues, derived from the Lesotho Education Act will henceforth be deliberated on.

3.3.1 Duties of Lesotho school leadership

Section 21 of Lesotho Education Act, (Kingdom of Lesotho, 2010), the employee shall: (a) be responsible for the organization, (b) management of daily running of the school; (c) maintains or causes management records of a school to be maintained as provided for in the regulations made by the Minister of Education and Training; (d) ensures that relevant teaching and learning occur at the school moreover, (e) shall maintain and enforce discipline among staff and all registered learners receiving instruction at the school. Evident from the afore-indicated stipulation is the way in which teachers in Lesotho are subjected to disciplinary powers of school leadership, whilst no indication is given regarding any form of leadership development.

In support of the above, I consulted Moorosi and Grant (2013) who report that leadership development in Lesotho is mainly through necessary government workshops. The scarcity of the workshops indicates absence of planned approach to leadership development. When these workshops are proffered, school leaders do not feel a sense of progression or development. A further challenge is the fact that Lesotho

education system is centralised (Magau, 2005) and this develops restricted opportunities for autonomy of the schools. The established district offices of the Ministry of Education and Training and local management bodies have finite influence in the schools, thus, another reason why teacher leadership development remains a difficult aspect in Lesotho schools.

It is clear that policies in Lesotho do not contain strategies for teacher leadership development. According to Section 21 of the Education Act (2010), school leadership can be regarded as which does not consider teacher leadership and sustainable leadership development (Olujuwon, 2013). For school leaders in Lesotho, a transformative approach is needed to maintain their dynamic school context, which can shape teacher leadership and then sustain leadership over time (Boot, 2011). A transformational approach advocates for teacher leadership as a collaborative leadership effort in which teachers are developed as leaders and use opportunities to foster positive change in a school (Kilinc, 2014).

3.3.2 Key Policy Changes in the New Teachers' Career Structure

Policy changes in Lesotho is articulated in the MoET Circular notice no. 24 of 2019 (Kingdom of Lesotho, 2019). In terms of leadership development, this Circular indicates the following:

“To enhance professionalization by recognizing the need for development of competences required for teaching and leadership positions” (Section 2.2(e));

“Vertical progression shall enable teachers grow as per the organizational hierarchy to management/leadership positions in the teaching service” (Section 2.8.1);

“A secondary teacher provides instructional leadership, mentorship and staff development services to a number of teachers within an area of assignment” (Section 2.10.2(e)); and

“The Ministry of Education and Training will develop; support and run a comprehensive annual CPD programme for teachers both those in leadership positions and those in the classroom” (Section 3.1(c)).

Phrases such as “recognizing the need for development”, “enable teachers grow”, “provides instructional leadership” and “will develop, support and run” seem to be current efforts towards teacher leadership development. The following assumptions can be made regarding the indicated stipulations (Killion, Harrison, Colton, Bryan, Delehant & Cooke, 2016):

- To recognize the need for development requires restructuring in other school leaders’ approaches to acknowledge that leadership development is needed for teachers;
- For teachers to be leaders they need to develop scope for operative leadership;
- All teachers have opportunities for leadership; and
- Courage and tolerance are required in teacher leadership to withstand ambiguity, and flexibility.

The MoET Circular No. 24 of 2019 has only been implemented since 01 April 2020 and no evidence as yet exist in terms of the implementation thereof. Nevertheless, there seems to be a strong indication for infusing in and nurturing teacher leadership. This Circular also provides a cornerstone in order to create a new system or assessing the current one to produce a revised vision. Lesotho teachers’ leadership abilities should be strengthened by giving them opportunities. MoET and school principals should acknowledge first that teacher leadership system is not only another program to be implemented and replaced but also a transformation of the way educators work within schools to fortify professional practices and enhance professional learning opportunities, leading to leadership succession through the implementation of policies geared towards professional development.

3.4 LEGISLATIVE AND POLICY PRACTICES RELATED TO TEACHER LEADERSHIP

This section emphasise strategy that teachers can utilise to increase and enhance their voice in policy implementation.

For teachers in Lesotho to ensure that their voices are heard in terms of leadership development, the MoET Circular 24 of 2019 advocates the following actions (Kingdom of Lesotho, 2019, Section 3.1). First, teachers should participate in a performance

management system where they will be subjected to performance appraisal. Second, teachers should demonstrate specific competences for a particular career level. Third, teachers should be willing to undergo training to acquire skills, knowledge and attributes. Fourth, teachers should develop such that they move from an old career structure to a new structure. Fifth, teachers should be cognizant that the career structure will be reviewed every fifth year.

This shift in policy towards a more participatory process in Lesotho schools may offer opportunity and space for teacher leadership to emerge. Moodley (2014) points out that teacher leadership can be described as a model of leadership in which teaching at different stages in the organization has the opportunity to lead. The most essential indication supporting this perspective is that leadership is not distinct position, but rather collaborative process whereby a variety of people can take part in. Teacher leadership knows how to build alliances and networks with others to achieve their work focused on learning improvement and is a leadership model based on the principles of growth, professional collaboration and collective development (Leana, 2011; Moodley, 2014). Thus, central to the idea of teacher leadership, is the notion of the hopeful teachers who persistently works to elevate their own teaching.

When teachers would experience growth in their own teaching practices, they would also contribute to democratization in schools (Gunter, 2012). Embedded within the notion of democratization, teacher leadership is linked to the cultivation of democracy through learning communities; teacher professional learning and capacity building; personal and professional growth; an improved sense of responsibility and accountability; continuous assessment practices as well as entire development and improvement of the school (Lumby, Crow & Pashiardis, 2008). Consequently, teacher leaders, within a view of democracy, presupposes teachers who create new, cooperative relationships with the SMTs and colleagues, empower themselves and others, participated in decision-making and influence others towards realizing a shared vision for improved teaching and learning in a school (Crowther *et al.*, 2009).

In relation to the leadership of teachers and their participation in decision-making, Bush (2014) asserts that participation in decision making leads to productivity, job satisfaction, and organizational commitment. On the other hand, a study by Gunter (2012) revealed that the majority of teachers believed that school teachers should be

confident and capable of leading. Teachers, however, support the notion of teacher leadership; their leadership experience was largely limited to their classrooms in practice. The teachers' leadership work in the classroom is to continually improve their teaching and learning, and thus develop expert power in the classroom. Teachers' expert power refers to, among others, the attention they give to learning outcomes (Richmond, McCroskey, Kearney & Plax, 1987), student incentive (Richmond, 1990), and teacher effectiveness and credibility (Fin, 2012). Innovative, organized, collaborative, trustworthy, and confident facilitators of learning in another way of looking at teachers' expert power (Danielson, 2006 in Lumpkin, Claxton & Wilson, 2014). They exhibit integrity and have strong interpersonal and communication skills. They show the highest level of professionalism, are commitment to students, and experts in their work. They are also interested in student learning, while taking the initiative as influential change agents (Bowman, 2004 in Lumpkin, Claxton & Wilson 2014).

To be change agents in terms of teacher leadership development, the needs of individual teachers are the gist of any teacher professional development (Darling-Hammond, 2010; Rose, 2010). However, educational policy tends to focus on the school as whole rather than individual teachers. It is, however, significant to indicate that educational policy enactment in a large part is based on the interpretation and discretion of teachers (Coburn, 2006) and as such, teachers should be willing to participate in in-service training, leadership processes, teamwork, peer support and collaboration (MacBeath 2014; Morgan, 2015). When teachers are open to engage in the latter indicated activities, it may ensure that they acknowledge that their professional needs are present from decisions on how to implement any educational policy (Martin, Kragler, & Frazier, 2017).

3.4.1 The teacher as policy implementer

Spillane (2005:8) explains:

“Policy implementation is much like the telephone game: the player at the start of the line tells a story to the next person in line..., the story is morphed as it moves from player to player.”

Interpreting Spillane (2005), teachers are expected to understand their roles as individuals; contribute to new knowledge production; enhance creative and critical thinking and to be effective in the execution of their work. For me, it is implied that teachers as implementers of policy, must be able to translate policy directives into teaching practices as well as opportunities for leadership development. I further argue that teachers are challenged to unleash their creative and innovative teaching potential. When teachers thus start to engage with policy directives, they may become the “game player” (Spillane, 2005) and may be positioned to help colleagues to understand policies’ intention in terms of leadership development. Consequently, I am of opinion that active engagement in policy implementation may create to a sense of purpose, pride and professionalism – professionalism may cause teachers to be facilitators of educational knowledge, exercise new educational practices as well as to be lifelong learners (De Klerk, 2014).

Interestingly, when teachers would act in terms of policy implementation, their efforts in terms of leadership development can be aligned with the notion of self-direction. For example, Stockdale and Brockett (2011) indicates that self-direction is a process whereby a person’s self grows out of a person’s commune with others. Here, part of the human development seemingly involves being able participate on the role of the other and visualise one’s self from another person’s perspective. In another study, Merisalo (2009) observes that *self-direction* is reached when the egos are internally voiced. This implies that self-direction is achieved through diagnosing needs, identifying resources, choosing and implementing suitable strategies and evaluating outcomes from a policy perspective. By obtaining the latter, the self may be regarded as a decisive individual which further indicates a state of freedom, independence and perhaps self-sufficiency.

However, Lesotho teachers’ roles in the implementation of education policy is not specifically indicated in their career structure because, “It is important to keep monitoring the implementation of the career structure so that it supports and promotes the improvement of quality of education in the country” (Kingdom of Lesotho, 2019, Section 3.1(e)). The use of “it” does not specify who is responsible for the implementation of policy directives for career development. This may imply that Lesotho teachers can be regarded as obedient followers of education policy which is

very prescriptive, content-loaded and comprehensive with limited space for teacher initiative and subsequently no space for self-direction (Jansen, 2001).

3.4.2 Stewardship for policy implementation

Despite the fact that Lesotho teachers do not have many opportunities to implement education policy, they should take up the role as stewards in terms of leadership development. DuFour and Mattos (2013), indicate that teachers that want to create sustainable change in terms of leadership development, should create a collaborative culture through PLCs. Thus, teachers need to work together with educational leaders and policymakers to influence policies and practices in the school in an attempt to influence positive professional learning (Kerr, 2014).

Consequently, teachers who are motivated to act as stewards, would be driven by a need for self-realization, recognition, achievement and respect (Davis *et al.*, 1977 as cited in Schillemans & Bjurstrøm, 2019). Acting in this manner, teachers will be positioned to secure accountability when the school principal delegates the task because they are also motivated to act for the benefit of others. Thus, whilst teachers would act in the interest of the self, they also become accountable for the developmental needs of others (Boon; 2016; Schillemans, 2013). Accountability would then provide signs that give clues on how one is seen which, in turn, will affect how one behaves (Patil, Vieider & Tetlock, 2014). This implies that for teachers to develop as stewards, they need substantial discretion in deciding how tasks are performed in order to attain their outcomes – in this instance, attain results in terms of leadership development.

Another perspective regarding stewardship is that, for teacher leadership to become an effective force for driving positive change (Berg *et al.*, 2014), teachers must also portray a sense of obligation to others. Significantly, the motives of stewards are aligned with the objectives of others rather than individualistic goals. When teachers act as stewards, they would become known as trustworthy guardians who are granted considerable discretion without the need for onerous external monitoring (Le Breton-Miller & Miller, 2009; Pearson & Marler, 2010; Romme *et al.*, 2015).

For teachers to develop as stewards in terms of leadership, DEMs, School board and SMT must be supportive in their work and sharing responsibility for their development results. As noted in the Council of Chief State School Officers (CCSSO) Policy Document, Performance Expectations and Indicators for School Leaders (European Commission, 2017), expectations about the performance of education leaders have changed and increased significantly in the last decade, going far beyond the traditional definitions of administrative roles. Furthermore, Fullan (2014), stresses that developing effective communication within the school as individuals, learning the value of sharing with colleagues, is vital to sustaining school leadership. Noteworthy, the value of collaboration, a shared vision and accomplishment of goals are important to ensure that teacher (as stewards) develop optimally (Fletcher, Dimitratos & Young 2018).

From my discussion in this section, it becomes evident that teachers as stewards:

- Must carefully take into account the appropriateness of the accountability structures that are developed for them to be positioned as teacher leaders;
- Should consider whether teacher assessment or reward systems that focus on the single teacher are suitable, or whether creating evaluation tools and systems that recognize and reward teamwork and cooperation is more useful;
- Must consider how systems should recognize individuals in formalized teacher leader roles verses those that recognize teacher leadership as an anticipation for all teachers in the school; and
- Must think through how they can stimulate partnerships in their own schools, between schools and education districts, with the higher education community and organizations that support educational research and development (Day & Salmons, 2013).

To reiterate, stewardship is not only about be accountable for implementing policies for leadership development from a single frame of reference. Rather, equal and reciprocal partnerships between teachers and various educational partners are needed to be successful and productive, focussing on mutual sharing of resources and expertise for common goal.

Lesotho teachers, however, are not granted any opportunities to act as stewards in terms of policy implementation. In terms of policy,

“The Principal oversees continuous professional development. As secretary to the board, the Principal coordinates board activities. As chief executive of the school and for purposes of accountability, a Principal monitors the performance of all members of the school community and ensures compliance with directives” (Kingdom of Lesotho, 2019:13).

In terms of the policy, the principals’ roles are characterised by distrust, discipline and monitoring, resulting in them actually stimulating teachers to act in self-serving ways (Schillemans & Bjurstrøm, 2019). If principals, however, would take accountability for leadership development, the task of the principal which is difficult in practice is to find the steward with maximally overlapping interests and goals to steer teacher leadership in line with policy directives (Verhoest, Roness, Verschuere, Rubecksen & MacCarthaigh, 2010). For example, if Lesotho principals work towards improving teacher leadership development, they would afford opportunities to teachers who have lower qualifications, to enrol in teacher training programmes for which they qualify for admission. In doing so, they will be able to foster a sustainable teacher leadership culture through policy in schools.

3.5 BUILDING AND SUSTAINING A PROFESSIONAL TEACHER LEADERSHIP CULTURE THROUGH POLICY

The individual role of both the principal and teachers cannot underrate their mutual role in establishing a professional teacher leadership culture (Roby, 2011). Investing in the development of teacher leaders, relocate into principals’ renouncement of some control and trusting the skills and knowledge of teachers. Principals can develop systems that boost teacher leader capacity, and principals can make conscious efforts to secure that professional development is meaningful and intentional in building teacher leaders (Demir, 2014; Harris & Kemp-Graham, 2017).

Building and sustaining a professional teacher leadership culture through policy is important to the growth of schools beyond the leader’s time at the school. According to Owens and Valesky (2011), in order to seek a sustainable professional teacher leadership culture through policy from the SMTs, DEMs and stakeholders need to be committed to developing a school norm that builds fortification and refinement over time. In this context, it can be considered that, by taking it into practice, which is the

technical essence of the school, professional teacher leadership culture can make a significant contribution to the enhancement of the quality of education. Some studies indicated that the support culture in schools, trust in the principal, a healthy school climate and professional solidarity, as well as cooperation are effective in professional teacher leadership (Cerit, 2012; Kilinc, 2014; Yirci, 2017).

The school culture that supports teacher leadership contributes to school improvement (Poekert, 2012). It is noted that in such a supportive environment supports professional co-operation (Demir, 2015). Principals can accept the idea of building teacher leadership capacity by providing teachers who display leadership potential with leadership opportunities. Consequently, empowering teacher leaders enables principals to lead in a multi-dimensional fashion and positively affect continuous school-wide improvement (Byrne-Jimenez & Orr, 2012). Further, sharing leadership with teachers can create school cultures that flourish as teachers are prepared to be leaders, given opportunities to build their own capacities and where principals encourage safe environments for teacher capacity building (DuFour & Fullan, 2013; Wilhelm, 2013). To achieve a school vision and mission to realise school improvement goals, a teacher leadership culture must include the joint efforts of teachers, senior management staff and principals.

Developing a shared vision around standards is a significant element of a school leader. This is linked with a clear communication of the vision to the SMTs, DEMs, teachers and other stakeholders (Marishane, 2013; Rumsey, 2013). Equally important is that a principal's vision should be positive, both to what is happening internally and in the external environment, considering the community and wide policy context (ibid). The importance of building and sustaining a professional teacher leadership culture depends on the specific leadership opportunities given to teachers (*cf*: figure 3.1).

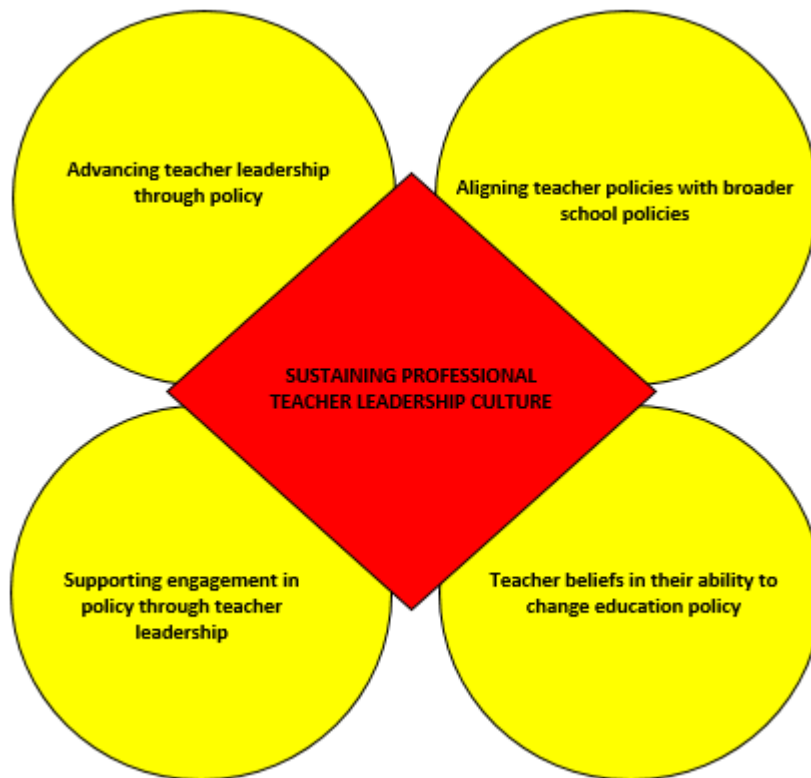


Figure 3.1: Sustaining a professional teacher leadership culture

School systems that regards openness and teamwork as significant, create ideal platforms where SMTs and teacher leaders can work together. This ideal circumstance can lead to open communication with staff members as well as development in training teachers to be leaders in a professional manner.

3.5.1 Advancing Teacher Leadership through Policy

Policy agendas need a response as those individuals in schools are faced with the task of implementing policy commands. Those in senior leadership positions face a particular challenge as they often represent the interface between the school as organization and the external policy environment. Vital decisions must be made relating to the interpretation and implementation of policy agendas – those decisions will in turn reflect a complex mix of factors including personal values, available resources and stakeholder power and perceptions. Policy. A key feature of leadership is its understanding and anticipation (Day, Harris, Hadfield, Tolley & Beresford, 2000).

In terms of policy indicators, principals can do the following to advance teacher leadership through policy (Council of Great City Schools, 2015):

Step 1: Get rid of obstacle that prevent teachers and other staff from engaging in leadership responsibilities. For instance, amend rules in school policies so that teachers are positioned to formally observe other teachers that are able to provide instructional support and, where necessary, evaluate colleagues' performance;

Step 2: Schools should embrace policies that support principals to identify and empower teacher leaders. In this example, schools should embrace rules that allow principals to have control over promoting teachers who may be ready to lead and formally foster cooperation among staff.

Step 3: Incorporate feedback sessions when creating policy programme around teacher leadership. For instance, DEMs may hold teacher working groups around vital questions, such as what productive teacher leaders should know and be able to achieve, and give these perspectives fair weight in the policy discussion.

As a result, schools and districts would benefit from involving teachers in policy work when opportunities arises. Schools and districts may gain from teachers' knowledge and access, and students benefit from having practitioners advocating for realistic education policies and implementation (Christensen & Raynor, 2013). It should be expected that teachers, DEMs, policy makers and SMTs will work with consistent ground rules and open collaboration to establish and execute a coherent educational and teaching career vision for leadership succession (Petrie, 2011). A further important argument is that teachers can help design the types of systems needed for policy outputs.

When teachers are involved in process of policy development for teacher leadership, principals build trust, whilst teachers are simultaneously empowered. The latter claim is confirmed, "by recognizing the need for development of competences required for teaching and leadership positions" (Kingdom of Lesotho, 2019, Section 2.2(e)). Such recognition may assist teachers to understand their roles better in shaping and implementing policies (Kormal, 2012). My argument is that such recognition may unlock doors to innovative thinking ways about policy influences and may provide teachers educators with the skills needed to develop the succession of leadership in schools.

3.5.2 Aligning teacher policies with broader school policies

The ability for teacher leadership to thrive is a joint responsibility of teachers, the school systems within which they work, and the broader educational and policy context (Killion *et al.*, 2016). A systemic approach to teacher leadership in terms of broader policy considerations elevates the significance, visibility, and viability of teacher leadership as a means of improving teaching and learning. School leaders that develop a rational, strong system of teacher leadership will benefit as more teachers, especially those committed to ongoing growth and professional success, attempt to serve and succeed as teacher leaders.

Thus, aligning teacher policies for professional development with school policies, will benefit schools directly by supporting the organizational structure and building a collaborative culture, which supports the school and wider community (Poekert, 2012). School policies focus on creating a positive, safe and supporting learning environment, which equips teachers with the knowledge, attitude, behaviour and skills they need to perform their tasks efficiently in the classroom, school and broader community to support school and student success (Fakeye, 2012; Perumal, 2015). In this regard, it can be argued that teacher leadership is about nerve, risk-taking, community building, whilst making a difference in their own lives and that of the learners (Bangs & MacBeath, 2012; Gunter, 2012; Poekert, 2012).

Needless to say, if teacher development policies are to be aligned with broader school policies, principals play a particular important role in terms of teacher leadership development. In Lesotho, Revision of teachers' career and salary structure has been promulgated to support leadership development in line with other policies. This document (Circular 24 of 2019) indicates that, "The revised Teachers' Career Structure has been developed to guide the career growth of teachers in the employment of the Teaching Service" (Kingdom of Lesotho, 2019). To interpret the meaning of this policy regulation, I consulted Killion *et al.* (2016) who indicates that policy development from a broader frame of reference should be geared towards:

Interpretation 1: shifting whole school development beliefs, roles and responsibilities for teacher leadership development;

Interpretation 2: education leaders (school, district, national) should value the expertise of teacher leaders and accept that they contribute to substantive and complex teaching and learning challenges;

Interpretation 3: providing teacher leaders with opportunities to cultivate their strengths; involving them in extraordinary and authentic leadership responsibilities; and providing honest, learning-focused feedback; and

Interpretation 4: school system administrators should develop conditions for teacher leaders to flourish; co-create opportunities to lead; and provide support, performance management and professional learning.

Consequently, SMTs and DEMs may work together to encourage key stakeholders to being engage for aggressive policies that help teacher leadership development.

3.5.3 Teacher beliefs in their ability to change education policy

There are multi challenges, opportunities, and issues that teachers will need to establish as they consider to change the education policy, in order to be an important strategy for school improvement. Teachers should become facilitators of learning who empower students and colleagues to learn, thereby requiring that they re-shape schools as organization). This means more than changing how schools work, it involves changing the social structure and expectations that exist within the school community. The Wallace Foundation (2013) suggests that the education system and the teaching profession is in a constant state of flux and teachers and school leaders schools should be equipped to empower learners to take their rightful place and function optimally in this fast-changing world.

Teachers need to learn and model what they want their learners to be capable of doing. This means utilising resources and optimising learning environments where cooperation is encouraged, knowledge shared, leadership that emanates from the classroom is promoted, and mutual accountability to advance learner achievement is maintained (Kilinc, 2014). Teachers' confidence in their capacity to transform the education policy that focuses on a top-down approach to a transformational approach by adopting teacher leader model standards in schools should be promoted. Such an approach requires a change in leadership, from managing methodical settings where

teachers work self-sufficiently in their classroom to one where SMTs and teachers share leadership roles and responsibilities for learners' learning and leadership succession to improve schools (DuFour & Mattos, 2013). Teachers in such schools will value cooperative talent, think analytically and inventively, and work in teams to sustain leadership. The model of teacher leader standards may be utilised to direct the training of knowledgeable teachers to accept leadership positions such as instructional specialist, curriculum expert, advocate of the classroom, and facilitator of learning (Sullivan, 2012).

Consequently, teachers' beliefs in their ability to change policy should be geared towards the following aspects (Hinnant-Crawford, 2016; Vandeyar, 2017):

Policy change belief 1: Teachers should first change their personal beliefs in terms of their own leadership development. This implies that teachers should investigate their will to change and then willingly play a role in policy changes.

Policy change belief 2: Of crucial importance is that teachers should understand the dynamics of policy change within the school – an understanding of the process of policy appropriation or misappropriation by teachers mediating between their approach and its actual practice during leadership development.

Policy change belief 3: Teachers should understand their self-efficacy related to policy. In this regard they should understand their roles in terms of policy-making and how to influence decision making processes in terms of policy implementation.

Teacher should, therefore, be confident in their expertise to make changes and regard themselves as both policy creators as well as implementers. As a result, teacher leaders make use of this information to cultivate an atmosphere of collegiality, confidence and loyalty that focuses on ongoing leadership development in schools.

3.5.4 Supporting engagement in policy through teacher leadership

Teachers need collaborative, constructive and committed collaborators who feel that they are entirely subjected to continuous professional development in terms of teacher leadership (Kerr, 2014). Teachers' growth, however, is dependent on engagement in

policy processes within the school as educational environment and should enjoy support from the broader school community (Bush & Glover, 2012; Kenjarski, 2015;

Engagement option 1: Learning about policymaking should be a part of every teacher's preparation. Already at higher education level, teacher preparation programs should include coursework on education policy that would prepare pre-service teachers with an understanding of the policy making process and the basis of how to engage with it.

Engagement option 2: Teachers should be trained in the skills they need to improve relationships outside the classroom and to be fruitful as supporters that is, how to communicate effectively with different viewers, work with colleagues as leaders and recognize that there are different and valid perspectives on policy questions.

Engagement option 3: Teachers should be trained in accessing, analysing and utilised research to support policy proposals.

Engagement option 4: Teachers should be engaged in dialogues that will prepare them to speak knowledgeably with policymakers about the real subjects all teachers face, not just about their own.

Arguably, engaging teachers in policy processes geared towards supporting teacher leadership development, implies that leadership succession should be borne in mind. Teachers may be considered the main drivers who can successfully sustain change in schools. Prerequisites for sustained and successful education include (Bush & Glover, 2012; Shriberg & MacDonald, 2013), among others, (a) supporting teachers to perform their responsibilities with commitment; (b) engaging teachers to develop skills regarding the entire policy processes (policy-making, policy interpretation and policy implementation); (c) providing support whilst evaluating and developing teacher quality, which will sustain leadership in schools. According to Omar, Khuan, Kamaruzaman, Marinah and Jamal (2011), the role of teachers will remain an act of development where they use their knowledge to stimulate, plan and facilitate job-embedded professional learning aligned with policy objectives. Furthermore, to share their own lived experiences and perspectives have opportunity with a learning community which can be a strong way to make sure that various outlook are included in learning. These prospects can guide the delivery of suitable support, encourage cooperation inside and across the scope of curriculum and school development

(European Commission, 2013). Consequently, policies aimed at building these prominence on teacher leadership ability have a significant role to play. Providing the teacher leader with relevant ongoing professional development is vital and this has been significant in countries such as South Africa, amongst others. Particularly when it is regarded that, regularly leadership features seldom in inceptive teacher education programmes.

3.6 LEADERSHIP, LEGISLATION AND POLICY CHANGES IN SOUTH AFRICA

As opposed to Lesotho, South Africa has a long history of policy changes in education which are geared towards teacher leadership development. Educational changes in South Africa started as early as 1995 with the promulgation of the *White Paper on Education and Training* (RSA, 1995). In terms of leadership in education, this policy indicates that:

“Fair opportunities for training and advancement in the education service, including an affirmative action policy, are essential, in order to ensure an effective leadership cadre...” (RSA, 1995, Chapter 4, Section 8).

This stipulation is representative of how the current government attempted to engage South African teachers by secure proper structures such as the bargaining chamber (Rezandt, 2015). These structures were accepted to ensure teachers took the forefront in matters concerning the teaching profession. Teachers as stakeholders of school governing bodies are becoming influential in controlling how schools were governed (RSA, 1996a). In ensuring that leadership development enjoys continuous attention, several documents for teacher professional development were promulgated. I shall provide a few examples of such policies in this section. First *The National Framework for Teacher Education and Development in South Africa* (DoE, 2006), aims that appropriately develop teachers to assume their important and challenging responsibilities, to permit them to persistently improve their professional capability and to promote the reverence in which they are held by the people of South Africa. Second, the *Continuing Professional Teacher Development* (CPTD) policy provides for focused, high quality ongoing professional development for all enumerated teachers, to revitalize the teaching profession and to recompense educators who devote themselves to the intentions of the policy (DoE, 2008). Third, *the Integrated Strategic*

Planning Framework for Teacher Education and Development in South Africa aims at refining the standard of teacher education and development in order to expand the calibre of teachers and teaching (DoE, 2011). Fourth, *Teacher Professional Development Master plan 2017-2022* (DoE, 2018) aims to enhance the quality of teacher education and development in order to improve their attributes and teaching. My view is that these policies aim to foster teacher development so that teachers become self-reliant and self-knowing leaders – individuals who will know how to be autonomous individuals.

Consequently, a stipulation of all four policies will be indicated next. This will be followed by an analysis of the stipulation to show how the South African education system aims at fostering professional development in terms of teacher leadership.

“To continually enhance their professional competence and performance”
(DoE, 2006, Section 1);

“...support and facilitate a practice of determined, high quality continuing professional development for all enumerated teachers, to rejuvenate the teaching profession and to reward teachers who commit themselves to these goals” (DoE, 2008, Section 2);

“...that all teachers are knowledgeable and skilful leaders” (DoE, 2011, 80);
and

“...strengthen the teaching practice/school experience component of teacher education programs through the development of Teaching Schools (TSs) and Professional Practice Schools (PPSs)” (DoE, 2018, 8).

From the above stipulations it is noticeable that the South African education systems regard teachers' professional development an important matter for the past fourteen years.

Phrases such as “continually enhance”, “to reward teachers”, “knowledgeable and skilful leaders” and “strengthening the practice/school experience” seem to boost pre-service teachers' leadership development possibilities because the policies encourage them to seek growth experiences and opportunities which may enable them to exhibit pertinent leadership behaviours (Billingsley, 2007; Warren, 2017). I also detected that these policies aim at transforming pre-service teachers' strength so that they will be able to deliver the duties assigned to them (Kraft & Papay, 2014). I further interpret

the stipulations as deliberate support from the South African education systems to ensure that teachers develop themselves such that they carry a productive leadership identity (Wenner & Campbell, 2018). Consequently, continuous teacher leadership development may place teachers central to teacher agency, collaboration and leadership (Hargreaves & Ainscow, 2015) whilst they learn how to collaborate, advance knowledge about their own learning and maintain development in own practices (Harris *et al.*, 2017).

Significantly, South African education policies geared at teachers' professional development bring the significance of teacher leadership in schools by spreading and strengthening school reform and improvement and emphasising distributed leadership, collaboration rather than isolation in order to sustain teacher leadership practices.

Unlike Lesotho education policies, South Africa proved that teacher leadership development can crucially take part in enhancing improvement in schools, such as sustaining teacher leadership. Teachers need to become learning facilitators who inspire students to learn, allowing teachers to re-form schools as organisations.

3.7 SUMMARY

The changing roles of leaders within the school environment needs to be addressed, by shifting from the traditional approach (autocratic) to a transformational approach through developing changes in individuals, in order to enable a smooth leadership succession within the school. It is evident that teacher leadership provides opportunities for improvement in both formal and informal teaching positions, with teachers taking more responsibility for responding to new legislative mandates taking place at schools. In the Lesotho school's context, this initiative is a necessary imperative as teachers are not recognizing their roles as leaders in the school and often voice their dissatisfaction with how leadership is practiced and demotivated with the way in which leaders succeed one another. Establishment of legislative and policy imperatives relating to teacher leadership, can play a significant role in the development of change at the school, if carefully considered and applied.

Learning about policymaking should be part of training of each teacher, and education district managers should promote teacher preparation programs to contain school policy that will provide students with an understanding of the policy-making process and the basics of how to engage with it.

Teachers ought to be trained in the skills they need to develop partnerships outside the classroom and be effective as advocates on how to efficiently interact with diverse audiences, collaborate with colleagues as leaders, and understand that there are diverse, relevant viewpoints on policy questions and how to make compromises. Teachers should also be taught how to view, interpret and use research to support policy proposals. This training should be part of every program of teacher preparation and should be a crucial component of professional development.

Teachers ought to learn about the policy issues of education policy, essential in their communities as well as nationwide. They should be ready to express knowledgeably with policymakers about the real problems all teachers encounter, not just personal ones. Principal preparation programs must include education in the use of distributed leadership models that inspire teacher leaders to be involved in appropriate ways to help build leadership and set school and district policies.

In order to sustain teacher leadership in schools to flourish and be acknowledged as a significant aspect in advancing leadership succession, collaboration efforts and professional development opportunities among key stakeholders, teachers, SMTs and DEMs, must be established. The next chapter will provide an exposition of the research design and methodology adopted for the purpose of this study.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter offered a thorough explanation of the methodology followed during the study. A description of the research design, as well as the research paradigm were provided. Consequently, a detailed account of the specific methodological approach was explicated. A depiction of the research sampling techniques that were applied to select the study participants, were specified. Moreover, an explanation of the data collection techniques and the composition of the measuring instruments that the researcher utilized to gather data, were given. This chapter concluded with a reflection on the ethical considerations that were considered during the study. Furthermore, issues of trustworthiness, validity and reliability of the findings; the value of the study as well as the presentation of data analysis were also discussed.

4.2 RESEARCH DESIGN

The research design is an idea or organized structure that provides an indication of how the researcher aims to conduct the research process to solve the identified research problem and to gain knowledge and understanding (Babbie & Mouton, 2011). Gravetter and Forzano (2009) describes a research design as an overall strategy for applying a research study and it stipulates whether the study will include groups or individual participants and make associations within a group or between groups and how many variables will be incorporated in the study.

Research design is the gathering and preparation of significant evidence with the intention to perform a suitable empirical investigation and may be compared with data analysis (Gerring, 2012). Perri and Bellamy (2012) also argue that research design is the description of the manner in which data is created, composed, constructed, analysed and understood to allow the researcher to draw reasonable evocative or explanatory interpretations. It is a plan that moves from a primary academic structure to specifying the selection of participants, the data collection techniques to be used and data analysis to be done (Maree, 2011).

Creswell (2011) and Fouche (2005) indicate that research design signifies strategies and processes for the research, which includes the decision from all-encompassing assumptions to comprehensive methods. Furthermore, Creswell (2012) states that research design leads and is ascertained by the topic of the investigation. The purpose of the research design is to guarantee that the evidence acquired, will enable researchers to provide answers to the primary question as explicitly as possible. Therefore, this study was based on a case study design, and was a descriptive type in nature because no numerical was collected – the gathered data was in the form of spoken words. Kaplan and Maxwell (1994) expound that the objective of thoughtfully think about a phenomenon from respondents' viewpoints and its specific social and institutional context is mainly absent when textual data is calculated.

The researcher chose a multiple-site case study design, as there were two research sites in which numerous contributory bounded cases were selected to develop a more comprehensive understanding of the phenomena. The study was based on two districts in Lesotho: Maseru district and Berea district. Four schools in Maseru district and four schools in Berea district, focusing on teacher leadership practices in these high schools and the extent to which leadership succession plans were used, providing insight into the skill or knowledge, as well as challenges the leaders faced at schools.

Multiple-site case study designs present an in-depth study of a research problem rather than an extensive algebraic assessment. It is frequently used to narrow down a very wide-ranging field of research into one or a few effortlessly researchable patterns. The case study research design is also valuable for analysing whether a particular philosophy and model essentially applies to phenomena in the actual world. It is a worthwhile design when the phenomenon is not well known. Researchers who apply a case study design, may use a variation of approaches and rely on a several sources to explore a research problem. Thus, the researcher interviewed stakeholders to establish their views and explore how they foster teacher leadership and implement leadership succession plans in their schools.

In addition, a case study is a multipurpose, qualitative approach to research, which enables the researcher to recognize multifaceted questions or objects and brings with it an understanding to the case that no other research approach can do (Yin, 2014). Moreover, Yin (2014) describes the case study as a research strategy with an

empirical investigation that examines an existing phenomenon within its real-life context and, when the confines between phenomenon and context are not clear, and in which various sources of evidence are used.

4.3 RESEARCH PARADIGM

A paradigm is a “worldview” or a set of expectations about how things work. Rossman and Rallis (2012:30) define a paradigm as “shared understandings of reality”. Neuman (2011:94) indicates that a paradigm refers to a “whole system of thinking” in a particular area. Guba and Lincoln (1994) describe a paradigm as a set of rudimentary views that deal with definitive or initial philosophies. A research paradigm establishes the context for a study (Ponterotto, 2005). This notion is also supported by Creswell (2011) who refers to a paradigm as the recognized theories, methods, guidelines and frames of reference that are used as a lens or framework for evaluating and understanding research.

This study was based on an interpretivist paradigm. According to Willis (2007), interpretivists do not believe that there is a separate, accurate method or technique to knowledge. Walsham (1993) argues that, in the interpretive practice, there are no accurate or inappropriate theories. Rather, information should be adjudicated according to how thought-provoking it might be to the researcher. For this study, transformational leadership theory and stewardship theory applied as they share common characteristics, such as providing personal support, adopting the recognition of group decision-making objectives and providing a suitable role model as a belief that leadership and responsibility for sustaining teacher leadership must be a collaborative effort (Burns, 2013).

For the purpose of the current study, stewards referred to schools’ SMTs, DEMs and teachers who acted only in the best interest of the school (Avolio, 2011). Stewardship theories support the current study by emphasizing how schools can change their traditional approach to a transformational approach, to achieve sound teacher leadership practice and in turn ensure sustainable leadership succession within. Thus, interpretivist is more inclusive as it acknowledges diverse opinions of different individuals from different groups, rather than individual interest (Razaee, 2016).

In addition, Ponelis (2015) argues that the interpretivist paradigm is informed by a prerequisite that, to understand the world from a subjective point of view, researchers should strive to elucidate the matter under investigation from the participants' points of view, on how they perceive teacher leadership and their views on leadership succession. Ponelis (2015) elaborates on how the interpretivist paradigm highlights the significance and meaning of the study.

Similarly, Mertens (1998) maintains that the assumption on which the interpretivist paradigm is based, is that knowledge is socially created by researchers who should endeavour to appreciate the multifaceted world and experience of those who live in it. The ultimate goal of interpretive research is to suggest a viewpoint of a situation and to analyse it to offer understanding of how a specific group of individuals make sense of their situation or the phenomena under study.

Moreover, an interpretive approach is an approach that aims to understand people (Babbie & Mouton, 2011). The important goal of the interpretivist is consideration; thus, the researcher should work supportively with the schools under study, in order to comprehend and interpret each participant's subjective experiences on teacher leadership practices in Lesotho high schools. However, an interpretivist may state his or her understanding about the act of working collaboratively.

The interpretivist paradigm highlights the researcher's part as the ability to recognize, elucidate and explain social reality through diverse contributors regarding teacher agency (Cohen, Manion & Morrison, 2007). In the current study, an interpretivist approach was adopted, because it maintains that reality may be understood through subjective interpretation of reality about the professional learning community. Certainly, it may be presumed that qualitative researchers commit to the natural perceptions and to the interpretive understanding of human experience (Joubish *et al.*, 2011).

Furthermore, Niewenhuis, Beckmann and Prinsloo (2007) indicate that the interpretive paradigm is supported by thought and explanation; therefore, to witness is to gather data about actions, whereas to interpret is to understand that by drawing conclusions. It pays attention to individuals' personal experiences on how they conceptualise the social world by sharing meaning and their interaction with others in the search for meanings pertaining to teacher leadership sustainability in schools. Thanh and Thanh

(2015) support this notion and emphasize that interpretivist is more inclusive than positivism as it acknowledges diverse opinions of different individuals from different groups and also uses multiple data-generating strategies to create rich data.

Thus, the current study was located in the interpretive paradigm, as it permitted academics to “view the world through the perceptions and experiences of study participants” (Thanh & Thanh, 2015). In addition, Willis (2007) posits that interpretivists believe that reality is a social construct and thus they seek to understand the reality of a particular context. As such, interpretivists aim at understanding and interpreting meanings in human conduct, rather than generalized and predicted reasons and consequences (Furlong, 2013; Neuman, 2011). For the interpretivist researcher it is imperative to comprehend intentions, meaning, details and other idiosyncratic experiences, which are time and context bound.

In this study the researcher focused on teacher leadership practices in Lesotho high schools, as well as the lack of leadership succession plans. To achieve the aforementioned, the researcher employed the qualitative research methodology. Thanh and Thanh (2015) indicate that researchers working in an interpretivist paradigm mainly use a qualitative research approach as this approach provides them with rich reports that are necessary for interpreting the context of a study.

The next section discussed the qualitative research approach.

4.4 QUALITATIVE RESEARCH APPROACH

This is a qualitative study, “an approach that enables researchers to learn first-hand about the social world that they are investigating by means of participation in that world through a focus on the individual” Manning (2009:4). The qualitative approach is important, because it describes data in words, not in numbers. This approach has the actual research setting as the uninterrupted foundation of data and the researcher as the important research facilitator (Bogdan & Biklen, 2007; Kumar, 2011). This means that the research occurred in natural settings with the researcher as the primary data-generation instrument.

In addition, the researcher’s engagement in the fluctuating world experiences of participants or respondents is crucial, as he/she is required to record the mentioned

changes in the real-life context before, during or post changes (Maree, 2011). Similarly, Maree (2011) indicates that qualitative researchers believe participants possess certain assumptions about things in their world and their experiences should be explored to make meaning of it. Therefore, a shared relationship exists between researcher and participant.

Moreover, Denzin and Lincoln (2011) acknowledge that qualitative researchers consider the real-life perspective, as well as adhere to the interpretive meaning that may be attached to human existence. Equally important to note is that qualitative investigation involves an examination in which researchers gather information in face-to-face situations by networking with participants in their own contexts. It is based on the “constructivist philosophy that assumes multi-layered of reality, interactive shared social experiences interpreted by individuals” (McMillian & Schumacher, 2010).

In qualitative research, rich, descriptive data are collected signifying a specific context, where the researcher intends making meaning of his or her observations or in-depth study. It provides a clear focus on how people and groups understand and regard the world and interpret their own experiences (Maree, 2011).

Gravetter and Forzano (2009) assert that qualitative research is built on carrying out observations, followed by a summary and compilation of a narrative report after data has been analysed. Qualitative research intends to collect unlimited information from individuals or groups with a particular attitude, conduct and experiences through interviews or focus group discussion. It aims at acquiring in-depth opinions from respondents. In this study, the qualitative approach was employed to get rich information and in-depth data from participants about teacher leadership practices in Lesotho high schools and to what extent leadership succession plans exist, in order to sustain leadership succession in schools.

4.4.1 A justification for the choice of research approach

A qualitative approach focuses on phenomena that occur in the “real world”. The phenomenon that is under investigation in the current study is how a sustainable teacher leadership implementation plan address leadership succession in Lesotho high schools.

The researcher recorded the real-life experiences (within their own school contexts) of teachers and their SMTs in a quest to sustain leadership practices of teachers at their schools. The researcher established a sound interpersonal connection, evident in qualitative studies, between herself and the research participants when collecting the data. What is central was the researcher's recognition that participants brought their own interpretations and views of a situation, but what is more important is how they made sense thereof. The researcher was particularly cautious of this, to provide an accurate reflection of their experiences.

Semi-structured interviews were conducted with participants at eight schools, in order to determine their understanding and experiences of a sustainable teacher leadership practices and the lack of leadership succession plans at high schools in Lesotho. The researcher entered the participants' world and through on-going interaction, sought the participants' perspectives and meanings (Creswell, 2013). This approach is dynamic and interactive and samples in this method may be made up of either individuals or groups. In this study, the qualitative approach was applied, as it contains features that enabled the researcher to gain a rich description of information and enabled her to attain more information in order to interpret the phenomenon under study. This approach gave the researcher an opportunity to interpret the significance and viewpoints of the participants.

Based on the above reasons, I am convinced that a qualitative research approach was most appropriate for this research study. Moreover, the fact that a qualitative research approach provides flexibility with regard to the data collection and analysis methods that can be used in a study, served as encouragement for the decision to follow a qualitative research approach for the current study.

Leedy and Ormrod (2005) advise that a qualitative research methodology is appropriate for the subsequent reasons: (a) description – where it can be applied to expose the nature of a particular situation, location, procedure and association; (b) interpretation – where it permits the scholar to acquire understandings about a specific phenomenon and ascertain the challenges that exist within the phenomenon; (c) verification – where it permits a researcher to examine the legitimacy of particular conventions, assertions, concepts or simplifications within the real-world setting; and

(d) evaluations – where it offers a researcher an opportunity to critique the usefulness of specific innovations, practices and policies.

Arguably, an application of qualitative research methods can be deemed relevant because it encompasses the exploration of a phenomenon that requires understanding. For example, qualitative methods enable the researcher to describe and interpret sustainable teacher leadership practice and the lack of leadership succession in Lesotho high schools.

4.4.2 Values of qualitative research

Qualitative research enables the researcher to “go the extra mile” (i.e. beyond the statistical results yielded in a quantitative study) in terms of reporting and interpreting the data. In the quest to understand how to foster teacher leadership practices in Lesotho high schools and the lack of leadership succession plans, the researcher was determined to delve into the context, which the investigation yielded. Furthermore, qualitative research in this study was valuable insofar as the researcher was enabled to provide consideration and description of individuals’ particular experiences of the phenomena in natural surroundings and striving to obtain meaning from it (Rossman & Rallis, 2012).

Qualitative research is useful as an investigation is generally conducted amongst a relatively small number of participants with the aim of increasing the quality of the response (Denzin & Lincoln, 2011). The product of qualitative research is valuable, as it commonly presents as a descriptive report, rather than a statically generated account of phenomena (Johnson & Christensen, 2012). Research reports are more interpretive, as the researcher tries to understand the lives and experience of the research participants (ibid).

4.4.3 Drawbacks of the qualitative research

It usually time-consuming to gather data when paralleled to quantitative research and difficult to present in visual ways (Guest *et al.*, 2013). The outcomes may be influenced

by the researcher's personal prejudices. This implies that the researcher may include own emotions when writing about the participants' experiences (Mack, 2010).

4.5 POPULATION

Creswell (2012) states that population is a group of individuals with certain characteristics that separate them from other groups. In addition, Gravetter and Forzano (2009) indicate that population is all-inclusive of people of interest to the researcher.

The population of this study comprised of the SMTs at each of the eight schools, principals, and deputy principals, heads of departments, as well as DEMs and teachers. The population were drawn from four schools in the Berea district and four schools in Maseru district in Lesotho.

In this study, the choice of the principals was important as they were the most senior officers at their schools and organized and managed all activities occurring at their schools. They were accountable to their school boards for the management and expenditure of school funds. The deputy principal should work in close co-operation with the principal. This would facilitate taking over the principal's duties when the principal is unavailable and responsible for arranging meetings with heads of departments to discuss the curriculum and ordering of books and equipment and also act as secretary at staff meetings, and ensuring that accurate copies of minutes are promptly distributed to all members of the teaching staff.

The heads of department acts as a connection between staff members and the principal. They meet regularly with the members of staff in the department and the principal. The head of department should see to the formulation and implementation of policies in respect of assessment and pupils' written work.

DEMs were the most senior officers to monitor and evaluate during inspections the work of the principals of the schools, and to give assistance to principals in the areas of management and administration. The teachers, as classroom managers, planned all daily learning activities and were also directly involved in development of the school, under the leadership of the principal. The participation of all these members in this

study became very significant, considering the role each of them played to turn their school into a better place.

The total population of the study area composed of 106 participants. The researcher chose one principal from eight schools, as she wished to explore and understand various practices, experiences and in their leadership arena. The researcher thought that to gather information from only four schools' principals would not be enough. Therefore, she compared the responses of eight groups of stakeholders to be able to determine the truthfulness and credibility of the data collected. The sampling procedure for this study is outlined in section 4.6

4.6 SAMPLING

Masiloane (2008) affirms that sampling is indicative of the manner in which elements are selected from a greater group of participants, to move towards a practical inference for the study. This implies that the collected information is representative of the entire population for the study. Denzin and Lincoln (2011) assert that, in order for a qualitative study to harvest the expected outcomes, it is necessary that the sampling population be fairly small. A purposive sampling was employed, because the selection of participants was done with a particular aim in mind (Maree, 2011; Mouton, 2011).

The participants were carefully selected because of their suitability in progressing the aim of this research. Significantly, the participants had more or less shared physiognomies, and they provided applicable experience and knowledge. Furthermore, the participants had rich knowledge about the topic, which enabled the researcher to focus on respondents with similar experiences. This aligns with Mouton's (2011) notion that purposive sampling enables the researcher to select information-rich participants. As such, the principal, deputy principal, head of department, grade 11-12 teachers from eight schools and DEMs were selected to participate in the study because of their experience and knowledge on the topic.

4.7 DATA COLLECTION TECHNIQUES

Perri and Bellamy (2012:101) refer to data collection as, "...procedures for capturing what is important for the research question from the data that have been created, including the use of codes to classify the important aspects during data collection". Data was collected through open-ended interviews whereby participants answered the interview questions with some enquiries and explanations, where applicable. In similar vein, Le Compte and Preissle (1993:158) describes data collection as "...any kind of information that researchers can identify and accumulate to facilitate answers to their questions". Arguably, data collection is an essential act in the process of research, since gathering is the most important aspect of dealing with research problems (Masiloane, 2008). The researcher took into account the importance of using appropriate devices to collect useful information for the study. Therefore, in the study, a focus-group and semi-structured interview in gathering data from the participants, were used.

4.7.1 Focus group interviews

According to De Vos *et al.* (2007:39), focus-group interviews may be regarded as "means of better understanding how people feel or think about an issue, product or service". In addition, Creswell (2013:5) delineates a focus-group as "a carefully planned series of discussion designed to obtain perception on a defined area of interest in a permissive and non-threatening environment". Participants were asked to participate focus-group discussions which comprised of 10 teachers per school.

Cohen *et al.* (2011) assert that focus-groups are an artificial setting, taking into account an explicitly selected segment of the populace to debate a specific theme or topic, and that interface with the group leads to outcomes or data. Maree (2011) states that the focus-group interview approach is premised on the supposition that group collaboration will produce a comprehensive range of replies. Cohen *et al.* (2011) further claim that the dependence on the interface within a group yields a collective rather than individual opinions.

The aim of the focus-group is to garner a comprehensive range of opinions on the research topic under investigation, and to create a relaxed and comfortable setting

where participants would be free to share their opinions and insights with one another from various backgrounds, without pressurizing them to reach a consensus. A focus group of 10 teachers was used. These teachers were chosen because they shared similar views in relation to their experiences. This assisted the researcher to have a clear understanding of their situation and think of better ways that might assist.

Similarly, James, Milenkiewicz and Bucknam (2008) report that a focus group suggest that they are interviews that are conducted with a small group of participants while discussing their ideas about a certain topic. The focus-group interview aims at disclosing additional information through the participants' interchanging of views and sentiments about the topic under discussion. This is applicable to this study as teachers from their perspective schools came up with different ideas to share their concerns on issues they experienced.

4.7.1.1 Values of the focus group

According to Hennink, Hutter and Bailey (2011), and Rule and John (2011), data is collected in a group setting where participants engage one another on the topic and subsequently exchange a large volume of information with the emphasis on diverse views being presented. Moreover, Mouton (2011) indicates that "focus-group interviews provide a stimulating and secure setting for members to express ideas without fear, to create deeper understanding of phenomena and encourage relaxed exchange of attitude, thoughts and ideas in the crowd security". The researcher suggested that small focus-group discussions may be the ideal setting for participants to get comfortable to discuss contentious issues or to address a particular study purpose. In addition, different views may be elicited from participants in a non-threatening environment, which the researcher is obliged to create.

4.7.1.2 Drawbacks of the focus group

According to Hennink *et al.* (2011), focus-group interviews may be very pricy and it requires a very experienced researcher who manages group dynamics well. Also, participants may experience them as less personal and consequently less confidential, while the conversation may sometimes be dominated by a single, outspoken person.

In the same vein, King and Horrocks (2010) contend that it may not be the most suitable data collection method if the researcher wishes to probe sensitive areas. The group environment lacks confidentiality for seeking personal experiences. (Greef, 2005 as cited in De Vos *et al.*, 2011) mentions that focus-groups interviews should be avoided if the aim of the study is to educate, or the requirement is that people reach consensus about an issue. Researchers should, therefore, be aware of the facts relating to focus group discussions when they want to conduct interviews with participants.

4.7.2 Semi-structured interviews

Bouma, Ling and Wilkinson (2012) mention that semi-structured interviews are “those organized around area of particular interest, while still allowing considerable flexibility in scope and depth”. Berg (2009) further states that semi-structured interviews are particularly appropriate where one is interested in intricacy or practice, as semi-structured interviews basically define the lines of inquiry (Maree, 2011). In-depth, individual semi-structured interviews were conducted with the following members at each designated school: the principal, deputy principal, head of department and DEMs. The use of a semi-structured interview process was chosen to approximately provide uniformity to individual interviews, thus guaranteeing that mutual themes were enclosed at all the researched schools.

Semi-structured interviews involve a two-way dialogue in which interviewers ask questions to participants for the purpose of obtaining relevant data (Berg, 2009). To collect data, open-ended questions have been asked which include eliciting participants’ responses and explanations of the context within which the study takes place (MacMillian & Schumacher, 2010). In a semi-structured interview, the interviewer flexibility probes the interviewee to provide supplementary information to clarify initial responses. In so doing, the researcher is afforded opportunities to better understand participants’ beliefs about, or perceptions of particular research issues (De Vos *et al.*, 2007). In this study, the participants’ feelings and beliefs about a sustainable teacher leadership implementation plan were elicited. According to Petty, Thomson and Stew (2012), a semi-structured interview involves asking interviewees questions on a few pre-determined areas of interest that are linked to the research questions.

Possible prompts to help stimulate and guide their thinking about a response are in order.

4.7.2.1 Values of semi-structured interviews

Semi-structured interviews are viewed as less inefficient, since this comprises of face-to-face conversation. Also, the interview does not take much of both the researcher and participants' time. It is therefore a valuable and inventive way to secure a huge amount of data speedily (Guest *et al.*, 2013). Correspondingly, semi-structured interviews may harvest data that unswervingly yields responses to the research questions. Participants were afforded opportunities to elaborate on their responses, especially when the researcher felt that more information is necessary on the information provided (Savin-Baden & Major, 2013).

4.7.2.2 Drawbacks of semi-structured interviews

Generally speaking, as a data collection tool, the semi-structured interview may form part of research assignments to verify data developing from other data sources. Participants may not be willing to share the information with the researcher; they may be less interested to listen and even answer the questions. They may find the interview process disturbing, because they do not want challenges or probing questions (Berg, 2009). Additionally, it does not provide participants with the option to choose responses from a pre-determined set of multiple responses provided. This may be a disadvantage, because the researcher experienced that at least four participants from the sample that was selected, preferred a list of response options. The data obtained from the research participants were not necessarily less complicated to analyse than the data gleaned from close-ended questions (Maree, 2011).

4.8 TRUSTWORTHINESS

Petty, Thomson and Stew (2012) mentioned that the quality and rigour of a qualitative study can be assessed by credibility, dependability, confirmability and transferability of the findings. Similarly, Rule and John (2011) posit that while reliability and validity

are the proof of a good quantitative research study, the equivalence in qualitative studies is trustworthiness that is achieved by ensuring the credibility, dependability, confirmability and transferability of the findings of a study. Procedures to guarantee trustworthiness were applied in this research to ensure the truth-value.

In qualitative research, reliability and validity are generally addressed by ensuring trustworthiness of the research (Gray, 2011). Similarly, Kometsi (2015) states that the notion of trustworthiness addresses both reliability and validity concerns. Reliability relates to the trustworthiness of explanations or information, whereas validity relates to the trustworthiness of clarifications or inferences made. There are different levels for assessing the quality of qualitative research. The participants in this study were not exposed to any actions of disloyalty during the research process.

To ensure the correctness of collected information, the interview data were tape-recorded and transcribed after the participants had been interviewed. According to Berg (2009), "...transferability is the degree to which the results may be generalized to a wider population situation". To guarantee the exactness of the transcriptions, the participants were provided with copies so that they were able to check whether the information they had provided had been correctly coded. According to Hennink *et al.* (2011), trustworthiness is the test of data analysis, findings and conclusions in looking at matters of standards of reliability and validity with respect to the researcher's own research. This has been chosen as a standard of good practice by researchers using the interpretive qualitative paradigm (Gray, 2011).

The following quality criteria apply to all qualitative designs:

4.8.1 Credibility

Krefting (1991) states that truth-value is indicative of how acquainted the researcher is with the truth findings, based on the research design, participants and setting. Schurink, Schurink and Poggenpoel (1998) acknowledge that truth-value probes whether the researcher has established sureness in the truth of the findings for the participants and the content in which the research is conducted. Krefting (1991) expounds that a qualitative study is credible when truthful explanations or clarifications of human experience are provided because people who share experiences or perceptions would instantly recognize the descriptions. Truth-value is typically

acquired from the unearthing of human experience as they are lived and perceived by participants.

Truth-value is the most significant principle for the valuation of qualitative research. Moodley (2014) postulates that credibility denotes the truth-value of the outcomes. The aims of these are to validate that the research was undertaken in such a fashion that the participants in this research were explicitly chosen because they had experiences of leadership at various levels at their schools. The research intended to acquire information from eight functional schools within two districts of Lesotho: four schools in Maseru district and four schools in Berea district.

According to Rule and John (2011), credibility refers to the coherence of a study and the extent to which the research design and methodology allow for and have enabled the achievement of the study's purpose. Likewise, Collis and Hussey (2003) suggest that credibility validates that the research was conducted in such a way that the subject of the enquiry was appropriately recognized. Thus, in this study, discussion points for interviews with school management members were administered to the same participants. The researcher was helped by pre-testing to clarify some research questions and to determine whether the questions were objective with different groups of the target population.

4.8.2 Dependability

Whilst dependability refers to the quality of a measurement process that offers precision, repeatability relates to the level of reliability of measurements. Dependability measures are methods that yield reliable responses over time. Dependability also refers to the extent to which scores and tests are free from errors of measurements. It is an evaluative criterion which is judged by external standards (Popham, 2011). In this study, the participants were part of the school community; they were experienced and they had knowledge of what was happening at the high schools concerning a sustainable teacher leadership practice. Masiloane (2008) posits that dependability may be viewed as the degree to which an investigation or method yields similar outcomes under constant circumstances in all situations.

Quantitative researchers proclaim that qualitative studies are not dependable (Hill, 2012). However, the researcher provided a complete narrative of the study so that other researchers could repeat the study in dissimilar settings and inspect the outcomes. The researcher presented the data in the form of summarised statements, recounting the practices of teachers, DEMs and SMTs as they managed and led a sustainable teacher leadership in schools. The researcher also included quotes from participants.

4.8.3 Confirmability

Importantly, the outcomes of the study should be verified or confirmed by others (Petty *et al.*, 2012). To enhance the confirmability of the study, the data collected during the in-depth interviews were compared to the data collected during the focus group to confirm and determine patterns. To further enhance the confirmability of the study, the findings were validated by referring to the participants' responses in the focus group, as well as during the in-depth interviews. Furthermore, the findings were also compared to the findings of similar studies referred to in the literature chapters. In addition, research has the aim of advancing knowledge (McMillan & Schumacher, 2010). Participants looking at the commitment and participation of the researcher, reflected on what they are doing in try to improve the situation, which provided trustworthiness. The qualitative researcher is answerable for the results of the research outcomes. These outcomes must be reliable and trustworthy so that they may be useful to the individuals who read them.

In this study, the researcher attempted to ensure that confirmability has been achieved by guaranteeing that data collection methods aligned with the research questions and goals of the study. According to Maree (2011), accurate recordings, practically precise and meticulous explanations of individuals and circumstances may also advance confirmability. Therefore, a tape recorder was used to record participants in this study, in order to enhance confirmability. Confirmability is about guaranteeing that participants' experiences and thoughts are offered rather than the researcher's inclinations.

4.8.4 Transferability

Transferability, according to Rule and John (2011), refer to the qualitative equivalent of generalisability in quantitative studies and explain that this refers to what extent the findings of a qualitative research study like the current study could be comprehensive, or transferred to additional similar settings or contexts. Thus, it creates an opportunity to relate the case findings and conclusions to other similar situations, and that is achieved by the researcher providing thorough explanations of the case and its setting.

For this reason, the researcher provided comprehensive explanations of the case and context in chapters 2 and 3, as well as comprehensive explanations of the findings and the conclusions of the study. Transferability has to do with external study validity (Smith, 2011). It looks at the degree to which the outcomes of a study can be applicable to other contexts. As such, the researcher provided adequate background information about the research locations and a dense account of the participants' responses. Drawing on Cohen *et al.* (2007), the researcher applied additional precautions, such as being precise about setting, communicated authenticity as it was experienced by participants, provided acceptable information and ensured profundity of reporting and was honest in reporting both the processes and findings.

4.9 GENERALISABILITY

Christiansen and Aungamuthu (2012), state that generalisability is the degree to which the conclusion of a study may be applied, beyond the sample population, to the whole population of the study. When the research results are thought to be generalizable, it implies that the findings of one study can be applied more generally, either in other contexts or to groups comparable to the one that was researched. The aim of this study was thus not to extend the findings (generalise), but to understand a particular phenomenon, notably sustainable teacher leadership and leadership succession within a particular context. The solicitation of the qualitative approach in this study is particularly valuable, as a thorough explanation of the phenomena under study was provided to enable others in similar situations to understand the phenomena better; consequently, suitable to the degree to which it encloses comprehensive explanation to allow others to comprehend comparable situations and extend that understanding in next research projects.

4.10 DATA ANALYSIS

Perri and Bellamy (2012) state that data analysis denotes to approaches for handling the data to enable the research question to be responded to, usually by recognising significant and applicable patterns. Data analysis means drawing conclusions from what the researcher finds or concludes and to whom the conclusions apply (Bouma *et al.*, 2012). According to Maree (2011), qualitative data analysis is usually based on an interpretive philosophy that is aimed at examining meaning and symbolic content of data. In addition to the afore-mentioned, Maree (2011) indicates that qualitative data analysis attempts to establish how participants make sense of a particular phenomenon by evaluating their opinions, approaches, thoughts, information, principles, emotions and experiences to determine their understanding of the phenomenon.

Through an analysis process, the researcher becomes intensely engaged in interview transcriptions and field records, and methodically organises notes into significant patterns and themes to bring connotation so that themes tell an intelligible story. The researcher then transcribes all information so that others can read what knowledge the researcher has acquired (Rossman & Rallis, 2012). It is important to do this, because they assist the researcher to structure and guide the data analysis and presentations, as well as organize more data so that conclusions could be made and communicated.

In this study, qualitative analysis techniques were used. Qualitative research uses many diverse information for data analysis and comprises identifying, coding and categorising patterns found in the data, as well as identifying the patterns of similarities and differences. According to Masiloane (2008), data analysis involves various techniques to summarise and examine the collected information to aid the interpretation of data and relationship among variables. Its main aim was to organise data in such a way that conclusions could be made and communicated.

Data were analysed, using codes and thematic analysis. Coding is the procedure of interpretation prudently, line by line, through transliterated data, and apportioning it into expressive systematic components (Maree, 2011). The coding procedure permits the researcher to recover and gather all the data related to some thematic thoughts

speedily, so that the organised bits can be scrutinised together and dissimilar cases paralleled in that respect (ibid).

Moreover, coding is usually used in the occurrence of a pattern or data repetition (Saldana, 2016). The coding process allows the investigator to gather all the data connected to a specific theme, so that the identified parts may be divided and interpreted together, and dissimilar cases be compared (Ibid).

Thematic analysis is essential, because it will help the researcher to sort data according to different categories. This could be done by identifying common themes in responses, for example: looking at the similarities and differences in responses by grouping the information, searching for meaningful patterns and then analysing it into content and themes (Gray, 2011).

This type of analysis provides a methodical component to data analysis. It permits the researcher to associate an examination of the regularity of a theme with one of the entire contents. This will ensure correctness, whilst it also enhances the meaning of the research. As a result, thematic analysis offers an understanding of possibility of any matter more extensively (Joubish *et al.*, 2011).

Thematic analysis was applied to analyse the qualitative data. The reason for thematic analysis was to analyse themes that materialised from the data. According to Alhojailan (2012), thematic analyses elucidate the data in a much more comprehensive way and deals with various phenomena through explanations. In addition, Blacker (2009) contends that thematic analysis offers a methodical component to data analysis and permits the researcher to associate an analysis of the frequency of a theme with one of the whole contents.

Data emerging from SMTs and other identified participants were analysed continuously during the data collection process. The researcher examined and reduced the information collected, to manageable parts. The key themes and patterns were explored in meaningful conclusions to ensure accuracy and consistency. The researcher constantly read the transcripts to enhance an understanding of the participants' opinions. The researcher began to code the data after reading it many times. The researcher sorted the data according to different categories, looking at the similarities and differences. Special codes were used to identify the aspects relevant to the research question and these were put in groups to form themes. The researcher

organised the related themes to form categories, in order to identify specific patterns (Masiloane, 2008).

4.11 ETHICAL CONSIDERATIONS

Gray (2011), contends that ethics refer to the study of principles of behaviour and standards as well as how these influence both the research subjects and researcher. Ethical issues in social research comprise deliberate involvement, no maltreatment to participants, secrecy and privacy and not misleading participants (Babbie & Mouton, 2011). Most qualitative researchers use conversation and consultation to resolve ethical problems in research.

In order to conduct research at any institution, consent for doing research should be obtained because the research had to be conducted in an ethical way to augment value and reliability (Rule & John, 2011). The researcher applied for ethical clearance. The researcher was granted ethical clearance by the Faculty of Education at the University of the Free State. Ethical clearance number UFS-HSD2018/0987 was awarded. The researcher also got authorisation from the Department of Education to conduct research at four schools in the Berea district and four schools in Maseru district in Lesotho. Written consent was therefore requested from MoET officials. The researcher made a request in writing to the principals and the school governing body, which was granted. It was requested that school programmes and classes should not be interrupted.

Using the guideline by McMillan and Schumacher (2010), the researcher assured ethical acceptability of the study. The participants were informed of the nature and purpose of the study and they could withdraw from the study at any time. The names of participants were kept confidential and this implied that their names were not recorded anywhere. Code numbers or pseudonyms were used to refer to the participants in the study. Only the researcher had access to the data. The data provided may be used to enhance the teacher leadership practices in Lesotho high schools and for further research in the future. All participants remained anonymous and the confidentiality of the participants was protected. By adhering to the guidelines by McMillan and Schumacher (2010), the researcher was welcomed during visits and received full support from all the school principals and participants.

4.12 SUMMARY

This chapter dealt with the qualitative research methodology adopted to conduct the study. The qualitative research methodology was defined and explained. The population and sampling method used and the reasons for sampling procedures followed, were also explained. Data collection instruments, the process and data analysis were dealt with. Trustworthiness, reliability and validity of the study were explained and discussed, as well as ethical considerations. This also served to validate that the current study was a genuinely executed qualitative research study. In the next chapter, the researcher presented the findings, as well as an examination and analysis of the data collected from the participants on a sustainable teacher leadership practice and leadership succession at high schools.

CHAPTER 5

PRESENTATION, ANALYSIS AND DISCUSSION OF RESEARCH RESULTS

5.1 INTRODUCTION

This chapter outlines the empirical methods that were used to gather data relevant to the stated research questions. Data analysis and findings are discussed in collaboration with the literature reviewed. Marlow (2010) describes data analysis as a way of giving meaning to the collected data. For analysis to be meaningful, data had to be presented. The aim of this section of the study is to present, analyse and discuss individual, in-depth and focus-group interview data collection tools, as discussed in chapter 4. A qualitative research approach was employed to collect data.

5.2 SAMPLING

When adopting a qualitative approach, it is not a common rule to use sampling in order to generalise, rather to expose, or describe the diversity in a situation, phenomenon, or issue. In this study, the researcher used purposive sampling in order to select information-rich participants (Maree, 2011; Mouton, 2011). The targeted population that took part were from eight schools: four schools in the Maseru district and four schools in the Berea district of Lesotho. From each school, 1 principal, 1 deputy principal, 1 head of department and 7-10 teachers, as well as 1 DEM in the Maseru district and 1 DEM in Berea district of Lesotho, participated in this study. Purposive sampling focuses on particular characteristics of a population that are of interest, which will best enable the researcher to answer the research questions (Creswell, 2013). Purposive sampling was selected to provide a diverse range of cases relevant to a particular phenomenon or event. For this study, a non-random method of sampling was utilised because the researcher was meticulous in selecting rich information cases for the study (Mouton, 2011). In this qualitative approach, purposive sampling allows the use of a representative sample of participants to be handpicked to gain an in-depth view of the central phenomenon (Maree, 2011). The purpose of this kind of sample design is to provide as much insight as possible into the event or phenomenon under

examination. Therefore, the act of purposive sampling provided the researcher with maximum learning (Mouton, 2011).

5.3 PREPARING FOR THE EMPIRICAL STUDY

In preparing for the empirical study, the researcher visited the schools to deliver permission letters to the school principals, requesting the participation of the specific individuals at the school, prior to conducting the empirical study (*cf.* 5.2). The researcher explained the purpose of the study to the principal and respective participants. In general, the researcher kept the nature and quality of the participants' performance strictly confidential and anonymous and left the consent forms with the principal for the participants to read through before signing up for participation. All interviews were audio-recorded so that findings from participants' responses had to be transcribed and reported verbatim. Whilst each individual interview lasted for approximately 30 minutes, focus-group interviews lasted for 45 minutes, depending on participants' responses.

In order to differentiate between responses, the transcribed data: (a) was analysed by coding common ideas emanating from the interviews conducted with participants (*cf.* 5.2); (b) grouped into themes; and (c) where applicable, literature was employed to contextualise the findings from the transcripts of the interviews. The objective of the empirical research was to establish the perceptions of the participants (*cf.* 5.2) regarding teacher leadership practices, sustainable leadership in secondary schools, and to establish to what extent leadership succession plans exist in schools when principals leave office due to retirement or ill health.

The data was presented by means of descriptive tables. The presentation of the data collected during the qualitative interviews, which follows hereafter, include the profile of the participants (*cf.* 5.2), the secondary research objectives, the question framework as well as the framework of themes and sub-themes derived from transcribed interviews.

5.4 PRESENTATION OF THE DATA COLLECTED DURING THE QUALITATIVE INTERVIEWS

The following is a presentation of the data collected during the semi-structured in-depth interviews and focus group interviews (*cf.* 5.2). The findings will be discussed after each presentation. See Table 5.1 below.

5.4.1 The profile of the interviewees

Table 5.1: Profile of the interviewees

| Interviewee code | Title | District | Age | Gender | Academic Qualification |
|------------------|-----------------------------------|----------|-----|--------|------------------------|
| DEMB | District education manager Berea | Berea | 60 | Female | M.Ed. |
| DEMM | District education manager Maseru | Maseru | 58 | Male | M. Ed. |
| PA | Principal (school A) | Berea | 36 | Female | B. Ed. Hons |
| PB | Principal (school B) | Berea | 65 | Female | B. Ed. |
| PC | Principal (school C) | Berea | 59 | Male | PGDE |
| PD | Principal (school D) | Berea | 55 | Female | PGDE |
| PE | Principal (school E) | Maseru | 57 | Female | B.Ed. Hons |
| PF | Principal (school F) | Maseru | 58 | Female | B.A.Ed. |
| PG | Principal (school G) | Maseru | 49 | Female | PGDE |
| PH | Principal (school H) | Maseru | 62 | Male | M.Ed. |
| DPA | Deputy principal (school A) | Berea | 36 | Female | B. Ed. Hons |
| DPB | Deputy principal (school B) | Berea | 58 | Female | M. Ed. |
| DPC | Deputy principal (school C) | Berea | 60 | Female | B Ed. |
| DPD | Deputy principal (school D) | Berea | 63 | Female | B.Ed. |
| DPE | Deputy principal (school E) | Maseru | 45 | Male | B. Ed. Hons |
| DPF | Deputy principal (school F) | Maseru | 42 | Male | B. Ed. |
| DPG | Deputy principal (school G) | Maseru | 60 | Female | B.Ed. |
| DPH | Deputy principal (school H) | Maseru | 51 | Male | M.Ed. |
| HoDA | Head of department (school A) | Berea | 54 | Female | B.Ed. |
| HoDB | Head of department (school B) | Berea | 58 | Female | M.Ed. |
| HoDC | Head of department (school C) | Berea | 63 | Male | BSC.Ed. |
| HoDD | Head of department (school D) | Berea | 47 | Female | PGDE |
| HoDE | Head of department (school E) | Maseru | 42 | Female | B.Ed. |
| HoDF | Head of department (school F) | Maseru | 36 | Female | BSC.Ed. |
| HoDG | Head of department (school G) | Maseru | 54 | Female | B.Ed. Hons |
| HoDH | Head of department (school H) | Maseru | 50 | Male | B.Ed. Hons |

| | | | | | |
|-----------|--------------------------------|--------|---------|---------------|------------------------------|
| TFGA1-7 | Teacher Focus Group (school A) | Berea | 23 - 47 | male & female | Dip. Ed. Sec - B.Ed. Hons |
| TFGB 1-10 | Teacher Focus Group (school B) | Berea | | | |
| TFGC 1-7 | Teacher Focus Group (school C) | Berea | | | |
| TFGD 1-7 | Teacher Focus Group (school D) | Berea | | | |
| TFGE 1-10 | Teacher Focus Group (school E) | Maseru | 24 - 48 | Male & female | Dip. Ed. Sec - B.Ed. Hons |
| TFGF 1-7 | Teacher Focus Group (school F) | Maseru | | | |
| TFGG 1-7 | Teacher Focus Group (school G) | Maseru | | | |
| TFGH 1-7 | Teacher Focus Group (school H) | Maseru | | | |

Table 5.1 indicates the interviewee codes, title, district, age, gender, and academic qualification according to eight schools in different districts. The latter is representative of the four schools in Maseru district with one DEM and four schools in Berea district with one DEM. One DEM is an official of the Maseru district, whilst another one is an official of the Berea district. Teachers' focus groups in both districts (six schools) consist of 1-7 teachers while (two schools) consist of 1-10 teachers, ages range from 23 to 48, both males and females, whereas the level of academic qualification ranges from Diploma in Education Secondary (Dip. Ed. Sec) to (Bachelor of Education with Honours (B. Ed. Hons) (MoET, 2009).

5.4.2 Objectives of the study

In order to achieve the overall aim of the study, which is to propose a sustainable teacher leadership implementation plan to capacitate the teacher leadership ability in Lesotho high schools, the empirical investigation aimed at gathering information on the following (cf. Table 5.2).

Table 5.2: Secondary research objective of the study

| Code | Research objectives |
|------|--|
| OB1 | To explore the sustainability factors that influence teacher leadership practices in Lesotho high schools. |
| OB2 | To establish which legislative and policy imperatives relate to implementing teacher leadership in Lesotho high schools. |

| | |
|-----|--|
| OB3 | To determine the perceptions of teachers, SMT and DEMs regarding teacher leadership as transformational and sustainable leadership strategy and how it contributes to leadership succession in Lesotho high schools. |
| OB4 | To propose a teacher leadership implementation plan in order to address leadership succession as sustainable leadership practice in Lesotho high schools. |

(Source: Author)

Table 5.3: Secondary research objectives and question framework presented to district education managers

| Code | | | | Research objectives and question framework for district education managers |
|------|--|----|---|---|
| OB1 | Concept Teacher Leadership (TL) capacity building (or capacity development) | A1 | 1 | As the DEMs, do you promote and encourage teacher leadership capacity in schools? How is this done? |
| | | | 2 | In which way does the MoET encourage the development of teacher leadership capacity within the schools? |
| | | | 3 | Do you share the vision, mission values and objectives of the school often and do you subscribe to it? Why is it important to do so or not to do so? |
| | Teacher autonomy | A2 | 1 | Describe the type of teachers you regard as those who require autonomy within their practice |
| | | | 2 | How do you support teacher autonomy? |
| | Providing support to TL | A3 | 1 | Does the SMT share leadership responsibility within their schools? May you describe the procedure? |
| | | | 2 | Discuss the type of support the DEMs is expected to provide to the school in order to sustain leadership within? |
| | TL empowerment | A4 | 1 | How do you support teacher leadership empowerment in schools? Identify the support mechanisms clearly. |
| OB2 | Political commitment or imperative relating to TL | B1 | 1 | Does the DEMs discuss the goals and policies with stakeholders regarding teacher leadership in schools? May you elaborate on this briefly? |
| | | | 2 | Which legislation and policy practices exist that encourage professional competences, capacity and autonomy to teachers? |
| | | | 3 | How do you achieve coherence across the schooling system, aligning different policies directly affecting teachers and embedding them in wider school policies, to ensure the ultimate objective of ensuring high quality education? |
| | | | 4 | Which policies are used that promote leadership succession in schools? |
| OB3 | Teacher leadership as transformative activity | C1 | 1 | How do the DEMs take responsibility for change in schools? e.g. shifting from a traditional approach (autocratic) to a transformational approach. How is it done? |
| | | | 2 | How do you ensure that teachers share and help develop their vision within the school? e.g. (distributing leadership throughout the school's PLC) |
| | | | 3 | Explain how you encourage shared responsibility among SMT and teachers within the school? |
| | | | 4 | How do you generate positive effects (in terms of leadership) for all stakeholders, present and future? |
| OB4 | How the SMT, DEMS and teachers perceive leadership succession | D1 | 1 | How do you perceive teacher leadership in schools? Is it functioning well and what may be done to enhance it? |

| | | | | |
|--|--|--|---|--|
| | (LS) and Teacher leadership (TL) as transformational and sustainable leadership strategies influence leadership succession (LS) | | 2 | What in your opinion impedes the practice of teacher leadership in Lesotho high schools? |
|--|--|--|---|--|

(Source: Author)

Table 5.4: Secondary research objectives and question framework presented to principals

| Code | | | | Research objectives and question framework for principals |
|------|---|--|----|---|
| OB1 | Concept teacher leadership capacity building (or capacity developing) | A1 | 1 | How do you promote and encourage leadership capacity in the school |
| | | | 2 | How do you feel about involving teachers in leadership practice? |
| | | | 3 | Tell me more about the nature of leadership practices in your school? |
| | | | 4 | In what way do you consider yourself as a transformational leader? Can you tell me more about how you perceive a transformational leadership style that may be practised within a school? |
| | Teacher autonomy | A2 | 1 | How do you encourage teacher autonomy in your school? |
| | | | 2 | What are the major reforms that your school is involved in? |
| | | | 3 | How has your principal gone about trying to get teachers to see the value in the initiative of teacher autonomy? |
| | Providing support to TL | A3 | 1 | Discuss the type of support the principal is expected to provide to the school in order to sustain teacher leadership. |
| | TL empowered | A4 | 1 | Which systems are in place at your school to support teacher leadership empowerment? |
| | OB2 | Political commitment or imperative relating to TL | B1 | 1 |
| 2 | | | | Elaborate on the purpose(s) of these policies, focusing on the capacity for the systematic change, such as quality assurance for school development and leadership succession in the school as learning organisation? |
| 3 | | | | Which guiding principles exist that highlight the key policies to support teachers' autonomy in schools? |
| OB3 | Teacher leadership as transformative activity | C1 | 1 | Explain how you go about inviting and stimulating collaboration and shared decision-making among stakeholders within the school? |
| | | | 2 | How can you foster and facilitate a positive school culture? |
| | | | 3 | How do you share and expand leadership responsibility in your school? |
| | | | 4 | Describe any (roles) the principal can engage in to promote sustainable teacher leadership? |
| OB4 | How the SMT, DEMS and teachers perceive LS and TL as transformational and sustainable leadership strategies influence LS | D1 | 1 | How do you perceive teacher leadership to function in your school? |
| | | | 2 | What could possibly impede the practice of teacher leadership in your school? |

(Source: Author)

Table 5.5: Secondary research objectives and research question framework presented to deputy principals and head of department

| Code | | Research objectives and question framework for deputy principals and head of department | | |
|------------|---|---|----------|--|
| OB1 | Concept teacher leadership capacity building (or capacity development) | A1 | 1 | In which way does the SMT encourage teacher leadership capacity within the school? |
| | | | 2 | May you please elaborate on why it is important to foster positive collaboration in schools? |
| | | | 3 | How do you provide teacher opportunities to collaborate with others in your school, as well as with colleagues at other schools? |
| | | | 4 | How does the leadership of the school foster and facilitate positive collaboration throughout the school (e.g. SMT, DEMs and teachers) regarding teacher leadership? |
| | | | 5 | Does the SMT share leadership responsibility within the school? How is it done? |
| | | | 6 | Describe the nature of opportunities provided to teachers to discuss new classroom and teacher leadership practices at school? |
| | Teacher autonomy | A2 | 1 | How much autonomy do you feel you have as a SMT member in your school? |
| | | | 2 | What are limits to your autonomy? |
| | Providing support to TL | A3 | 1 | How do you support teaching and learning at your school to ensure teachers are developed professionally? |
| | | | 2 | How would you identify the type of leadership support the SMT is expected to provide to the teachers at the school? |
| OB2 | Political commitment or imperative relating to TL | B1 | 1 | Describe any guiding principles that is followed from the MoET, in order to sustain teacher leadership in your school that leads to leadership succession? |
| | | | 2 | What policies and practices used by the MoET that transform schools into organization that support teacher leadership are you aware of? Elaborate? |
| | | | 3 | Which policies exist in relation to teacher leadership in your school? |
| | | | 4 | Which policy imperatives exist regarding teacher leadership that leads to leadership succession have you identified in your school? |
| OB3 | TL as transformative activity | C1 | 1 | What was the best professional development experience you have had? Motivate why this is so? |
| | | | 2 | Describe any activities the SMT can engage in to promote sustainable teacher leadership in the school? |
| | | | 3 | What elements according to you are essential in sustaining teacher leadership in schools? |
| | | | 4 | What type of teacher leader model standards are you engaged in at your school? |

| | | | | |
|------------|---|-----------|---|---|
| OB4 | How the SMT, DEMS and teachers perceive LS and TL as transformational and sustainable leadership strategies influence LS | D1 | 1 | What is your perception about sustainable teacher leadership in your school? |
| | | | 2 | How do you think teacher leadership should function in your school? |
| | | | 3 | How do you foster-teamwork with teachers the SMT and DEMs that may lead to leadership succession? |
| | | | 4 | What elements according to you are essential in sustaining teacher leadership in schools? |
| | | | 5 | What could possibly impede the practice of teacher leadership in your school? Motivate? |

(Source: Author)

Table 5.6: Secondary research objectives and research question framework presented to teachers

| Code | | | | Research objectives and research question framework for teachers |
|--------------------------------|---|--|-----------|---|
| OB1 | Concept teacher leadership capacity building (or capacity development) | A1 | 1 | In your school, how are teachers empowered amongst others to be leaders, decision-makers, facilitators, advocators of the curriculum and risk-takers in their practice? |
| | | | 2 | How does the leadership of the school invite and encourage teacher collaboration and participation in decision-making processes? |
| | | | 3 | How does the leadership of your school address how to foster teacher leadership in the school? Motivate your answer. |
| | | | 4 | What is the school's vision for teacher leadership? |
| | | | 5 | How is the vision connected to the school's vision and goals for leadership succession? |
| | Teacher autonomy | A2 | 1 | How much autonomy (e.g. in your school, in your practice), do you feel you have as a teacher? |
| | | | 2 | Describe the limits to your autonomy within the school (and in your practice as a teacher) briefly? |
| | | | 3 | How much agency do you have over discipline within your classroom? Probe (If needed): Can you tell me little more about what you mean? |
| | | | 4 | Would you like more or less agency than you have at your school? Why or why not? |
| Providing support to TL | | A3 | 1 | How does the SMT meet with teachers to provide them with support to engage in PLCs? Identify the types of support (or support systems) you enjoy? |
| TL empowerment | | A4 | 1 | How does your SMT empower, support and nurture teacher leaders? |
| | | | 2 | Describe how the education system assist schools to develop professional working and learning cultures that motivate teachers? |
| OB2 | | Political commitment or imperative relating to TL | B1 | 1 |
| | 2 | | | What policies are used that promote teachers from a lower rank to a higher rank? |
| | 3 | | | What policies and practices exist used by MoET that transform schools into organisation that support teacher leadership? |

| | | | | |
|------------|---|-----------|---|--|
| | | | 4 | What policy does the MoET provide that foster a collaboration culture to support sustainable teacher leadership that leads to leadership succession? |
| OB3 | Teacher leadership as transformative activity | C1 | 1 | Describe any activities your SMT can engage in to promote sustainable teacher leadership in your school? |
| | | | 2 | What steps has your school SMT taken to continuously improve teacher leadership in the school? |
| | | | 3 | How as a teacher do you share and expand leadership responsibility in your classroom and your school? |
| | | | 4 | How do you foster collaboration among stakeholders that promote long-term value through presented activities? |
| | | | 5 | Describe how the leadership of the school work collaboratively with all stakeholders? Identify areas and nurture of collaboration encouraged? |
| OB4 | How the SMT, DEMS and teachers perceive LS and TL as transformational and sustainable leadership strategies influence LS | D1 | 1 | In your opinion, can you describe the quality of teacher leaders that are needed to transform your school? |
| | | | 2 | How, in your opinion, is the success of teacher leadership defined within the school? |
| | | | 3 | What if any aspect, impedes the practice of teacher leadership within your school? |

(Source: Author)

The code used to identify each question was formulated firstly according to the specific objective the question addresses (Column 2 of Tables 5.3, 5.4, 5.5 and Table 5.6). Secondly, the different aspects of each objective were numbered as follows: A1, A2, A3, A4; B1; C1 and D1 (Column 3 of Tables 5.3); A1, A2, A3, A4; B1; C1 and D1 (Column 3 of Table 5.4), A1, A2, A3; B1; C1 and D1 (Column 3 of Table 5.5) and A1, A2, A3, A4; B1; C1 and D1 (Column 3 of Table 5.6). These categories were further divided to assign a code to individual questions. Consequently, it is important to note that the numbers used in Column 4 of Tables 5.3, 5.4, 5.5 and Table 5.6 only represent the order of the questions asked.

Researchers in qualitative research seek to understand the research problem in terms of the participants' perspectives and experiences (Denzin & Lincoln, 2011; Merriam, 2009). Therefore, the opportunity to pose questions to interviewees during qualitative research afforded the researcher possibilities to explore the experiences and perceptions of participants in relation to teacher leadership in Lesotho secondary schools. Additionally, the interviews and discussions enabled the researcher to listen to and learn from committed and passionate teacher leaders; thereby the researcher made an effort to understand the phenomenon under study within context-specific backgrounds (Soiferman, 2010). Throughout the process of transcription and the first step of analysis (Braun & Clarke, as cited in Maguire & Delahunt, 2017), where the researcher read and re-read the transcripts while making notes, the researcher connected in a deeper sense to the information and became familiar with the entire body of data.

Transcriptions were analysed by integrating, analysing, and interpreting the data in order to compile the findings report. During the process of data analysis, the findings were integrated to achieve a better understanding of the factors contributing to the questioning or support of teachers' capabilities to occupy leadership positions in secondary schools.

Data were analysed using codes and thematic analysis. Thematic analysis is a process that provides the researcher with a plan to analyse and interpret collected data (Brink, 2014). In this study, themes were identified to enable thematic analysis in Table 5.5. Additionally, Hammersley (2015) states that thematic analysis is the act of transforming data with the aim of extracting useful information and facilitating

conclusions. The transcripts of the recordings of interviews were carefully scrutinised and analysed, and thematic analysis was applied to analyse the data as it entailed identifying, coding and categorising the primary patterns in the recorded data (Saldana, 2016).

McMillan and Schumacher (2010) indicate that coding in this type of analysis involves the procedure that data collected are divided into small units and categorised into the possible meanings they deduce. Cohen *et al.* (2011) note that coding involves the examination of data to identify patterns, themes or categories that can emerge from the data. The coding process enabled me to gather all the data connected to a specific theme so that the identified parts may be divided and interpreted together, and dissimilar cases be compared (Maree, 2011). In this study, this technique was applied to the responses collected from semi-structured in-depth interviews with the participants (*cf.* 5.2) to determining themes that represented different perceptions on the topic.

The data collected is segmented in rows and columns. Each column represents the responses from the respective interviewees. Each row represents the responses associated with a specific question asked during the interviews and discussions. The researcher was able to organise the responses according to their meaning because the transcripts were analysed individually, per question, line-by-line and the data was organised in a systematic way. The meaning was then labelled according to the interviewee code and the question framework of the study. Deductive reasoning was used to derive themes and sub-themes from the responses. Deductive reasoning uses a general idea to reach a specific conclusion and it allows the researcher to get information from various participants and draw a logical sound conclusion (Rossman & Rallis, 2012). A framework of themes and sub-themes (see Table 5.5) was then constructed from the summarised responses.

5.4.3 Framework of themes and sub-themes derived from transcribed interviews

When identifying codes and common themes, the responses were correlated with specific sub-themes, which are presented in a framework of themes and sub-themes (see Table 5.5) to support the process of analysis.

Four main themes were identified and divided into sub-themes. The researcher used suitable labels for the themes to ensure that the label clearly represented the content of the theme. The main themes are: factors that influence teacher leadership, political commitment or policy imperatives, teacher leadership as transformational activity and leadership succession (see Table 5.5). Factors that influence teacher leadership are divided into capacity building (or capacity development), collaboration in PLC, sharing in decision-making, power and autonomy, support and motivation, as well as teacher empowerment.

These factors play a role in teachers' aspirations to take up leadership positions and consequently strengthen their perceptions regarding teacher leadership. As a result, there is certainty that legislation must voice teacher leadership and leadership succession, policies must be in place to ensure teacher leadership development and leadership succession in the realm of educational leadership. It is not only significant to examine policies and legislation to empower teacher leadership and leadership succession, but the value of teachers should also be voiced by examining their leadership capabilities and approaches used by their principals to achieve this (Okcu, 2014).

The themes and sub-themes used in the framework (Table 5.5) are numbered using a classification code and every response is related to a specific set. The researcher linked the supplementary responses to the specific themes on a separate document. The framework of themes and sub-themes enabled the researcher to add a classification code to each response in the matrix. During this process, the researcher refined the initial themes and sub-themes to ensure that the responses complement the different themes. This enabled the researcher to become more comfortable with the themes and sub-themes to even refine the classification further. The reason for the importance of assigning classification codes was that sub-themes were formed according to the research question and literature review from the basis of the theory for this phenomenon.

Table 5.7: Framework of themes and sub-themes derived from transcribed interviews

| Framework of themes and sub-themes derived from transcribed interviews | | | |
|--|---|-----|--|
| Theme code | Main themes | Z1 | sub-themes |
| 1 | Factors that influence teacher leadership | 1.1 | Capacity building (or capacity development) |
| | | 1.2 | Collaboration in Professional learning committees |
| | | 1.3 | Share in decision-making |
| | | 1.4 | Teacher autonomy |
| | | 1.5 | Support and motivation |
| | | 1.6 | Teacher empowerment |
| 2 | Political commitment or policy imperatives | 2.1 | Policy regarding teacher leadership |
| | | 2.2 | Policy regarding leadership succession |
| | | 2.3 | Coherent policies |
| 3 | Teacher leadership as transformational activity | 3.1 | Teacher leadership as transformational endeavour |
| | | 3.2 | Positive change in schools |
| | | 3.3 | Fostering sustainable leadership practice |
| 4 | Leadership Succession | 4.1 | Stakeholders' shared vision |
| | | 4.2 | Communication through transformational approach |
| | | 4.3 | Relationship-building networking and collaboration |
| | | 4.4 | Aspects impedes the practice of teacher leadership |

5.5 DISCUSSION OF DATA

The researcher will link the responses of the DEMs, principals, deputy principals, heads of departments and teachers, throughout the discussion to one another, in order to get a holistic understanding of data. Data interpretation will also be linked to the research objectives and the literature review of Chapters 2 and 3. Each theme will be discussed in a logical and consistent manner according to the categories that characterise the specific themes.

5.5.1 Main Theme One: Factors influencing teacher leadership

Theme one directly correlates with the first research question: “*What are the sustainability factors that influence teacher leadership practices in Lesotho high schools?*” To address the research question, participants were asked to first describe the general factors that influence the practice of teacher leadership. The focus was mainly on existing factors that influence the practice of teacher leadership, in order to

determine whether the responses can be aligned with the content revealed in the literature review.

5.5.1.1 Sub-theme: Capacity building (or capacity development)

The data indicates that the influence of capacity building (or capacity development) on teacher leadership is mainly positive. Teachers are the most valuable resource in education because they are the driving force and main resource in the development and academic growth of learners as they are sources of knowledge (Beauchamp *et al.*, 2014; Seritanondh, 2013). Additionally, developing the capacity of teachers can maximize their impact on learners' learning by extending it beyond their classroom.

The data indicated that capacity building (or capacity development) was generally described by participants as improving teachers' skills and competencies so that they are more involved in participative decision-making and school management (*cf.* 3.2). Both DEMB and DEMM concurred that teacher leaders can take part in developing the capacities of their peers to include coaching to strengthen classroom practices (*cf.* 2.11.1).

Participants (PA, PB, PC, PD, PE, PF, PG and PH) elaborated on the influence of capacity building on developing teacher leaders. Their responses indicated that they encourage teachers to delegate to others and to support their colleagues in any daily activity. Thus, allowing teacher committees to work together and share ideas, teachers are capacitated regarding their daily tasks with support, educates them how to collaborate with others, and encourages them to improve their qualifications and to extend their skills beyond the classroom. Kilinc (2014), suggested that infrastructure and resources should be provided, whilst opportunities should be created for teachers to take on leadership roles and responsibilities.

In confluence with the preceding analysis, the participants (HoDA, HoDB, HoDC, HoDE and HoDH) indicated that capacity building can be acknowledged by providing teacher professional learning to improve and retain skills, knowledge and resources needed to do their jobs competently (*vide:* Smith, 2012). Tools such as PowerPoint slides are necessary for teachers to function well as mentors and coaches and

encourage teachers to lead by involving stakeholders in decision-making within the school and to provide opportunities for growth (George, 2018).

Participants (TFGA 1, 2, 3; TFGB 2, 4; TFGC 5; TGFD 2, 5, 7) concurred that capacity building was well supported by their SMTs. They indicated that no single person has all of the knowledge, skills and expertise to fulfil all leadership responsibilities successfully (Hallinger, 2013). Consequently, if teachers would share educational activities, they would experience relief in terms of their workload which may result in an improvement of their schools' overall performance.

Participants (TFGE 3, TFGG 3, 5 and TFGH 2, 4) revealed that there are activities in their schools which may strengthen the knowledge, abilities and behaviour of the staff and that a staff development plan is non-existent in some schools. According to participant TFGE 3, capacity building is not well practiced, because activities such as coaching and mentoring from experienced leaders, the provision of development opportunities, particularly work-based leadership, and learning from effective role models, are practically non-existent.

TFGH 2 said,

“In my school there is no team structure which enables teachers to communicate effectively, on any coaching and developmental activities. We do our own thing to develop ourselves”.

The subject teachers agreed that the nature of their job requires capacity building, as it may have a positive effect on their performance as well as that of their schools. They are encouraged to work collaboratively, but with limited support to ensure the success of team performance.

Most participants, in their responses regarding capacity building, concur that programmes should focus on furthering a school's ability to do new things and improve on what they currently do, even if it is not well practiced in their schools. However, two out of eight schools, one in Berea district and one in Maseru district, partly implement capacity building strategies while six schools, three in Berea district and three in Maseru district, do not have specific mechanisms in place to support capacity building in their schools.

Gunter (2012) contends that capacity building improves a school's performance and enhances its ability to function and continue to stay relevant within a rapidly changing educational environment. In addition, it allows individuals and organizations to perform at a greater capacity, delivers strong relationships, and encourages development between members whilst diversity is valued. Moreover, problem-solving becomes the responsibility of everyone and leadership is distributed, contextual to encourage sharing of ideas and help generate new solutions to old problems so that the collective talents and experience of all are deployed to the best effect (Ali & Yangaiya 2015).

5.5.1.2 Sub-theme: Collaboration in professional learning communities

PLCs are methods to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organise teachers to work together and afford the opportunities to directly improve teaching and learning (Admiraal *et al.*, 2019).

The data indicated that PLCs are a powerful tool in an increasingly changing and complex world, where the quality of education relies heavily on teachers continuously renewing their professional knowledge and skills. Through PLCs, teachers may be positioned to motivate and inspire learners to promote achievement and develop their skills. Arguably, teachers' participation in PLCs may boost their leadership development as well as contributing to sustaining leadership.

Participant (PA) indicated that,

“For me, collaboration in PLCs helps teachers who do not perform well to reflect on tests and examinations and also our own teaching to improve our schools”.

Complementing the afore-indicated response, participants (PD and PG) revealed that they regard collaboration in PLCs as useful, because teachers are: (a) helping each other as every individual gives input in activities; (b) reflecting on their own processes and build twenty-first century skills (critical thinking, problem solving, collaboration and communication). All the afore-mentioned require a significant rethinking of education and partaking in the delivery of quality education for all learners (*cf.* 2.6; 2.6.1; 2.6.2).

Participant PH said that,

“We work together with different heads of departments in different schools and negotiate about setting of class, monthly and quarterly tests for learners and they are allowed to air their views and contribute”.

PE added that,

“We have open discussions so that teachers’ who show interest can be assisted in creating a learner-friendly environment, which supports teaching and administration within the school not in PLC”.

PD indicates that,

“What is significant is that the bond between teachers and learners, seems to strengthen as there is coherence between activities and good learner performance”.

The contribution of PLCs to teachers’ learning and enhancing their ability to think critically enables them to assess their pedagogy. PLCs require changes to the traditional teacher role where teachers would direct students to learn through memorization and recitation techniques, thereby not developing skills pertaining to critical thinking, problem solving and decision-making (Olujuwon, 2013). This correlates with the transformational leadership theory, which offers leadership that implements collaborative practices such as setting goals and reflect on progress in schools as a change to teacher initiatives, which is a powerful way to bring about effective and long-lasting changes in schools (Razaee, 2016).

Participants (PB and PC) revealed that during open discussions, teachers plan collaboratively and share expertise, such as effective teaching styles as well as teaching and learning resources. This planning involves scheming, recording and lesson preparation. Similarly, they discuss time frames for work schemes and prepare in advance for school and term schedules.

In addition, PC stated that,

“In collaboration with PLCs, teachers discuss their roles and responsibilities for example, they know that it is the duty of the HoD and subject teachers to prepare the scheme of work for each year in the school”.

PC elaborated,

“Collaboration is a good thing because it is expected to help teachers to understand their duties and improve teaching skills within the school. It also helps in creating commitment in working together to achieve a collective purpose”.

In collaboration with the afore-indicated participants' views, participant PH raised that PLCs exposed teachers to what is needed by the school.

PH commented that,

“PLC leads to assisting teachers to demonstrate improved instructional practice, improves morale, student learning and a school climate that is more supportive and innovation is realized”.

PLCs support changes in teachers' practices, relevant to sustain leadership within the school context. A PLC continuously updates teacher skills and knowledge, while building twenty-first century skills such as critical thinking, solving problems, collaboration and communication requires a significant rethinking of education and ensuring quality education for all learners (OECD, 2011; Poekert, 2012). In terms of the participants' responses, it seems that PLCs provide many ideas and concepts to help teachers understand individual learners, teaching methods and curricula in order to sustain leadership.

During interviews, PE and PF revealed that teachers are often given opportunities to raise their views on how to scheme. This enables teachers to examine the requirements of the current syllabus, plan effectively, whilst also sharing their uncertainties regarding resources and content, among others.

Participants (DPA, DPC, and DPE) also emphasized that there has to be a degree of freedom of choice for each teacher in the manner in which they organise the scheme for a particular class. For example, teachers who teach one subject (syllabus) in three streams are at liberty to have one scheme for three classes. Again, teachers teaching the same subject (syllabus), in the same level, work through schemes together. They work as a team to encourage creativity and complete a task in the most effective and efficient way to obtain desired outcomes to enable the smooth running of the school.

Participants (TFGB 1, 3, 5, TFGD 2, 3 TFGG 4, 6) highlighted that they meet at the beginning of the year in their schools. They analyse their respective results, and

highlight problems about the performance of the learners, how to improve outcomes and devise collective plans to address problematic issues, whilst planning activities for future progress of learners.

TFGB 3 revealed that,

“Collaboration within PLCs gives us a lot of opportunity to share through co-teaching and observing each other’s’ classrooms to see real-life teachers in real-life teaching situations. It certainly helps me a lot in my teaching”.

TFGE 1, 4 and TFGC. 5 revealed that teachers who engage in PLCs, develop skills to sustain leadership in schools, such as the ability to communicate with their learners and colleagues.

TFGE 1 further stated,

“Collaboration in PLC is powerful because we often share our experiences such as reviewing learner’s data, exploring different teaching resources and we also learn about new practices, and plan how to apply new learning strategies with different learners”.

Schools ought to engage teachers in collaboration with PLCs, because successful implementation of PLCs requires an organization which; (a) adopts positive change; (b) working collaboratively in an ongoing process for the purpose of attaining better results regarding teacher development; and (c) whilst simultaneously ensuring high quality performance of learning for all (Wallace Foundation, 2013).

Similar to the statement made by TFGE1, TFGC 5 expressed comparable sentiments.

TFGE 1 further stated,

“Broaden their vision in the classroom on how to sense the deeper social dynamics in the classroom and the school”.

Many participants indicated that collaboration in PLCs help teachers to develop skills in teaching, such as communication and creativity. However, some schools do not take part in PLCs. Three schools out of four in the Maseru district collaborate in PLCs, whereas three schools out of four in Berea district do not participate in PLCs, because of disinterest or misunderstanding of the operations and functions of PLCs.

If schools do not engage in PLC activities, it may result in a lack of a shared mission, vision, values and goals of the school, including commitment to continuous improvement, such as sustaining teacher leadership, which form an integral part of PLCs (Admiraal *et al.*, 2019; Sinha *et al.*, 2012).

It is important for SMTs to engage teachers in PLCs, because the international education environment requires that schools should function as communities of practice where teachers are willing to collaborate with others to achieve a high quality standard of developing and sustaining leadership in schools (Sinha *et al.*, 2012). The PLC constitutes a powerful learning environment for teachers to change their opinion about teaching, learning, as well as their leadership roles towards the direction of school reform (Opfer & Pedder, 2011).

5.5.1.3 Sub-theme: Shared in decision-making

Avolio (2011) mentions that the development of teachers, to grow their full potential and lead themselves effectively, should be regarded as the core of being a leader. To achieve the goal of a school, leaders need to be instructional leaders to run the teaching and learning process effectively and act as transformational leaders because both focus on learning of organisational goals and teacher organisational commitment (Bush, 2014; Marishane, 2013; Wang 2019).

DEMs reveals that they work together with principals to discuss the vision of the school.

DEMB reiterates,

“I think it is important to do so because it enables everyone to come up with new ideas and views that provide a genuine conclusion which helps schools to always remember what they want to achieve at the end. Principals, especially should not work alone”.

Consequently, when working collectively, teachers will be able to improve their decision making skills because shared decision-making provides access to a large pool of information unlike when alone. Working in collaboration teams allows transformation to take hold in an organization when the leaders empowers others, disperses leadership and models collaboration and its practices (DuFour & Mattos, 2013). Relationships are simultaneously fostered which may enable teachers to

address struggles across leadership and shift their experience of working in an isolated environment to one of supporting collaborative efforts.

DEMM indicates,

“Trust is a real issue in schools. Some principals are autocratic. To involve stakeholders develops an environment of trust by allowing the voices of the stakeholders to be heard and their issues to be known”.

Participants (PA, PB, PC and PG) indicated that they empower teachers in their schools. They create opportunities such as providing a platform through workshops for instance, for teachers to communicate, and reflect critically on teaching and learning issues. Workshops enable teachers to network and collectively strive towards achieving the school’s vision. Teachers set direction and help themselves and others to improve teaching and learning practices to move forward.

School leadership may provide a pleasant and collegial school climate for decision-making where teachers adopt the habit of discussing their work and matters with one another in order to gain, share and implement new knowledge. In this way, discussions among teachers become a collective effort (Habaci, 2013).

In addition, (PH) reveals that,

“We ask for teachers input around purchasing decisions, provide self-selected professional development options which feature classroom teachers as experts”.

Participant (PE) indicated that,

“We give teachers opportunities to exercise their autonomy but within parameters and exercise it in the community by staging cultural activities and debates to give learners chance to develop important skills such as confidence, self-discipline and creativity”.

Consequently, it equips and develops stakeholders as transformative change agents to the improve learning at their schools.

However, (PD) states that,

“Our vision is just words; it definitely needs to become a reality”.

In shared decision-making, DEMs, SMTs and teachers may communicate the vision of the school to the staff, learners’ parents and the community, as well as the relevance of the vision to the school’s context. This will also demonstrate creativity, motivation

and commitment to the achievement of educational goal in order to gain the teachers' trust (cf. 2.11.2).

PF confirms this by stating,

“By involving everyone we create the basis of effective strategy development and shared motivation. This is important to have everyone believe in one goal”.

Participants DPA, DPC, DPF and DPH suggested that when people are involved in developing a strategy, they come up with new ideas and views that provide a genuine conclusion, which leads to improved school and student success. DPG added by stating:

“Involving stakeholders’ benefits everyone involved in the school and brings creative thinking skills because we solve problems in an open-minded way”. However, most schools do not involve the participation of all concerned such as learners, parents and community”.

Participants, DPB, DPD and DPE argue that parents do not always participate in school matters.

Participant PDB further mentioned,

“The School Board members participate but lack of involvement from our parents is a problem because they are not intelligent and do not feel free to participate in school matters”.

Katzenmeyer and Moller (2011) as well as Morgan (2015) reiterate that there should be consistent involvement, shared decision-making and a spirit of continuous engagement, which leads to successful improvement in the school. This opens a safe space for life-long learning and continuing professional development to sustain leadership.

Participants HoDA, HoDB, HoDC, HoDE and HoDG stated that the SMTs could consider school values, mutual trust and respect to co-create a pleasant and collegial school climate that is better for school improvement. In this way teachers may adopt the habit of discussing their work and matters with one another and spend time discussing what they learn in their workshops in the quest for new knowledge. In doing so, discourse about teacher leadership and the sustainability thereof, becomes a collective work.

HoDF and HoDH indicated that if SMTs and DEMs support a healthy environment with open communication channels where teachers help each other and participate in school-wide decision-making through a variety of teams and communities because it may benefit the school and the learners. HoDE made the following statement in this regard:

“The close relationship between stakeholders is common in my school, we prepare scheme of work with subject teachers whereas, with SMTs it is once a year while we do not meet the DEMs at all”.

However, other stakeholders are not fully involved.

TFGA 2, 3, 5, TFGC 3, 6 TFGG1, 2, 4, emphasize that the principal is reluctant to encourage staff members to take the lead to make appropriate decisions by engaging stakeholders and teachers in conversation. This discourages opportunities for feedback and disheartens them to have a stake in decision-making, in order to improve teaching and learning practices with the aim of increased student learning.

TFGB 1, 6 TGF4 4, 6, and TFGE 6, 9, 10 mentioned that practicing active collaboration is limited in shared decision-making when teachers work together with SMTs without DEMs. Working collectively engages teachers in acquiring new skills, experiences, and rich information of higher quality than working in isolation. Positive teamwork benefits schools, because when stakeholders work together, they are better able to bring about shared expectations and high standards for the benefit of all learners (Leithwood & Reihl, 2013).

Participants TFGB 1-10, TFGD 5, 7, TFGF 2, 4, 5, TFGG and TFGH 3, 6, indicated there was a strong indication that they did not know the vision and mission of the school at all, but that they would appreciate the opportunity to be a part of it. They are generally disheartened and feel that they are demoralised in their teaching.

From the responses, it was evident that teachers aspire to cooperate in learning and mentioned that they would like to be part of the decision-making processes in their schools while experiencing ownership and sharing responsibility for learner achievement and school success.

However, three schools out of four in Berea district were performing duties regarding their daily school activities without a clear vision of the school. Two schools out of four

in Maseru district do not involve parents or even teachers to participate fully in the articulation of the vision and mission of the school. Although teachers and parents' views are sometimes acknowledged regarding the articulation of a vision and mission, their inputs are often discarded when final decisions are made by school leaders.

Lulfs and Hann (2013) as well as Marzano (2013) state that the development of a shared vision and understanding strengthen teachers' and school leaders' ability to develop effective learning and teaching strategies and to collaborate rather than to compete. Ensuring opportunities for interpretation in the local school context will help teachers and school leaders gain ownership of the vision and engage with efforts to manage change which may result in sustaining leadership within the school. These ideas help to create a common focus and builds a shared understanding of what it takes to move the school forward. Consequently, it is necessary for schools to establish and specify the school's direction with the participation of all concerned while ensuring that these expectations and guidelines are shared so that it be regarded as an indication of what the schools wish to achieve.

5.5.1.4 Sub-theme: Teacher Autonomy

Teacher autonomy signifies the professional independence of teachers in schools, especially the degree to which they can make autonomous decisions about what they teach to learners and how they teach it (Emad, 2014). Additionally, teachers who are not perceived as autonomous will not have the freedom to execute their responsibilities to the best of their abilities, because of the resistance or challenging behaviour they experience from their leaders. Teacher autonomy is essential for ensuring a learning environment that addresses children's diverse needs. Notably, teacher autonomy is a socially constructed process, where teacher support and development groups can act as teacher learner pools of diverse knowledge, experience, equal power and autonomous learning (Edward & Gammell, 2016). However, teachers demonstrate their teaching abilities according to the designed curriculum which restricts their autonomy (Wermke *et al.*, 2019).

Participants (DEMB and DEMM) indicated that teachers that require autonomy are the ones that seem independent and who ensure that teaching and learning take place without any prescribed instruction from authority. DEMM elaborated by stating that:

“They plan on their own and ensure that the delivery of the curriculum within their classes is done properly. They also ensure that every work that has been done is done as required. As a result these teachers require more support to function optimally”.

Participants (PA, PB, PD and PF) revealed that they encourage teacher autonomy, but within academic constraints, such as making notes at the end of the lesson and evaluating them, after which they are given the opportunity to develop their own autonomy by observing each other to give feedback. This implies that they engage in peer observation aiming at developing the self and others.

Participants (PC, PG, PE and PH) concurred that they do encourage teacher autonomy in their school. Teachers must take an active role in balancing the need to make choices based on their own expertise with the positive effects of collaboration. Consequently, PE confirmed stating that:

“I set minimum guidelines while I monitor the classes and provide guidance. I should know what they are doing in order to produce good results as a team. However, I never tell them what they should do it is for them to decide. I try to focus on the big picture and support teachers where it’s required”.

Teachers in autonomous environments become more aware of their roles as teachers and delightedly partake in trusting relationships as they transform their learning environment and effect positive changes. Organizational success requires a focus on aspects of teacher autonomy such as capacity, freedom and responsibility in carrying out their professional activities (Gunter, 2012). In addition, they require creating a collaborative learning environment such as empowering teachers to share knowledge and building everyone’s capacity to lead (Kormla, 2012).

Participant (PE) indicates that currently they are introducing a level called Advance Subsidiary (AS). This is a qualification higher than Form E or Lesotho General Certificate of Secondary Education (LGCSE). These latter indicated qualifications prepare learners aged 16 to 19 years who need advanced study to prepare for university of higher education (Taylor, 2013). It is introduced because they are aware that their learners, especially those who want to follow courses such as medicine, would be asked to do the bridging course when they venture outside the country.

(HoDA1 and HoDE5) mentioned that teachers have freedom because they make decisions with their department, they participate in different departmental meetings to make suggestions regarding innovations in terms of implementation plans for learning. They do have freedom although they communicate it with the principal. Stating thus,

“Our principal allows us to decide in our departments concerning different materials that we need but at the end of the day we have to report to him – he just wants the feedback on any curriculum implementations or resources used (HoDE5)”.

HoDB2, reported,

“As a head of department, I am a link between the principal and the teachers therefore I want to believe that my responsibility is limited especially in my department because the principal is the one who makes conclusions”.

HoDD4, explained further by stating that,

“I do not think I have that much autonomy because most of the things are done by the principal even if I have to do something the conclusion comes from the principal”.

HoD4 elaborated,

“For example, if we want to hold a debate with other schools if the principal does not give us a time to do that, we end up not doing it because is the one who has the final word”.

Leaders must believe in the capacity of teachers to carry out tasks and responsibilities and strengthen teacher autonomy, because autonomous teachers work with their learners openly in an attempt to stimulate learning whilst fostering accountability. Autonomous teachers continually search, in collaboration with their learners, for better answers to different problems inevitably arising in developing and re-interpreting learner autonomy (Furlong, 2013). Learner autonomy is when students take control and responsibility for their own learning, both in terms of what they learn and how they learn (Little, 1991).

Participants (TFGA 2, 3, 4 TFGD 1, 4 TFGE 5, 6 and TFGH 2, 5) indicated that they have complete power to lead the class, delegate some duties to monitors, they have control in their classrooms and they make curricular decisions in line with the school regulations in which learners’ part-take actively. Although they are free to exercise

autonomy within a class environment, they are still controlled by more senior teachers because they must report to management for overall and final scrutiny.

TFGE 5 stated that,

“Laws and policies sometimes limit our autonomy because we are allowed to teach according to the curriculum and not allowed to further our studies no study leave provided by our Ministry of Education and Training”.

Evident from the participants' responses is that limited consultation and permission dwindle teachers' opportunities to conduct themselves in an autonomous manner. Three schools out of four in Berea district do not practice teacher autonomy, because the principals make the final decisions and there is very little leeway in-between. In Maseru district three schools out of four encourage it, but within academic limits while one teacher indicated that autonomy is exercised within the classroom.

Principals should consider that teachers, who experience limits regarding autonomy, become mechanical in their actions. Principals disallow teachers to go beyond their classrooms to exercise their autonomy to develop institutional knowledge and flexibility (Gunter, 2012). Importantly, leaders should strengthen teacher autonomy, because it recognizes that teaching is always contextually situated and enables them to work collaboratively towards addressing limitations and transforming such confines into opportunities for change.

The basic premise here is that teachers are best placed to develop their own teaching, in order to better the learning experiences of their learners, whilst they (teachers) want to feel valued in terms of their contribution to learning and decision-making, among others. Teacher leaders, in autonomous collaboration, become aware of their roles as leaders (Lennert da Silva & Mølsted, 2020). As such, they reflect independently and critically react upon their beliefs, be they chosen or unchosen, whilst enjoying a range of meaningful life options from which to choose, upon which to act, and around which to orientate and pursue educational projects” (Reich, 2002 as cited in De Klerk, 2014). To ensure that teachers enjoy autonomy as indicated by De Klerk (2014), schools should motivate teachers to be involved in decision-making, whilst allowing them to participate, interact and build on experience (*cf.* 2.1; 2.4; 2.4.2).

5.5.1.5 Sub-theme: Support and Motivation to sustain leadership

A need for training in leadership is usually accompanied by a lack of support. This might be one of the main reasons why it is so difficult for leaders to share leadership roles within schools (MoET, 2009). DEMB1 made the following statement in this regard:

“SMTs consists of people who also need to be trained in leadership skills, as they share leadership responsibility in a very minimum extend. For instance, lack of accountability which leads to mistrust”.

Teacher leadership is not school administration and the two should not be equated. Leadership entails the well-being of the team and motivates them, while administration involves ensuring that the team meets its goals and they have all the resources to do so. DEMs and SMTs should work together to ensure that they provide training sessions for SMTs and teachers which may be beneficial to the school in terms of collaboration, participation and decision-making, among others. They should engage in a form of leadership practice that may sustain leadership within the school (Avolio, 2011).

DEMM added,

“We hold meetings with principals in leadership skills requirements and guide them in leadership processes, so that they are able to execute their daily work properly not necessary focusing on sustainable leadership”.

DEMs are not only needed for their support and guidance, but for the knowledge they offer. Such knowledge refers to aspects such as professional judgement, trust and ethics (Sachs, 2001 as cited in Lundström, 2015). In this regard, DEMs would foster pedagogical autonomy (Eden, 2001 as cited in Lundström, 2015) by not interfering in teachers' acts whilst they assume that teachers are fully competent in their work. As such, the knowledge of DEMs can influence the leadership approach of the leaders, as well as the level of acceptance by the staff. DuFour and Mattos (2013) advise that leaders must support and motivate teachers to create a decision-making process that is inclusive and promotes an environment of collaboration among all members through the PLCs' processes, in order to sustain leadership in schools (DuFour & Mattos, 2013).

Participants (PB2, PC3, PD4, PF6, PG7 and PH8) confirmed that the advice and knowledge of the DEMs can provide schools with learning materials, resources to equip teachers with knowledge, encourage them to attend workshops and obtain the information required to be able to sustain leadership in schools.

In the same way, PC3 mentioned that providing resources to teachers engage them in decision-making, in order for them to achieve their educational needs. In doing so, DEMs should provide in-service programs for leadership to ensure sustainability of teacher leadership.

Participant PA1 voiced her view as follows:

“As principals we must communicate regularly with our teachers and encourage them to participate in school activities. Although they are many challenges we try our best to do that. Resources, for instance is not always readily available, therefore we cannot always give people incentives for their commitment”.

Participants (DPA1, DPB2, DPC3, DPD4, DPF6 and DPG7) mentioned that they have dialogues with teachers to determine their strengths and weaknesses. They then plan together to find possibilities to educate teachers how to convert their weakness into strengths. The development plans are implemented and regular monitoring takes place to keep track of teachers’ progress. In this way, they ensure that teachers do have a voice and assist them to do things on their own – thus, helping teacher to grow towards becoming autonomous.

Leaders must engage teachers in PLCs that signifies teachers working collaboratively with colleagues within a work environment to impart knowledge or skills to sustain leadership in schools (DuFour & Fullan, 2013). Participants (TFGB 1-10, TFGD 1-7, TFGG 1-7, TFGH1-10) indicated that they hold meetings, discussing issues concerning teaching and learning.

Participant TFGB mentioned,

“Most of the time we are on our own, SMT provide a very little support to improve teachers on leadership roles”.

It is the responsibility of DEMs and SMT to provide support such as professional learning and developmental opportunities to teachers in order to develop and enhance their leadership abilities. Unfortunately, four schools in Berea district indicated that

they do not have any support systems to develop sustainable teacher leadership in schools. Even in Maseru district, four schools do not have a mechanism to sustain teacher leadership. Teachers who play the catalytic role feel secure in their own work and have a strong commitment to continual improvement and sustaining of leadership in their schools, if supported (Avolio, 2011). Teachers play the role of catalyst by supporting and motivating their learners and colleagues (Cebeci & Yildiz 2017).

Additionally, SMTs require leadership skills training, in order to sustain teacher leadership in schools. Most of the participants agreed that the acceptance of a leader and the support that they need to receive, should engage teachers in professional learning (*cf.* 2.6; 2.6.3; 2.6.4).

PLCs support changes in their practice relevant to sustain leadership within the school context. A PLC continuously updates teacher skills and knowledge, building twenty-first century skills, such as critical thinking, solving problems, collaboration and communication, which requires a significant rethinking of education and ensuring quality education for all learners (OECD, 2011). As a result, teachers at all levels are asking how they can assist learners to develop ownership of their learning, allowing them choice and flexibility in terms of their learning environment, so that they can be able to empower learners and the school to sustain leadership. A possible answer to the afore-mentioned question may be found in the importance of teacher empowerment, but such empowerment should be supported in the school context (Tam, 2013).

5.5.1.6 Sub-theme: Teacher Empowerment

Participant DEMB, agrees that teacher leadership empowerment in schools need support. He further states that:

“We hold workshops to empower teachers with knowledge in leadership skills. Because a lot of changes occurred in education syllabi need to be updated. For example now we have Grades and Lesotho General certificate for secondary schools (LGCSE) such changes need to be trained for”.

Participants (PA1, PB2, PC3, PE5, PF6 and PH8) indicated that they support each other as a team by being familiar with the syllabuses, scheme of work, and text books and collaborate with other teachers of the subject.

Participant PE5 made the following statement in this regard:

“Although we have limited resources, we work with subject teachers to find ways to improve teaching instructions even if there are no teaching material to use in the classroom we also encourage team-teaching”.

Participants (TFGA 1-6 TFGB 1- 10 TFGC 1-7 TFGF 1-7 and TFGH 1-6) stated that they attend departmental workshops within the school, hold meetings and work as a team, and sometimes the school invites motivational speakers to address them.

However, PD4 and PG7 mentioned that they do not have any system in place at their school which broadened teachers’ skills and as a result, teachers do not feel empowered. In this regard participant TFGD 1-6 claimed that:

“Teachers are not encouraged to seek professional development opportunities such as to further their studies”.

TFGB1 elaborated:

“SMTs do not develop our teacher leadership skills because even in the school vision teachers are not involved, we just see it written on the wall without our contribution”.

Participant TFGG 1-6 further indicated that:

“SMTs do not empower teachers to be leaders they do not appreciate performance of teachers regarding good results for external or internal examinations, it is done according to favouritism. This is unfair”.

Most participants indicated that teacher empowerment does not feature high on the agenda of their SMTs and that it is not only about attending workshops or working as a team. Five out of eight schools: two in Berea district and three in Maseru district, do not create developmental opportunities with clear expectations, such as meeting with teachers to discuss educational changes or how they can benefit from participating in PLCs to network with other colleagues.

However, three schools support PLCs: two in Berea district and one in Maseru district. SMTs and DEMs must create time for teacher leaders to develop interdependent

teaching roles, give teachers a voice in decision-making and foster opportunities to expand their expertise that leads to teacher empowerment. Thus, when teachers are empowered in terms of their leadership skills, they may be positioned to lead the school through collaboration whilst implementing best practices (Stewart, 2013). In addition, teachers are viewed as leaders when they contribute to school reform or leadership succession and when they influence others to improve their professional practices (Katzenmeyer & Moller, 2011).

Moreover, empowered teachers have an obligation to become leaders for change in their school districts - their roles as teachers are, therefore, extended beyond the obvious instructional duties. By empowering teacher leaders, they are given opportunities to be creative and share their specialized knowledge, experience and expertise with other teachers. Needless to say, the aim would be to support school development at different levels (*cf.* 2.8.1; 2.8.2; 2.8.3).

5.5.2 Main Theme 2: Policy Imperatives

Theme two is parallel to the second research question – *“Which legislative and policy imperatives exist that relates to implementing teacher leadership in Lesotho high schools?”* The participants were asked to describe their experiences regarding legislation and policy, relating to the implementation of teacher leadership in schools.

5.5.2.1 Sub-theme: Policy regarding teacher leadership

The responses reflected that no policy imperatives exist, regarding teacher leadership or plans to transform schools into organizations that support teacher leadership. It is the responsibility of DEMs, SMTs and teachers to see to it that policies and practices regarding teacher leadership are put into effect, as teacher leadership can play a pivotal role in increasing improvement in schools and leading the way to effective teaching and learning.

DEMB1 indicated that,

“We encourage stakeholders to buy and read Lesotho Education Act, (2010) we discuss it with school boards to put teachers into action within the school with the

hope that they will disseminate goals and policies to all stakeholders because some members of the school board represent the community in the school.”

Participants (PA1, PB2, PC3, PD4, PE5, PF6 and PG7) stated that there is no existing policy regarding teacher leadership in Lesotho high schools.

Participants (DPB2, DPC3, DPD4, DPF6, DPG7 and DPH8) mentioned that no policies exist, as not all policy developers are always on board to partake in formulating it.

Participants (DPA1 and DPE5) reported that in the absence of policies on teacher leadership, principals are left with the responsibility to encourage teachers to be team-players and to initiate leadership activities for teachers in schools.

Participants (HoDA1, HoDB2, HoDC3, HoDD4, HoDE5, HoDF6, HoDG7 and HoDH8) stated that policies on teacher leadership are non-existent in schools.

Participants (TFGA 1-7, TFGB 1-10, TFGC 1-7, TFGD 1-7, TFGE 1-7, TFGF 1-7 and TFGH 1-6) indicated that no policies and practices exist that is implemented by the Ministry of Education and Training (MoET) that support teacher leadership in schools.

Moodley (2014) asserts that teacher leadership can be described as a model of leadership in which teaching at various levels within the organization, can lead. The most important idea supporting this perspective is that teacher leadership is not an individual position, but rather is a group process in which a wide range of people can participate. Implementing and ultimately sustaining teacher leadership through policy and practice is a most valuable resource for schools, as teachers are able to maximize their impact on learning by extending their skills and expertise beyond their own classrooms (Berg *et al.*, 2014).

Countries including Finland, Belgium-Flanders, Austria and England identified “teacher leaders” who usually have been successful in their own schools and are in the position to support other local schools, become involved in an even wider network of creating opportunities for teachers in developing their education systems. In so doing, school evaluation and policy development opportunities are created, teachers engage in school-to-school networks to share expertise and teaching resources and spread innovation and support strategies, in order to sustain teacher leadership (OECD, 2016). Such practices indicate a democratic and participatory decision-

making process in schools and offers the possibility of, and opens the space for, the emergence of teacher leadership.

The afore-mentioned information is relevant in that Lesotho can learn from the indicated countries. Lessons to be learnt are in terms of leadership development practises and how the MoET can develop their policies to be in line with international education systems.

5.5.2.2 Sub-theme: Policy regarding leadership succession

Participants (PA1, PB2, PC3, PD4, PE5 and PF6) responded that there is no policy regarding leadership succession in Lesotho schools. Participant PD4 stated that:

“There is no clear policy on that, but the outgoing principal is given a chance to recommend a teacher that has qualities of becoming a principal, based on experience, knowledge, understanding of supervision and management”.

PG7 and PH8 indicated that leadership succession is not addressed by the MoET, as a result, it is not implemented and not practiced as a clear policy is non-existent.

Participants (DPA1, DPB2, DPC3, DPD4, DPE5, DPF6, DPG7 and DPH8) reported that there is no policy regarding leadership succession that they could refer to when someone vacates a post and an appointment procedure is followed.

Participants (HoDA1, HoDB2, HoDC3, HoDD4, HoDE5, HoDF6, HoDG7 and HoDH8) were of the same view that no guiding principles from MoET exists, in order to sustain teacher leadership in their school that leads to leadership succession.

According to participants (TGGA 1-7, TFGB 1-10, TFGC 1-7, TFGD 1-7, TFGE 1-7, TFGF 1-7 and TFGH 1-6), a leadership succession policy is a scarce commodity in Lesotho schools and reiterated that they have learnt to trust the leadership in the school to make the ‘right appointment’ after someone has vacated an office. Participants TFGD 1-7 emphasized that,

“Currently we do not see this one existing because after five years, the principal have to vacate the position and go back to the previous position held before being a principal in that way, we cannot see leadership succession happening in a systematic or structured way”.

It is significant to every school to consider the effectiveness of continuous improvement of developing teacher leaders to fit into leadership succession plans in schools such as talent development and retention of high-potential teachers within the school (Donner III, Gridley, Ulreich & Bluth, 2017). Thus, if teachers would be involved in leadership activities and policy making, the quality and impact of leadership succession in schools may improve.

NNSTOY (2014) contends that active involvement of teachers at all levels and within all domains of an organization is necessary, if changes are to take hold. Schools and districts benefit from the teachers' knowledge and access, and learners benefit from having practitioners advocating for realistic education policies and implementation (Christensen & Raynor, 2013). It should be an expectation that teachers, DEMs, policy makers and SMTs work together with clear ground rules and open communication to develop and implement a cohesive vision of education and teaching careers, in order to sustain leadership succession in schools (Petrie, 2011). NNSTOY recognize that one of the important aspects of leadership is getting others to share their views with policymakers.

Countries such as the Netherlands, Slovenia and Croatia encourage and support collaboration among staff members. For example, teachers participate on team teaching, share teaching resources and learning collaboratively. These are a few examples of how the mentioned international education systems aim at enhancing leadership succession. The MoET in Lesotho can learn valuable lessons from their internal counterparts in terms of cross-school networks and digital platforms to support a culture of collaboration in the teaching profession (*cf.*3.2.2.1). Furthermore, teacher leadership in countries such as Australia, United Kingdom and Belgium have revealed a richness of benefits of teacher leadership in sustaining leadership succession in schools (Grant *et al.*, 2011; Katzenmeyer & Moller, 2011). These include the strengthening of the school organization, promotion of teacher leadership and school improvement. The latter activities may enable teachers to share their perspectives and expertise with policymakers which may result in an increase in teachers' voices being heard and their influence in educational policy acknowledged (CSDE, 2015).

5.5.2.3 **Sub-theme: Coherent Policies**

Engaging a broad range of stakeholders in meaningful dialogue may help achieve coherence and sustain leadership succession over time, provide status recognition and open new opportunities for teacher leaders (Taylor *et al.*, 2011).

DEMM 2 indicated that,

“We ensure that as the governed body with the principals the policies are understood and that principals will be able to distribute information, communicate the policies directly affecting everyone in the education systems including parents, communities and school teachers so that they are all informed of the function of these policies”.

DEMB1 indicated that,

“We have Lesotho Education Act, (2010) and teacher’s regulations without stipulating which legislation and policy practices exist that encourage professional competences, building capacity and autonomy to teachers”.

DEMM 2 added that,

“Lesotho Education Act, (2010), Teaching Service Regulations 2002 as well as school Supervision and Management Regulations of 1988 of which it is old it needs to be revised”.

Generally, principals stated that no guiding principles exist that highlight the key policy to support teacher autonomy in schools. Participants (TGGA 1-7, TFGB 1-10, TFGC 1-7, TFGD 1-7, TFGE 1-7, TFGF 1-7 and TFGH 1-6) mentioned that there are no policies used to promote teachers from a lower rank to a higher rank. Participant TFGA 1-7 further stated that,

“Ministry of Education and Training does not provide us with study leave to further our studies”.

The responses revealed that policies regarding teacher leadership that leads to leadership succession are non-existent in Lesotho schools and the Education Act, (2010) is regarded as outdated and in need of revision. In particular, the act does not stipulate which legislations and policy practices exist that encourage professional competence, capacity and teacher’s autonomy, even to promote teachers from a lower rank to a higher rank.

MoET Circular notice no. 24 of 2019 (Kingdom of Lesotho, 2019) indicates the following:

“To enhance professionalization by recognizing the need for development of competences required for teaching and leadership positions” (Section 2.2(e));

“Vertical progression shall enable teachers grow as per the organizational hierarchy to management/leadership positions in the teaching service” (Section 2.8.1);

“A secondary teacher provides instructional leadership, mentorship and staff development services to a number of teachers within an area of assignment” (Section 2.10.2(e)); and

“The Ministry of Education and Training will develop; support and run a comprehensive annual CPD programme for teachers both those in leadership positions and those in the classroom” (Section 3.1(c)).

This document indicates that the regulations in the document were to be implemented as from 01 April 2020, but that the participants did not mention anything regarding the implementation of the circular. I speculated that principals might be aware of the document, but that there is uncertainty if the content thereof had been communicated to teachers and SMTs.

Botha (2015) suggests that the greater the participation of teachers in decision-making, the greater the productivity and organizational commitment to the improvement of the school that leads to coherent policies. Participation in school decision-making within teacher leadership practice, requires a school context and culture, which is supportive, collaborative and collegial through effective communication among them (Beycioglu *et al.*, 2014). This opens a safe space for life-long learning and continuing professional development to sustain coherence policies (Katzenmeyer & Moller, 2011).

Involving stakeholders to increase policy coherence is a recommendation from European stakeholder countries, such as Romania and Netherlands who consider comprehensive strategies to raise the quality in the teaching professions to include teacher leadership, and attractiveness of teacher autonomy at school, covering such aspects as teacher competence, qualification requirements, as well as a continuum of teacher education. They also recommend a critical review of policies on teacher leaders in line with any major changes to curricula and the school organization (OECD,

2016). In terms of international policy practices, implications for the Lesotho education system is that this country's policies need to be revised to align with international policy standards.

The discussion on how policy coherence can help inform policymaking towards pursuing sustainable teacher leadership and leadership succession in schools, is a crucial factor.

5.5.3 Main Theme 3: Teacher Leadership as transformational activity

The researcher connected theme three to the third research objective – *“How does the SMT, DEMs and teachers perceive leadership succession and teacher leadership as transformational and sustainable leadership strategies to influence leadership succession in Lesotho high schools?”*

5.5.3.1 Sub-theme: Teacher leadership as transformational endeavour

The literature indicates that teacher leadership is transformational in nature, focusing on changing the culture of the school and developing its capacity to innovate and bring about school improvement and learner achievement that sustain leadership over time (Grant *et al.*, 2011; Katzenmeyer & Moller, 2011; Warrilow, 2012).

DEMM2 confirms that,

“Teacher leadership would assist our schools very well; I believe that it can bring change in schools if practiced well because it encourages leadership roles and the involvement of teachers in decision-making. Our schools can definitely benefit from that practice”.

Generally, principals in this study stated that teacher leadership is a powerful tool to fulfil a variety of leadership roles in their school, if practiced. Such roles refer to heads of department, deputy principals and subject coordinators, among others. As a result, DEMs and SMTs should plan for and facilitate purposeful continuous professional development for teacher leaders, in order to sustain leadership in schools.

PB2 indicated that,

“As principals we have to develop effective leadership characteristics and understand that we have to model what we want to see in others. In that way we can make teachers aware of their changing roles as leaders within the school”.

DPH8 mentioned that,

“I foresee that teacher leadership creates opportunities for leadership succession which is not practiced in our schools”.

Participants (TFGA 3, 5 TFGB 1, 2 TFGE 4, 6 and TFGH 6) perceive teacher leadership and leadership succession as important strategies to improve their schools. However, teacher leadership and leadership succession were not adequately practiced or are non-existent in some schools.

TFGF 2 elaborated further by saying that

“We have different talents to use in the building of our school, if I excel somewhere, I can be a leader there, so leadership can be shared among staff members not focused on the principal”.

From the data, it appears that teacher leadership and leadership succession, if applied, can bring an important lasting change to the school. However, two schools out of eight partly practice teacher leadership by working together, but not towards leadership succession. Schools should practice teacher leadership that leads to leadership succession as a transformational activity because teacher leadership creates opportunities for teacher learning and development for both teacher leaders and their colleagues, encourage others to improve their professional practice (Harris & Jones, 2019).

Teacher leaders seek opportunities for growth and, therefore, continuous improvement must be clearly defined in the school’s teacher leadership development plan. More importantly, teachers and teacher leaders must see school administrators modelling the expectation of ongoing continuous improvement. For teacher leadership to be successful and remain as such, continuous improvement is imperative. Teacher leadership is strengthened through continuous improvement, because it is an ongoing process. Therefore, DEMs, SMTs and teachers must realize that teacher leadership that leads to leadership succession is strengthened in schools and applied over time

(Forbes, 2014). This implies that teachers should regularly experience commitment and ownership whilst engaging in continuous dialogues regarding their own teaching practices, opportunities for personal development as well as contributing towards change in schools (Ahmed & Qazi, 2011; Cook, 2014; Kilinc, 2014).

5.5.3.2 Sub-theme: Positive change in schools

Leaders should set the tone for change and act as role models and encourage support in schools. This can be done by creating opportunities for organizational change which would include changes in policies as well as fostering change in terms of personal professional development (Keevy & Perumal, 2014). Responses reveal that positive change builds a support network that allows stakeholders to learn new skills and exercise their creativity in ways that benefit the school and increase commitment.

DEMs indicated that,

“We organize events such as awarding schools that perform well to get them together to share ideas and come up with strategies to use, to and assist other schools to put the ideas into practice. We also honour principals and teachers for good work. As well as ensuring that principals buy education laws and regulations to ensure that the schools are stabilized”.

DEMB1 states that,

“We expect the principals to oversee their schools with the expectation that they will disseminate the information within the school”.

DEMM 2 elaborated that

“However, when teachers talk you realized that some principals do not share or help develop their vision within the school”.

Participants (PA1, PB2, PC3, PD4, PE5, and PF6) indicated that they provide short courses for teachers to help them on how to use Information and Communication Technology. Such courses help teachers in terms of digital literacy skills as well as electronic sharing of information.

PE5 states that,

“Committed relationship, development of teachers’ skills and effective communication with staff may be more likely to maintain sustainable leadership”.

Participants (DPA1, DPB2, DPC3, DPD4, DPF6, DPG7 and PDH8) mentioned that they organize educational programmes with educational institutions to assist with skills development of teachers, HoDs and principals. Another fundamental area of training includes teacher leadership development. The participants further indicated that they also hold regular meetings with HoDs to discuss matters pertaining to workload, allocation of classes, subject specialization and curriculum activities. DPE5 further elaborates that,

“We used to have what we call team leadership building where we invited educational experts to help SMTs on how to delegate, inspire and communicate expectations and progress among teachers. Furthermore, provide support in leadership in order to maintain teacher leadership within our school”.

Participants (TFGA 1-10, TFGC 1-6, TFGE and TFGH 1-7) reported that there is allocation of free afternoons, once a week for departmental meetings, where they scheme, solve problems and share ideas regarding their subjects. There are also workshops that can help teachers with strategies to facilitate learning or address whatever issue concerning teaching and learning. Activities of this nature are done by National Curriculum Development Centre subject specialists. Sometimes schools invite motivational speakers to inspire educators and learners, whilst opportunities for celebrating individual achievements as well as learner performance are celebrated.

The responses above showed that leaders tried to generate a positive effect to practice teacher leadership in schools. It is important to leaders to take effective major steps, in order to practice teacher leadership, because the literature emphasizes the importance of continuous professional development to sustain leadership in schools as a whole staff component, which includes formal and informal leaders, as it unifies staff in working collaboratively towards attaining a shared vision and purpose (Avery & Bergsteiner, 2011; Katzenmeyer & Moller, 2011). Continuous professional development helps teachers to continue to not only to be competent in their profession but also excel in it, ensure that knowledge and skills stay relevant and up to date (Darling-Hammond, Hylar & Gardner, 2017).

According to Widhalm (2011), teacher leadership focuses on creating positive changes and is a model of leadership premised on the principles of professional collaboration, development and growth, in order to sustain teacher leadership and leadership succession in schools. In that way it emphasizes a collaborative approach rather than the action of one person, which is supported by a transformational approach. This type of leadership requires leaders who can adopt to change while working collaboratively with stakeholders.

Leaders need positive change in schools, such as a shift from a traditional approach (autocratic), to a transformational. Transformational approach emphasises a collaborative approach by working with stakeholders rather than individually to improve the school and by being positive to actively sustain leadership in schools as stewards of the schools. Whereas Traditional approach fosters dependency on the principal as the sole leaders (Harris & Jones 2019). As a result, leadership of an organisation (school) cannot belong to an individual person but, it should be team based and collaborative.

5.5.3.3 Sub-theme: *Fostering sustainable leadership practice*

Sustainable leadership practice has a significant role to play in changing the leadership role and fostering leaders who can work collectively to address complex sustainability challenges (Forbes, 2014).

In order to maintain sustainable leadership practice, DEMs, SMTs and teachers must be innovative in all aspects of their work, including continuous professional development. DEMs indicated that,

“We encourage shared leadership and responsibility by having meetings with principals. This is done to ensure that they encourage their school teams, to share the policies of the MoET with the community so that it understands why other policies are in operation because we do not want everything in school to be done by one person which is the principal”.

Principals stated that by giving teachers different tasks to lead resulted in deep learning and distributing leadership and responsibility to teachers. In this regard, deep learning refers to teachers’ ability to think critically about and understanding

information regarding deep learning (Alt, 2015). This may motivate them to attend workshops, utilize available resources in their classrooms and convening meetings and engaging in various activities with colleagues at other schools.

PA1 elaborated further by saying that,

“This process of fostering leadership in schools is rare because the principals are not sharing their leadership expertise with teachers. Principals must develop effective leadership characteristics to promote teacher leader and understanding that they have to model what they want to see in others by practicing collaborative behaviour”.

Participants (DPA1, DPB2, DPC3, DPD4, and DPG7) reported that they have staff meetings where they sit together and plan and strategize for the year, and thus they work as a team and share ideas and opinions so that the school can be able to run smoothly. However, DPE5 indicated that,

“Fostering leadership practices should be a collaborative effort between SMTs and teachers for building teacher’s capacity to lead. If practiced well, it enables comprehensive knowledge or skill at all levels of the school”.

Participants (TFGA 1-10, TFGB 1-7, TFGC 1-7, TFGE 1-10, and TFGH 1-7) mentioned that SMTs consult teachers about the decisions they make as a whole and encourage teamwork, hold meetings to emphasize activities to be carried out, giving individual teachers an opportunity to address certain issues such as sports, time-table settings, entertainment and cleaning the environment, but not specifically on teacher leadership and leadership succession.

TFGD 2, stated that,

“Leadership succession and teacher leadership are important in schools even if they are not practiced. They can help the schools to maintain leadership practice also know how to build alliance and network with others to accomplish their work”.

The responses showed that leaders are not eager to foster sustainable leadership practices. Arguably, sustaining leadership practices is significant because leadership succession develops new leaders who can replace previous leaders when they leave or retire to enable a smooth leadership succession and schools create a culture of learning in relation to leadership succession (Gaikhorst, Beishuizen, Zijlstra & Volman, 2017). Leaders can consider the role played by PLCs, because it signifies teachers

collaborate with colleagues within a work environment to impart knowledge or skills to sustain leadership in schools (DuFour & Fullan, 2013).

The essence of PLCs is to focus on learning as a fundamental purpose of the school and to sustain leadership in the school, where leaders are willing to examine sustainable leadership practices in light of the impact on learning (Hunzicker, 2012). Therefore, it is important for DEMs to ensure monitoring and follow-up after meetings because some principals do not share information with teachers. DEMs must encourage teacher leadership practices in schools, share responsibility and a sense that brings all members together to sustain the leadership of others that leads to improved decision-making at the school and secures success over time (Botha, 2015).

5.5.4 Main Theme 4: Leadership Succession

The focus of theme four is to highlight the interrelatedness that exist between teacher leadership and leadership succession, as it applies to leadership of Lesotho high schools. Theme four shares a direct link with the third research objective. To establish this connection, the researcher focused on leadership succession, as it is believed that leadership succession for future leaders will need to be based on a coherent and connected set of learnings, which are consistent across time and space and to target teacher learning and leadership succession in schools.

5.5.4.1 Sub-theme: Stakeholders' shared vision

The literature revealed that countries such as the United States, Canada, Britain and Australia support programs that develop succession leadership, develop teacher talents, provide intensive support, and push teachers as fast as possible along the leadership pipeline towards the principal-ship and beyond (Rumsey, 2013). This is relevant to the Lesotho situation because Lesotho needs programs that will develop teacher talents and foster intensive support to lead teachers along the leadership pipeline.

One of the most significant events in the life of a school is when it undergoes a change in leadership. Therefore, the development and succession of leadership in a school is

in the hands of the DEMs, SMTs and teachers. DEMs indicated that they share a vision by engaging the principals to identify the values they wish to promote in their schools. They do that when inspecting the schools, because they want to encourage schools to have direction. As such, one of the best ways to secure successful leadership succession is to spread and stretch leadership across teachers now, and not just in the future, to distribute and develop leadership, so that successors will emerge more readily and take over more easily (Burns, 2013).

Participants (PA1, PC3, PE5 and PH8) stated that they usually include teachers, learners and staff when formulating a shared vision, without involving parents and the community, hoping that they are represented by the school board members.

DPA1, DPB2 and DPG7 mentioned that shared vision gives direction to the work of the school, if well practiced.

DPH8 elaborate further by saying that,

“When we work together as a team, we are neither working towards leadership succession nor having such in our minds. We just do it as a practice. We do not have that view of growing people in leadership in schools”.

Participants (TFGA 1-7, TFGB 1-10, TFGD 1-7, TFGG 1-7 and TFGF 1, 7) pointed out that they did not actually know what the school’s vision for teacher leadership was. They are usually not involved in formulating a school vision. Developing a shared vision is rare in schools. The vision is not really shared among stakeholders, nor do they come together for discussions regarding leadership succession and a clear written policy on the matter does not exist.

The responses above revealed that the interaction between schools and DEMs is limited as they have never seen a DEM in their school. DEMs must share the school vision with all concerned to ensure that schools have a vision that meets its objectives, such as leadership succession (Moodley, 2014).

In Lesotho most principals seem to be ignorant and reluctant in terms of a clear vision for their schools. When the researcher asked for their school vision, they failed to produce it. School leaders are expected to play a leading role in improving the quality of teaching and learning in their school, and working with stakeholders to formulate a shared vision regarding teacher leadership.

According to the Lesotho Education Act (Kingdom of Lesotho, 2010, Section 21) principals should be responsible for the organisation, management and day-to day running and leadership of the school, developing a shared vision around standards, is a significant element of a school leader.

Vision, mission values and objectives of the school are important; they should be written down and displayed so that they become a clear indication of what the school wishes to achieve (Avery & Bergsteiner, 2011).

Stewardship theory more strongly focused on collective goals than individuals goal (Schillemans & Bjurstrom, 2019), emphasizes leaders as stewards who take on the responsibility of caring for something on behalf of another person or group of people. Therefore, stewards do not have ownership of what they have the responsibility to take care of, but must, nevertheless carry out duties conscientiously since they have to render an account of what they do. Schools that fail to prioritize succession leadership end up experiencing a steady attrition in talent or retaining people with outdated skills (Burns 2013).

Therefore, schools should communicate effectively through a transformational approach to prioritize leadership succession.

5.5.4.2 Sub-theme: Communication through transformational approach

The top-down model of leadership has drawn criticism for its limitations and ineffectiveness in the school, because a lone figure at the top of the hierarchy is encouraged (Marshall *et al.*, 2011; Shiel, 2013).

A transformational approach, causes positive change in individual such as building support network as an ingredient for improving leadership succession, necessitates anticipated changes in the performance of school leaders and teachers' practices if leadership succession is to improve. School organisations play a critical role in the promotion of sustainable development of leadership and without their commitment, it is impossible to achieve the goal (Khumalo, 2019). PD4 emphasize that,

“Currently there is no clear procedure regarding leadership succession but the outgoing principal is given a chance to recommend a teacher that has qualities of

becoming a principal, based on experience, knowledge, and understanding of management”.

DEMB stated further by saying that,

“This type of leadership approach presents a support mechanism for organization (school) improvement and transformation in order to improve leadership succession in schools despite the fact that we do not practice it”.

Participants (PA1, PC3, PF6 and PH8) are on the same view that schools must encourage change, by shifting from the traditional approach (autocratic) to a transformational approach through developing changes in individuals in order to enable a smooth leadership succession.

PB2 elaborated that,

“Transformational approach empowers teachers, because they are allowed to exercise their abilities and to take risks”.

In countries such as the United States of America, Finland and Germany, the direct effect of teacher leadership practices that is provided by teachers, is very important in the process of enhancing leadership succession within each district (Beycioglu *et al.*, 2014). This is relevant to Lesotho because Lesotho has to consider teacher leadership practices in order to sustain leadership succession in schools.

Participants (DPA1, DPC3, DPD4, DPF6 and DPH8) indicated that they are working together as a team, but not towards leadership succession, because they do not have the training of teachers to be leaders in their schools.

Generally, teachers stated that leaders within the school environment need to shift from the traditional approach to a transformational approach through developing changes in individuals, in order to ensure leadership succession. However, leadership succession is not fully practiced, because when there is a vacancy, all teachers are free to apply.

From the data, leadership succession is not fully practiced, as there are no guiding principles from MoET to follow, regarding leadership succession. The best way to secure successful leadership succession is to spread and stretch leadership across teachers now, not just in the future. Additionally, to distribute and develop leadership so that successors will emerge more readily and take over more easily. Moreover,

leadership succession phenomenon requires careful recruitment, support and retention of teachers who are well prepared and qualified for the challenges they will face as administrators in their schools (Rumsy, 2013).

Leadership succession needs to include activities such as training and development to attract, extend, and keep the best staff at all levels (Taylor & Young, 2018). It needs to recognize that younger teachers are likely to change employers and careers several times during their working life (Hargreaves & Fink, 2012). Leadership is dispersed which offers a new challenge to schools as this is opposite to the traditional one-person leadership. To achieve this, teachers, SMTs and DEMs are required to work together and assist each other to overcome their concerns and experience collegiality especially, regarding leadership succession (Pillay, 2014).

Without effective leadership, no school or organization can be successful. In this way mutual respect, communication and trust is enhanced among them and leads to networking and building professional relationships in schools.

5.5.4.3 Sub-theme: Relationship-building networking and collaboration

The act of bringing about sustained cultural change and lifelong learning, comprises practices such as learning together with colleagues, collaborating with stakeholders, facilitating learning, growing and developing professionally in order to sustain leadership succession in the schools (Priestley *et al.*, 2012). The act of extending influence beyond the classroom comprises practices such as encouraging others to improve their professional practice, nurturing a culture of success and demonstrating teacher leadership professionalism (Demir, 2015).

DEMs indicated that they encourage principals to take authority and being an overseer, because they consider that teachers are expected to teach in schools, most of the time in the classroom, rather than being in leadership roles. DEMB elaborate by stating that,

“We inform the principals to note the positive changes especially in terms of curriculum which occur in schools. It is done with the hope that the principal will disseminate the information to the deputy principal, head of departments and senior teachers”.

Participants (PA1, PB2, PC3 PF6 and PH8) stated that they are working together with teachers, planning a school calendar such as term routines, annual routines, departmental meetings, school rules and policies and what they are going to do throughout the year. The latter activities are planned in such a fashion that teachers are allowed to add their views without considering leadership succession.

PD4 explain that,

“We network with teachers about curriculum organization according to Streams: Number on entry into school in each year as groups of 40 pupils (assuming 1 stream is 40 pupils) Class: Teaching group taken by a particular teacher. And Set: A teaching group (class 1 determined from pupils in a particular year according to a given attribute or ability, we work collaboratively with teachers and head of departments”.

Participants (DPB2, DPD4, DPF6 and DPH8) indicated that when they attempt to build teacher networks for collaboration, they are not working towards leadership succession. They discuss the duties and responsibilities of the staff members and how to attain a good curriculum organization. DPC3 elaborated further by saying that,

“We are working together as a team and we have what we call teacher appraisal and expect teachers to work hard in order to receive awards without taking into account leadership succession”.

Participants (HoDA1, HoDC3, HoD4, HoDE5 and HoDH8) mentioned that they sit down with teachers to discuss professional matters, ways of overcoming difficulties, helping particular pupils and team teaching, and attempt to come up with plans on how to strengthen their performance, without encouraging teachers to take the leadership role so that a teacher can develop professionally.

(TFGA, TFGB, TFGE, TFGF, TFGG and TFGH) reported that they network as teachers, discussing strengths and weaknesses concerning the responsibility of an individual teacher, brainstorming about how to teach and improving methods of teaching, as well as equipping colleagues with knowledge and skills. TFGC said that,

“We work as a team, devise delegation of authority, variation of teaching duties from year to year and assisting each other on the use of new technology, not towards leadership succession we do not have that view of growing in leadership”.

Leaders of change realize that in order to accomplish a collaborative leadership succession environment, they must involve all stakeholders in establishing the vision and developing a collaborative mind-set (Hargreaves & Fink, 2012).

The responses indicate that teamwork among DEMs, SMTs and teachers is limited. SMTs are working together with teachers, but not working towards leadership succession. This excludes ideas for leadership succession practice because after five years, when the principal has to vacate the position, teachers must hold their positions before becoming a principal. It is important to every school to see to it that they consider leadership succession in their schools, because leadership succession is a process for identifying and developing new leaders to succeed the current leaders, in order to sustain continuous successful leadership over time in schools (Burns, 2013).

In order to sustain leadership succession in schools, leaders must have a policy with clear procedures to follow. If change is to matter, spread and last, succession leadership must also be a fundamental priority of the systems in which leaders do their work, through networking and building professional relationships with a shared vision. Leaders who leave a legacy of succession lead the school with a long view, create a leadership succession, and pay the price today to assure success tomorrow, value team leadership above individual leadership and walk away from the school with integrity (Pillay, 2014).

However, teacher leadership may be important for sustaining leadership succession and for quality education at schools; there may be barriers to it.

5.5.4.4 Sub-theme: Aspects impedes the practice of teacher leadership

Teacher leadership is based on the sharing of leadership responsibilities (Pillay, 2014). Collaboration, communication skill and interpersonal skill are some of the core elements of teacher leadership (Kilinc, 2014). However, the principal and deputy principal, as members of senior management, were identified as the most significant barriers to the development of teacher leadership (Naidoo & Perumal, 2014).

DEMM confirms that,

“We have principals in schools who are not trained in leadership skills in their teaching profession. Therefore, it is difficult for them to motivate and encourage their colleagues to think about leadership positions”.

Participants (PB2, PD4, PG7 and PF8) indicated that: (a) there is a lack of communication, (b) limited interaction among teachers, (c) students have a negative attitude, and (d) teachers want to give up their responsibility. If there are no follow-up, teachers fail to execute their duties allocated to them such as planning and they need to be reminded to attend to their duties on a daily basis.

According to participant PE5,

“Insufficient time to collaborate, a lack of strong partnerships and lack of training for teacher leaders contribute a lot to impede teacher leadership”.

PA1 stated further by saying that,

“It could be lack of training when teachers are not well training and are unable to carry on tasks that are given to them. Lack of commitment and resources are also major problems”.

Participants (HoDA1, HoDC3, HoDD4, HoDF6, HoDG7 and HoDH8) concurred that if teachers are not given an opportunity to show their potential to lead and also being excluded in decision-making, they end up being reluctant to carry out their duties. The lack of appropriate leadership development opportunities for SMTs and teachers is a major debilitating factor that leads to a negative teacher leadership practice.

According to TFGA 1-10, teachers are held back from leading with confidence because they are not given the platform to lead.

“Teachers think that they are not suitable for the position and do not look forward to any leadership position. Often they do not see themselves as leaders and perceive leadership as someone else’s job”.

From the data, teacher leadership was affected by a lack of training in leadership and management by SMTs, so it is difficult for them to motivate their teachers to achieve the position of leadership (MoET, 2010).

It is important to those who hold a position of leadership to go through training so that they can help other teachers to be leaders, in order to sustain teacher leadership in schools. Notably, teacher leadership is premised on the sharing of leadership

responsibilities where leaders are defined by their abilities to build a strong and functional collaboration team.

This chapter links to the theories of this study (Stewardship Theory and Transformational Leadership Theory) that focuses on collaborative effort, offering leadership that implements collaborative practices rather than isolation (Razaee, 2016). Factors such as collaboration in professional learning environments, capacity building, shared decision-making and fostering teacher leadership practices which play an imperative role in changing the leader role and encouraging leaders to work collaboratively may sustain teacher leadership that leads to leadership succession (cf.5.5.1.1; 5.5.1.2; 5.5.1.3; 5.5.3.3).

5.6 SUMMARY

The purpose of this chapter was to present, analyse and interpret the empirical research that was done in Lesotho high schools. The main aim was to empirically determine the perception of the individual in-depth interviews conducted with the following participants: DEMs, principals, deputy principals, and heads of departments as well as focus groups of teachers of the eight schools.

The data emanation from these in-depth interviews and focus group interviews were subjected to thematic analysis and were presented in the form of the main themes. The findings were verified from the quotations from the interviews, as well as from the relevant literature.

DEMs and SMTs should foster a teacher leadership practice in schools that leads to leadership succession and fostering leadership development as a key element of sustainability, but it should be team-based and thus collaborative.

The findings confirm that teacher leadership revealed that teacher leaders facilitate learning and teaching for themselves and others, build effective communication among staff, and make use of opportunities to encourage positive change, leading to the improvement in schools by emphasizing others to lead. As a result, a school has to create a wider path and wider opportunities for sustaining teacher leadership in schools, as school leaders rely on teacher leadership to sustain the school and its progress.

Three schools seem to partly practice teacher leadership because they collaborate with teachers and SMTs, to the extent of not involving DEMs. They ensure that the management work collaboratively with teachers through having management meetings with principals, deputy principals, heads of departments and teachers within the school while the other five schools indicated that they are working as a team with other teachers. However, schools are not all working towards sustaining teacher leadership that leads to leadership succession.

Consequently, legislation and policies set in place do not ensure teacher leadership that leads to leadership succession in schools up to this point. Teacher leadership is a significant element in sustaining leadership in schools if schools and DEMs can play a crucial role in shaping the direction of teacher leadership programs and create a culture that supports the initiative.

The findings and conclusion of the study, together with appropriate recommendations based on empirical data, together with the theoretical findings of the literature study, follow in Chapter 6.

CHAPTER 6

DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

The preceding chapter presented the discussion of results on responses from DEMs, principals, deputy principals, heads of departments and teachers. The focus was on how leadership of high schools could use teacher leadership practices that lead to leadership succession when principals leave office due to retirement or ill health. Eight schools, four high schools in the Berea district and four high schools in the Maseru district in Lesotho were selected to participate in the study. The study was based on an interpretivist paradigm. Recommendations and conclusions based on the theoretical and empirical studies were discussed below.

6.2 RESEARCH FINDINGS

The findings were presented as they related to the four research questions below:

- (i) The sustainability factors that influence teacher leadership practices;
- (ii) Legislative and policy imperatives, which exist that relate to implementing teacher leadership;
- (iii) Perceptions of teachers, SMTs and DEMs regarding teacher leadership as transformational and sustainable leadership strategy and its contribution to leadership succession in Lesotho high school;
- (iv) Transformational change and sustainable leadership strategies as contributing factors that influence leadership succession;

6.2.1 What are the sustainability factors that influence teacher leadership practices?

Pertaining to the above research question, the following findings emanated from the study:

Capacity building is considered as fundamental for teacher leadership. Mullin and Jones (2008) assert that capacity building establishes confidence, trustworthiness, competence and is geared towards making teacher leadership possibilities a reality (Harris & Kemp-Graham, 2017). As a result, DEMs are instrumental in initiating capacity building strategies that would contribute to positive change in schools. To ensure effective changes in schools, Lesotho school leaders should implement effective strategies for school improvement that contributes to teacher leadership. Importantly, when engaging teachers in capacity building, it allows both the teacher and the school to perform at a greater capacity (Gunter, 2012; Harris & Kemp-Graham, 2017).

Participants' responses revealed that teachers have limited agency, especially over the discipline policy. Leaders should communicate with teachers about their agency over the discipline policy in their school, so that teachers can understand how to deal with students. Here Sen's (1999) fundamental belief is that individuals should understand agency and be visualized as agents, implying that teachers need to be capacitated to perform in the world, thus to do and to be. When teachers are capacitated, they would be able to exercise agency in relation to the discipline policy and autonomy in that, "agency is freedom to achieve whatever the person decides he or she should achieve" (Sen, 1985:203-204). Policies should be recorded so that they can be regarded as directives in terms of what schools aim to achieve (*cf.* 2.3.3; 2.4; 2.5). Teachers concurred that they have a limited agency as principals rarely practice distributed leadership in any decision-making process. This implies that school leaders are not eager to mobilise leadership expertise at all levels in the school in order to create more chances for transformation and capacity building (Harris, 2013). Additionally, SMTs indicated that their decision-making process is contingent on and influenced by the MoET. Holliday (2014) contends that principals have to consider teacher agency as a significant factor in building schools, because agency is not solely dependent on the principle that individual teachers bring something of value to their

practice, but it also necessitates shared development and thought in terms of teacher leadership (Holliday, 2014). Teacher agency can help bring about great improvements in a school, including extending the scope of leadership beyond what the SMT cannot achieve alone, and ensuring that teachers gain greater leadership over their work by building their relationship capacity to become collaborative change agents (Biesta, 2015). If teachers thus know how to do agency, they may be positioned to be agents (Biesta, Priestley & Robinson 2015; De Klerk, Palmer & Van Wyk, 2012).

It is therefore imperative that strong instructional leadership teams are built and in so doing, ensure that transformational leadership can enact significant change such as preparing teachers to be prime agents of educational change and empower them to be leaders for sustainability (Scottish Government, 2011). When education changes take place, instructional leaders will motivate teachers to take responsibility for realizing educational goals, whilst encouraging them to dedicate their efforts in applying school changes, accentuating instructional aspects, teaching approaches, and learning styles to improve the educational quality of the school (Hallinger & Lu, 2014). On the other hand, if school leaders would enact transformational leadership, they will enhance teachers' leadership performance and behaviour (Chun, Cho & Sosik, 2016; Dust, Resick & Mawritz, 2014).

Participants' responses confirmed that collaboration in PLCs seemed concerned in their schools, because DEMs meet with principals only with the expectation that the principals will disseminate the information within the school. However, this practice has proven to be problematic, because when they hear from teachers it is mostly shared that the information is not disseminated to teachers and at community level (*cf.* 2.6; 2.6.3; 2.6.4).

Furthermore, teachers indicated that SMTs arrange workshops related to their learning areas, but often they do not connect with teachers from other schools. It is important that DEMs and SMTs engage teachers in PLCs as working collaboratively, with a focus on content learning, assessment of learning and addressing barriers to learning to sustain leadership. This is important for learning processes, especially when sustainable leadership practices are evaluated against the impact of what teachers have been taught and what they have learnt (DuFour & Mattos, 2013; Hunzicker, 2012).

Moreover, PLCs support changes in teachers' practices and assist them to overcome difficulties and induce their motivation for transformation, all which should be relevant to sustaining a schools' leadership capacity. Subsequently, PLCs should continuously update knowledge and skills whilst building twenty-first century skills such as critical thinking, solving typical learning problems, collaboration and communication and require a significant rethinking of and ensuring quality education for all learners (*cf.* 2.6.1; 2.6.3; 2.6.4).

For PLCs to ensure sustainable leadership development, teachers should engage in genuine interface sessions such as open communication, sharing ideas with trust, showing respect and practically analyse and question practices and processes that stimulate a reflection of the self (Marzano, 2013). Moreover, for teachers to be successful within PLCs, they must have regular member meetings as part of their learning program. As such, teachers, SMTs and DEMs should be encouraged to collaboratively work to improve their school and utilise all possible opportunities to nurture progressive transformation in their school environment. As they model collaboration through PLCs and become active participants, teachers will probably engage in leadership development courses (Sullivan, 2012).

DuFour and Marzano (2011) contend that the reason PLCs are not persistently implemented in a variety of educational institutions (like schools) across the United States of America because the leaders have not developed the behaviour and mind-set to facilitate change (*cf.* 2.6.1; 2.6.3; 2.6.4). This is applicable in Lesotho schools because leaders have not developed their mind-set to model teachers towards leadership roles in their schools in order to sustain teacher leadership

Responses in the current study showed that in three schools out of eight, decision-making among teachers and SMTs is shared in that they motivate and inspire teachers, emphasizing a collaborative approach and fostering and developing team spirit. However, this is not done to the extent of involving DEMs. Typically, a shared decision-making effort involves stakeholders' working towards a shared vision and goal also in line with transformational leadership theory, which provides schools with directions and processes for quality improvement while solidifying a sustainable future (Burns, 2013).

Transformational leadership theory offers leadership that implement collaboration, opportunities for change and leadership development (Malloy, 2012). SMTs, teachers and DEMs must be cognisant that change is necessarily to create an environment that fosters collaboration. Thus, leaders, as agents of change, should understand that they must include all educational participants (parents, teachers, DEMs, SMTs) to realise the vision whilst more activities are implemented to develop a culture of collaboration and communication (*cf.* 2.9; 2.9.1; 2.9.3.). Additionally, findings revealed that shared efforts in decision-making with teachers seemed limited because in four schools, teachers mentioned that they collaborate with SMTs at the beginning of the year to review their work, so that they share ideas about how to improve it. In one school, teachers indicated that the only weakness is that at the end of a discussion, SMTs only pay attention to their preferred teachers.

It is important to invite and encourage teachers in decision-making to collaborate with them, because they should be able to transform the learning environment and effect positive change. Decisions are a pre-requisite for leadership succession (Sun & Leithwood, 2012). Leaders should not be influenced by personal feelings when considering and representing facts in decision-making, practices and customs that are commonly giving unfair treatment to one person or group at the expense of another.

Vangrieken *et al.* (2015) emphasised that teacher leaders in shared decision-making are expected to work together to bring the cultural change. Cultural change improves relationships and communication which are needed in schools. Consequently, in practice, teacher leaders strive to improve the educational and cultural environment of the school through motivating members of the school community to work in a professional manner to improve learning and teaching processes (*cf.* 2.3.1; 2.3.2; 2.3.3).

Responses from the participants revealed that teachers' experiences of autonomy in schools is very rare. DEMs indicated that a principal is expected to make decisions at the leadership level, because classroom teacher is not equipped in leadership skills. Whereas in four schools, principals encourage teachers' autonomy, by allowing them to be in charge of the classroom concerning pupils' welfare and be responsible that class report forms are properly completed for submission to the principal. Autonomy should, however, be within academic parameters and it must with consultation and

follow-ups. While three schools do not practice it, except one school whereby the principal does not encourage teacher autonomy at all. She said teachers go beyond their limits. Generally, teachers expressed the view that their autonomy is often limited by laws and policies, as they are given instructions and they seldom are afforded opportunities to engage creatively with other teachers, as well as initiate workshops and small projects that may potentially benefit fellow teachers.

Teacher autonomy and opportunities to lead were experienced as limiting, because teachers seemed to be confined to their classrooms for the duration of the school day. To develop teacher autonomy, leaders should consider it as a significant factor in the school. Inevitably, it leads to teacher leadership as it plays a crucial role in developing critically reflective beings who can turn constraints into opportunities for change (Kormla, 2012).

Teacher autonomy needs to develop organizational knowledge and flexibility outside the classroom in dealing with collaboration of teachers' expertise. It is the responsibility of the SMT, teachers and DEMs to ensure that teacher autonomy is strengthened through collaborative support and networking within the school and beyond (*cf.* 2.4; 2.5). In addition, responses from the HoDs in five schools revealed that they equally experience limited autonomy in their school, as they are not allowed to freely exchange ideas. Sometimes teachers may seem to be autonomous, but this is questionable because principals should be consulted about every aspect of teachers' practices. It is the responsibility of the principals to see to it that they promote the interest of the group rather than individuals by nurturing creativity and change and creating prospects for development (*cf.* 2.3.3; 2.4.; 2.5).

The establishment of a strong environment that promotes collaboration rather than opposition should be regarded as fundamental. A transformational leadership theory supports leaders who become a beacon of hope for others, through their dedication to engage with other individuals, their diligence to development activities, their readiness to take a strong stand and their strong aspiration to achieve success - so that they can be able to maintain leadership succession in their schools (*cf.* 2.7.1; 2.7.2; 2.8). In terms of collaboration, participants' responses revealed that principals are only empowered by DEMs, with the directive that skill sharing should be at the top of their agenda. However, teachers are mostly left to their own initiatives for professional

development. Six schools had finite systems to empower teachers, while two schools do not have systems which broadened teachers' skills. In addition, responses from teachers revealed that overall, empowerment and support for teachers are restrictive as SMTs do not do enough in terms of allowing teachers to attend workshops and hold meetings. Teachers shared the sentiment that if they were empowered to act autonomously, they may be more competent and their self-esteem may increase. The latter may assist them to engage in school activities and improve learner performance.

Empowerment in the school environment is considered a key aspect for successful leadership because empowered teachers have an obligation to become leaders for change in their school districts, whilst extending their roles beyond the obvious instructional duties (Bond, 2011; Neumerski, 2012). Moreover, by empowering teacher leaders, they are given opportunities to be creative and share their specialized knowledge, experience and expertise with other teachers. In empowering teacher leadership, teachers have accountabilities beyond their individual classrooms and their particular predilections as teachers. These accountabilities comprise guaranteeing excellence in learning, experienced by all learners in the school and the recognition of the operation and code of conduct of the school (Curtis, 2013). The aim is to support school development throughout the different levels (SMTs, DEMs, and teachers), while providing a context for the enactment of leadership transformation, which can lead to leadership succession in schools (*cf.* 2.8; 2.8.1; 2.8.2; 2.8.3).

6.2.2 Which legislative and policy imperatives exist that relate to implementing teacher leadership?

Pertaining to the above research question, the following findings emanated from the study.

The responses from DEMs reveal that Lesotho Education Act needs to be revised, notably Education Act (2010) and School Supervision and Management Regulations of 1988. Policy-developers should aim to achieve consistency through the organization, supporting various policies which will affect school leaders and teachers directly. In so doing, the aim of ensuring excellence in education may be realised (*cf.* 3.2; 3.2.1; 3.2.1.1). DEMs indicated that it may be increasingly significant to revise these policies to include legislation and policy practices that relate to the development

of teacher leadership in schools. It is widely recognized that there are numerous challenges, issues and opportunities that school leaders, teachers, policy makers and stakeholders will need to investigate as they observe teacher leadership as a significant approach for school improvement (Osborne, 2015). For teacher leadership to flourish and to be acknowledge, trust and collaboration among stakeholders should be revisited and re-established (Taylor *et al.*, 2011). Moreover, establishing trust among stakeholders is essential to visionary leadership, which embraces an active, supportive role and harnessing honest communication.

In addition, principals, DPs and HoDs reiterated that there is no policy that relate to teacher leadership in schools. They contend that a sound practice would be to train the stewards of the school (SMTs, DEMs, and teachers) to collaboratively devise teacher leadership structures. They also hold the view that strategies for continuous interaction should be established so that teachers are positioned to improve their practices, and in so doing foster further possibilities regarding leadership succession in schools (*cf.* 2.9.1; 2.9.2; 2.9.3).

It is important for them to develop a shared understanding where HoDs and teachers gradually provide inputs in national, regional and local policies, give direction to the work of schools as learning organizations and to the systems by which they are supported (European Commission, 2013; Marzano, 2013). This structure helps to create a common focus and builds a shared understanding of what it takes to move the school forward (*cf.* 3.2; 3.2.1.1; 3.2.1.2).

School leaders and teachers should be inspirational and be capable to set objectives for the development of the self as well as gradual growth of others. They should be motivated to recognise their individual needs and opportunities for professional development, whilst leading others in thoughtful practice towards realising change initiatives (*cf.* 3.2.1.5; 3.2.1.6).

Furthermore, responses from teachers emphasized the need to develop policies on teacher leadership. It is important to every school to have clear policies regarding teacher leadership and leadership succession to provide stakeholders with procedures and guidelines on its implementation. If teachers were allowed to be involve during policy-making processes, the possibility exist that the quality and effect of the policies would have had a positive effect on them (NNSTOY, 2014). The active

involvement of individuals at all levels and within all domains of an organization is necessary if changes are to take hold (*cf.* 3.4.1; 3.4.2).

An appraisal of the academic literature signposts that there is an absence of evidence regarding strategic leadership succession processes for schools. It is, therefore, imperative that education systems (including schools) develop succession plans to ensure that sustainable leadership (*cf.* 2.10.3.3).

6.2.3 What are the perceptions of teachers, SMTs and DEMs regarding teacher leadership as transformational and sustainable leadership strategy and its contribution to leadership succession?

Pertaining to the above research question, the following aspects are outlined.

DEMs indicated that they regard teacher leadership as an important ingredient for leadership succession, even if it is not practiced in their schools. Tsai (2015) contends that teacher leadership can function on many levels, ranging from administration of schools and the management of a specialized learning culture to advance learning and teaching, whilst working towards transformative change (Tsai, 2015). Where teachers are openly allowed to facilitate educational reform and co-constructing change, the outcome can be empowering (Donaldson, 2015).

Consequently, teacher leadership may be considered a necessary catalyst for improvement in Lesotho schools, as it is essential to sustaining leadership change. Countries such as Australia, United Kingdom and Belgium have ample experience regarding teacher leadership and sustaining leadership succession in schools. These include the strengthening of the school organization, promotion of teacher leadership and school improvement (*cf.* 2.3; 2.3.1; 2.3.2).

Principals' responses revealed that teacher leadership had a positive effect on the leadership role that leads to leadership succession and if practiced in schools, encourages decision-making to empower teachers. Botha (2015) proposes that the more teachers are allowed to participate during decision-making, the more they become productive and committed to school improvement. Teacher leadership has an important part to play in transforming leadership roles in that they can function in addressing multifaceted sustainability challenges (Forbes, 2014). In order to maintain

sustainability, teacher leaders, SMTs and DEMs must be innovative in all aspects of their work, including professional development. Leaders may be able to formulate school development plans together with the participants concerned. It should bring together the school's prime concern, and the main measures it will take to raise standards of teachers' professional development (Emad, 2014).

Leaders should acknowledge that it is their duty to guarantee that their school is an accomplishing school, meeting its goals in an effective way by communicating with stakeholders. Schools have been static organizations, impersonal systems with decision-making centralized at the highest levels (Cook, 2014). Leaders within the school environment need to shift from the traditional approach to a transformational approach through developing changes in individuals in order to ensure leadership succession, schools with collaboration leadership, and teachers to engage as leaders (*cf.* 2.9; 2.9.1; 2.10.3).

Responses of the deputy principals (DPs) revealed that teacher leadership that leads to leadership succession is a good practice, even if it is not practiced in schools. Currently, teamwork is emphasized, especially with the HoDs, DEMs and fellow teachers, which can easily be transformed to develop teacher leaders with a view of growing in leadership so that ultimately leadership succession may be practiced.

It is the duty of the DEMs, SMT and teachers to collaborate and work towards teacher leadership that leads to leadership succession, because leadership for succession is not a final destination, with permanent indications like on a compass, but a voyage with numerous diversions and even some dead ends (Christensen & Raynor, 2012).

Competent educational leaders are unceasingly available to learn new methods for growth because of many detours that may be experienced during the process of leadership development. What leaders need for this voyage is a set of interconnected learning programmes looking at school leadership in an all-inclusive rather than reductionist manner (*cf.* 2.10.3.1; 2.10.3.2).

Such learning programmes can be extended, expounded, developed, unrestrained and linked, as well as correlated to additional forms of learning.

"This correlates with the transformational leadership theory, which emphasizes that leaders are visionaries, catalyst motivators and goal oriented, futuristic leaders who

invoke group respect, shared vision and improved culture, promotes quality improvement in an environment where reciprocal relationship between leader and follower benefits the school” (Rolfe, 2011:55-56).

This is supported by countries such as United States, Canada, Britain and Australia who support programs that develop leadership succession, develop teachers’ talents, provide thorough care, and provide growth opportunities towards the becoming future school leaders (Rigby, 2014).

One of the most significant events in the life of a school is when it undergoes a change in leadership. In terms of leadership succession in Lesotho schools, participants indicated that “we are working together as a team, we are not working towards leadership succession, we are not having that view of growing people in leadership as such, and we do not have that training of teachers to be leaders in the pipeline”. In order to sustain leadership succession in schools, the SMTs, teachers and DEMs should work collaboratively to achieve this goal (*cf.* 2.10.3.1; 2.10.3.2).

Further, the responses from HoDs revealed that teacher leadership that leads to leadership succession is needed in schools, even if it is not practiced. HoDs within the school environment need to shift from the traditional approach to a transformational approach through developing changes in individuals, in order to secure leadership succession in Lesotho schools (Cook, 2014). Therefore, fostering teacher leadership should be a sustainable practice over time by ensuring leadership succession and fostering leadership development as a key of sustainability. HoDs could encourage teachers to firmly establish monthly tests and group discussion among learners whilst ensuring that effective feedback is provided. As such, success is determined against the kind of leadership development that is offered (*cf.* 2.3; 2.3.1; 2.7)

One of the most effective ways in ensuring positive leadership succession is to start with leadership development during the early years of teachers’ careers so that replacements may be ready when the time arrives (Hargreaves & Fink, 2013). Leadership succession necessitates careful recruitment, retention and support of teachers who are qualified and ready for the challenges they will encounter as principals in their schools (Rumsey, 2013). Leadership succession should include actions to interest, encompass, and retain the best staff at all levels. It requires that

younger teachers be recognised in that they should be afforded leadership opportunities during their early careers (*cf.* 2.10.1; 2.10.3.2).

Furthermore, teachers' responses revealed that teacher leadership and leadership succession within the school, is not fully practiced. Leithwood and Reihl (2013), contend that building teacher leadership confidence through empowerment help teachers to use their new knowledge in curriculum work, fostering collegiality and collaboration, secure trust between teachers and facilitating positive change in schools, such as leadership succession, which improves schools. In countries such as United States of America, Finland and Germany, the direct effect of teacher leadership practices that is provided by teachers, is very important in the process of enhancing leadership succession within each district (Rumsey, 2013).

In addition, a transformational approach, as an ingredient for improving leadership succession, necessitates anticipated changes in the performance of school leaders and teacher practices if leadership succession is to improve. Moreover, transformational leadership delivers aspects such as identifying and articulating a vision and fostering the acceptance of group decision. This is relevant to this study and manifests in sound teacher leadership practice as to in turn ensure a sustainable leadership succession practice (*cf.* 2.10.3.2; 2.10.3.3).

Teachers, DEMs, and SMTs should work together to solve problems and therefore, engage in a form of leadership practice as stewards who will act only in the best interest of the school, in order to sustain leadership succession within the school. In order to sustain teacher leadership that leads to leadership succession, a stewardship theory is applicable to corporate sustainability, because it considers leaders as stewards of all corporate assets in protecting the interest of all stakeholders. (*cf.* 2.7.2; 2.10.3.3). Stewardship is a responsibility for caring for something such as an organisation (school) or property.

Responses of DEMs and SMTs showed that teacher leadership is not adequately practiced because leaders do not have that view of developing teachers in leadership towards leadership succession. In addition, principals' practice of teacher leadership in schools is limited and leaves much to be desired. Sustaining teacher leadership should be supported by the school authorities and give teachers opportunities to show

their potential in leadership, as well as involving teachers in everything concerning the school in order to maintain leadership (Shriberg & MacDonald, 2013).

Sustainable teacher leadership is based on experiences that builds the community, fosters collaboration among stakeholders, and promotes long-term value through presented activities (Forbes, 2014). As such, the extent of collaboration in schools should be strengthened and developed to establish a sound teacher leadership practice, implying that the school, teachers, SMTs, DEMs and HoDs should be committed to the development of teacher leadership in schools. Hargreaves and Fink (2012) stated that teacher leadership concentrates on refining learning opportunities and should be regarded as a model of leadership, based on the principles of professional partnership, growth and development, in order to sustain leadership in schools.

Schools that shift from a traditional approach to a transformational approach empower teachers, because they are allowed to exercise their abilities and take risks (Naseer, 2011). Such shift implies that teachers work collaboratively, transform schools and enhance student learning (Stewart, 2013). Consequently, SMTs create opportunities for (*cf.* 2.8; 2.8.1; 2.9.1):

- Teachers to exercise leadership and secure trust among themselves;
- DEMs to adopt new ways of seeing, thinking and interacting with others; and
- HoDs to create time for teacher leaders to experience autonomous teaching roles, give teachers a stance in decision-making and nurture opportunities to develop their proficiency that leads to leadership succession in schools.

Sustainable teacher leadership should play a major role in transforming leadership roles and developing leaders who can work collectively to address complex sustainability challenges. Teachers learn how to use different approaches to help learners acquire new ideas, engage them in creative problem-solving and stimulate them to see problems as challenges that can be addressed (Naidoo & Botha, 2012).

As a result, teachers develop high-order skills in managing their teaching methods and enhancing their professional development. SMTs and DEMs must be able to create a conducive learning environment for all stakeholders within the school to work harmoniously by recognizing their responsibility to set the tone of the school and assist

the school to become and maintain a supportive caring, which leads to sustainable teacher leadership (*cf.* 2.9; 2.9.1; 2.9.2; 2.9.3).

In addition, responses from DEMs revealed that most school principals in Lesotho did not receive formal leadership training when appointed in their positions, so it is difficult for them to adopt change and encourage teachers to think about leadership positions. Moreover, most principals rely on top-down hierarchical leadership to lead their schools, as they believe it has maximum benefit. The top-down hierarchical leadership fosters dependency on the principal as the sole leader in the school as most principals in schools do and this hinder teacher leadership aspiration and discourages collaboration among stakeholders (Beycioglu *et al.*, 2014). Typically, leaders should be able to adopt change while working collaboratively with all stakeholders. Leaders need a shift from a traditional approach to leadership to a transformational approach by working with stakeholders rather than individually to improve the school and actively sustain teacher leadership in schools. The top-down leadership approach should be replaced with a culture of collaboration, trust and networking in schools, in order to sustain leadership (*cf.* 2.7; 2.7.1).

Studies conducted by Chambliss and Eglitis (2016) state that countries such as China and India have experienced a growing culture of learning, because of transformational leadership in schools (*cf.* 2.7; 2.7.2). These studies are relevant to the afore-going paragraph because leaders need to shift from traditional approach to a transformational approach by working collaboratively to improve the school and sustain teacher leadership. Particularly, in Lesotho most principals rely on top-down hierarchical leadership, they need to learn from above countries how to experience a growing culture of learning through transformational leadership.

DEMs reiterated that the capacity and intention to collaborate with stakeholders from other districts and disciplines provides untraditional approach is a teaching methods that emphasis learners-centred rather than teachers-centred (Moodley, 2014), to transformational leadership and they regarded it as a unique and positive learning experience for Lesotho schools. The literature indicates that the transformational leadership theory and stewardship theory emphasize how leaders can change their school from a traditional approach to a transformational approach, in order to address leadership succession and achieve sound teacher leadership practices in school.

Razee (2016) indicates that transformational leadership theory emphasises leadership that focuses on collaboration effort whereas Stewardship theory promotes best interest of a group they provide an opportunity for teachers to transform the learning environment positively. As teachers become more cognizant of their roles as leaders, they can transform schools and effect positive changes (*cf.* 2.7; 2.7.1; 2.7.2).

Moreover, responses from the principals revealed that they foster teamwork with teachers by incorporating their ideas into the plan, as well as the strategic action of leading the school without involving DEMs. However, teamwork among teachers, SMT and DEMs is rare especially with the DEMs, as they are working together with teachers, but not towards leadership succession. It is important to every school to consider the practice of leadership succession, because leadership succession is a process for recognizing new leaders to replace the current leaders, in order to sustain continuous successful leadership over time in schools (*cf.* 2.10; 2.10.2; 2.10.3). Leaders should be visionary to create a sustainable leadership succession for the school and have the necessary knowledge to achieve long-term goals. Most successful schools appoint and provide promotion opportunities for teachers based on leadership qualities (Cook, 2014). Such schools appoint individuals who have the intelligence and determination to learn what is imperative to sustain the school. Leadership succession, aimed at ensuring quality future leaders, should be premised on an intelligible and associated set of learnings, which are dependable across space and time (*cf.* 2.10.1; 2.10.3.2).

Furthermore, responses from the teachers revealed that there is no clear vision regarding leadership succession in their respective schools. It is the responsibility of DEMs, SMTs and teachers and other stakeholders to see to it that they practice leadership succession and train teachers towards leadership. Stewardship theory emphasizes leaders as individuals who are caring and who take their responsibilities seriously (Beycioglu *et al.*, 2014). Therefore, stewards should prioritize leadership succession to ensure that valuable leadership potential is not lost and that outdated skills needs to be upgrade (*cf.* 2.10.3.1; 2.10.3.3).

6.3 SUMMARY

It is imperative for schools to consider the following in terms of sustainability factors that influence teacher leadership, legislative imperatives for teacher leadership and perceptions of teachers, SMTs and DEMs regarding teacher leadership and leadership succession:

(a) Sustainability factors that influence teacher leadership: Lesotho schools should:

- Create a vision, trust and develop a collaborative mind-set for teacher leadership.
- Provide opportunities for change in the long-term such as having a clear aim of professional development and sustaining teacher leadership.
- Support and encourage collaboration of teacher expertise through PLCs towards teacher leadership.

(b) Legislative imperatives for teacher leadership: Lesotho schools should:

- Take into account policies and practices regarding teacher leadership.
- Consider school leaders, teachers, policymakers and other stakeholders when developing and implementing policies.
- Provide clear policies, procedures and guidelines for teacher leader and leadership succession.

(c) Perceptions: Lesotho schools should consider that:

- Teacher leadership development may result in leadership succession.
- Teacher leadership is a significant component for leadership succession and brings positive change in schools.

Similar to the notion of Cook (2014), Lesotho schools may regard the afore-mentioned as imperative and may promote leadership successions by: (1) managing leadership responsibilities; (2) providing support to colleagues; (3) exchanging knowledge; (4) providing updated reports to management; (5) challenging leadership in a constructive way; (6) suggesting opportunities for the empowerment of teacher leaders; (7) regularly communicating with stakeholders to promote the vision of the school; and (8)

being at the front of the profession in terms of understanding of educational issues, providing information and promoting individuals' abilities regarding leadership.

Considering the afore-mentioned, recommendations for Lesotho schools will be outlined next.

6.4 RECOMMENDATIONS

This section provided recommendations based on the research findings of the study, including conclusions arrived at from the literature and participants' responses, because there is still room for improvement where gaps are identified. As this study revealed, recommendations were provided to assist leaders in focusing on teacher leadership practices in high schools (using Lesotho as example) and addressed the lack of leadership succession plans when the principal leaves the office, due to retirement or ill health. The following recommendations, supported by the literature, were made.

6.4.1 Recommendation 1: Fostering teacher's empowerment and collaboration

Empowering teachers and to truly grow, SMTs must create and strengthen leadership capacity and have honest discussions about teacher leadership, its benefits and opportunities for leadership succession in the school. Consequently, it is emphasised that leadership does not belong to a figurehead only, but it should be distributed. SMTs must consider their schools' unique contexts and realize that teacher leaders are paramount in identifying ways in which teachers can be empowered to be leaders, decision-makers, facilitators and innovators (Stewart, 2013). Teacher leadership is more than just having a title; it is teachers leading in a variety of ways throughout the school and in the greater school community. Teachers must be strategically developed and empowered. Each teacher leader will bring a different skill-set to the table, therefore, SMTs, DEMs and teachers collaboratively, to identify the skills needed by teacher leaders (*cf.* 2.3.2; 2.3.3; 2.8; 2.8.1; 2.8.2).

Establishing a collaborative and shared vision and developing a culture of teacher leadership may be imperative to improve school and learner achievement by

encouraging professional practices that lead to leadership succession (Stewart, 2013). Expanding collaboration among teachers and establishing collaboration leadership structure, strengthen teachers' commitment to the vision and long-term goals, based on trust and communication (Botha, 2015). Moreover, the objective should be for SMTs to coach and mentor teacher leaders and encouraging collaboration to move the school to the next level.

6.4.2 Recommendation 2: Provision of training programs for teachers and leaders

The MoET and denominational educational secretaries may provide professional development training programs and short courses focusing on principals' and teachers' leadership development such as seminars and online refresher courses (Moodley, 2014). Schools (in collaboration with the MoET) could train teachers and leaders on developing tailor-made strategies to sustain teacher leadership in schools. This is a crucial interchange as some leaders are not trained in leadership, so it is difficult for leaders to assist teachers in leadership skills, even to empower themselves and others (MoET, 2009).

Fostering a positive school change and improvement through continuous professional development, demonstrate improved instructional practices for example, the use of ICT, and creates cooperative working practices such as relationship-building and networking with teachers and build better links within the school, as well as providing learning opportunities, such as peer support like coaching or mentoring (Sun & Leithwood, 2012).

Additionally, such programmes should focus on the value of PLCs, as the quality of education relies heavy on principals and teachers continuously renewing their professional knowledge and skills, in order to sustain leadership and maintain improved learner performance throughout the school (*cf.* 2.6.1; 2.6.2; 2.6.3). DEMs must aid SMTs and teachers in areas of management and administration, such as arranging in-service courses, providing national publications and materials, as well as providing administrative assistance from the MoET, both nationally and at district level (Gale, 2014).

Embarking on such extensive training and development may motivate teachers in terms of improvement in teaching practices and helping them to change their teaching methodologies whilst acknowledging learners' unique learning styles. In addition, it motivates and restores teachers' self-worth, competence and confidence in teaching and in so doing, contribute to sustainable leadership succession (Wallace Foundation, 2013).

6.4.3 Recommendation 3: Vision for teacher leadership

Before schools can create a culture of teacher leadership, a vision for teacher leadership in their school that will contribute to leadership succession should be developed. The vision for teacher leadership must be bold, visionary and empowering, including the following aspects such as focus, positive attitudes and consistency (DeHart, 2011). It may allow schools to perform at a greater capacity, encouraging teachers' development. Thus, it also promotes the goodwill of the school. Stakeholders must have a voice in developing the vision for teacher leadership that leads to leadership succession and the plan must be empowering to all stakeholders in order to build the interest in school development. A key understanding about teacher leadership that is often overlooked, is the fact that teacher leaders are empowered to be leaders, as a result, empowering others to be leaders and how leadership is practiced with the way in which leaders succeed one another (*cf.* 2.10.3; 2.10.3.1; 2.10.3.2). As such, an example of a vision for teacher leadership can be articulated in the following way:

“Firstly, teaching leadership development in schools should focus on teacher leadership as influence rather than a role or a formal responsibility. Secondly, the idea of teacher leadership as action going beyond their formally assigned classroom roles to share practice and initiate changes. Thirdly, developing pedagogical excellence within their classroom and beyond to influence the practice of others” (Harris & Jones, 2019:124).

Interpreting Harris and Jones (2019), a vision for teacher leadership see teachers as transformative change agents, committed to make a difference, to take action and to develop their learners in schools. The SMTs may communicate the vision of teacher leadership with all stakeholders and indicate the relevance of the vision to the school

context, as well as demonstrate creativity, motivation and commitment to the achievement of educational goals in order to gain the teacher's trust (*cf.* 2.10.3; 2.10.3.1).

Ideally, the SMTs must encourage teachers to learn and grow by providing continuing professional development opportunities alongside an individual growth plan. They must also keep abreast of educational trends and developments by allowing teachers to explore creatively beyond their own classroom, foster teamwork and secure collaborative networks. In so doing, teachers may view themselves as leaders, having confidence in initiating activities and perceive leadership as their responsibility, demonstrating trust and practicing and distributing leadership (Pillay, 2014). It will also encourage social relationship and teamwork to nurture individual talents of teachers, promoting the ongoing development of teaching as profession (Wells, 2012).

6.4.4 Recommendation 4: Create Awareness of the Value of teacher leadership

A keen awareness of the value of teacher leadership should be established, especially in terms of the twenty-first century skills they possess, such as critical thinking, creativity, collaboration, communication and problem-solving (Beycioglu *et al.*, 2014). It is recommended that primary, secondary and high schools in Lesotho foster an awareness of the value of teacher leadership. By distributing leadership, individual expertise is valued, skills are fostered and knowledge is acquired to work collaboratively with other members of the school to solve a problem. In order for the DEMs, SMT, teachers and other stakeholders to share in the activities of the school, there should be effective communication among them. Leaders may be able to formulate school development plans together with participants concerned to bring together schools' priorities in terms of leadership development. This can be achieved by embracing change; motivating, promoting and facilitating collaboration, as well as providing technical support to teacher leaders.

Creating a conducive learning environment for all stakeholders, teachers should be afforded opportunities to lead and become involved during decision-making processes in the school. Leaders may encourage and empower teacher to be leaders that can lead the school to develop an open and friendly atmosphere and collaborative school

culture. In this way teacher commitment is enhanced and leads to sustainable leadership in schools (Emad, 2014).

6.4.5 Recommendation 5: Create a conducive environment for teacher leadership

Denominational educational secretaries, school boards and SMTs may create a culture of collaboration at their schools, by providing them with valued programmes such as PLCs where teachers frequently attend meetings, share implementable strategies and work in collaboration to improve leadership skills. SMT members should provide hands-on coaching and support such as workshops that help teachers to make a difference in their work by building their leadership capacity.

SMTs must be able to clearly communicate all the successes that teacher leaders have had in the school, student success, professional practice, and community engagement. It would be wise for SMTs to embed recognition of teacher leaders into departments, staff meetings, at school board meetings, online using Facebook, Twitter or using newspapers, as well as sending them personalized thank you notes. By recognizing teacher leaders, SMTs are encouraging others to be leaders in school, and to applaud and praise the work of teacher leaders publicly and privately. The more teachers are empowered to be leaders, the more they may be motivated and inspired to create a conducive learning environment.

As SMTs grow and empower teacher leaders, they should also think about how they will measure success by keeping it simple and providing fertile ground for teacher leadership to grow. The key takeaway is to measure and communicate the results of teacher leadership with the relevant teachers (Kilinc, 2014).

One must consider that empowerment is not a one-time event, but an ongoing process. SMTs should always be looking for the next opportunity to empower teachers to be leaders, as well as new teachers to be empowered to be leaders that can lead the school to sustain teacher leadership that leads to leadership succession (*cf.* 2.3; 2.3.1; 2.8; 2.8.1). Leaders must always be open to accommodate teachers' participation in any decision-making processes and it is their responsibility to ensure that their school is an achieving school, meeting its objectives in an effective manner by communicating with stakeholders (Lauring, 2011).

6.4.6 Recommendation 6: Maintaining sustainable teacher leadership that leads to leadership succession

In order to maintain sustainable teacher leadership that leads to leadership succession, DEMs, SMTs and school boards must be innovative in all aspects of their work. They should be adaptable, initiate teamwork, challenge teachers to take risks, create opportunities for constant learning, communicate regularly and monitor teacher leadership development (Sun & Leithwood, 2012).

Leaders within the school environment need to shift from the traditional approach to a transformational approach through working together rather than in individually, in order to ensure leadership succession. Change is important in order to sustain leadership in a school and will have to begin with the transformation of SMTs and the way they perceive leadership roles (Cook, 2014). A transformational leadership approach emphasizes a collaborative approach rather than the action of one person (Beycioglu *et al.*, 2011). School leaders that change from a traditional approach to a transformational approach stress that when stakeholders such as SMT and teachers work together they share a common perspective and practices that make a collaborative environment (school) (*cf.* 2.7; 2.7.1).

In order to sustain teacher leadership DEMs must advise or train SMTs and teachers towards teacher leadership that leads to leadership succession. This can be achieved by building unity with them around a clear shared vision and accepted mission and purpose, as well as providing an appropriate role. DEMs should strive to communicate effectively and inspire teachers to become committed to the goal of the school (*cf.* 2.7.1; 2.7.2).

6.4.7 Recommendation 7: Implementing policies regarding teacher leadership that leads to leadership succession

Sustaining teacher leadership through policy and practice consideration is a valued resource in education and teacher leaders can maximize their influence on student learning by acting as teacher leaders outside of the borders of the classroom (Matlach, 2015). Teacher Leader Model Standards and the European Commission for Policy and School Leaders 2020 Working Group On Schools 2016-18 should be

considered because they provide elements of teacher leadership such as developing a collaborative culture of collective responsibility in the school, promoting professional development, an environment of co-ownership, confidence, and reverence with the focus on unremitting improvement as well as relevant coherent policies directly affecting teacher leadership. In Lesotho promoting teacher leadership through policy and practices may play a crucial role if applied.

In Lesotho they have Education Act (2010) and School Supervision and Management Regulations (1988), which are old and need to be revised. An important activity of teacher leadership is to inspire colleagues to change their practices and to implement policies. Teacher leadership implies that teachers can participate in policy-making processes that affect students, daily teaching practices as well as professional development opportunities (*cf.* 3.4.1; 3.4.2).

Lesotho high schools leaders can learn from the U.S. Department of Education's TEACH campaign which highlights the need for increased and improved opportunities for teacher leadership through policy and practice (Matlach, 2015). Teacher leaders also can take part in strategic planning to achieve better-informed decision-making, shared ownership, and commitment to school and district goals. If teachers are to be more involved in policy making, the quality and impact of the policies may improve (*cf.* 3.4.1; 3.4.2; 3.5). By adopting teacher leadership standards and providing assistance to implement policies in Lesotho, schools can establish a common vision and foster opportunities for teacher leadership development. In so doing, schools and districts will create the conditions needed for effective teacher leadership, whilst building strong school cultures and providing support to staff members (*cf.* 3.5; 3.5.1; 3.5.2).

Policies in Lesotho, relevant to education, should be revised. This includes policy documents such as the Lesotho Education Act 2010, No. 2, Teaching Service Regulations (2002) as well as the School Supervision and Management Regulation of 1988. These policy document seem to be outdated and do not keep up with contemporary trends in terms of teacher leadership development. Notably, the revision of Lesotho policy should be deemed significant because it may provide opportunities for experts and practitioners to discuss different teacher leadership models, share best practices, develop solutions to leadership challenges, and collaborate on innovative leadership development approaches. Policy development has at its core opportunities

for continuous growth, innovation and the establishment of collaboration (Public Impact, 2015). It is, therefore, imperative that Lesotho schools implement policies and practices for the recruitment, development and retention of potential leaders, in order to sustain teacher leadership that leads to leadership succession (*cf.* 2.10.3.3, 7.2.4.4).

6.5 LIMITATIONS OF THE STUDY

The researcher identified some limitations about this study while conducting the research. The shortcomings are discussed below.

- Although the initial arrangement was that ten members per school may participate in the study, three out of eight schools deviated from this arrangement as they were not willing to participate. Only five schools had the targeted number of members to participate in the discussions.
- Participants in the focus group ended up being less than expected. In three schools, it was not easy to find the participants at the same time, as they kept on postponing interviews due to other school responsibilities. It was time consuming and incurred losses of travelling expenses because the researcher had to return to travel from home to the schools more than planned.
- The DP who was assigned to assist the researcher with logistical arrangements for the interviews, did not make the arrangements with the staff as he assured he would, and on the day of the scheduled focus group discussion, the DP was not at the school and the staff were not informed. The researcher had to make re-arrangements for interviews that lead to incur more telephonic and transport costs.
- Three schools were without a venue in which to conduct the interview, and the interview took place in the staffroom where there is a lot of movement and noise, which was not conducive for focus group interview. Five schools out of eight managed to fulfil the requirements.

These recommendations compared with other recent studies show that teacher leadership has major effects on the school development and on sustaining leadership,

promotes quality improvements that lead to sustaining teacher leadership in school through teacher leadership development.

South Africa proved that teacher leadership development can crucially participate in enhancing improvements in schools, such as sustaining teacher leadership (Harris *et al.*, 2017).

The importance of these recommendations is to reveal practices the school leaders in Lesotho can use to promote sustainable teacher leadership in their schools, to ensure that teachers' abilities are recognised and they feel a sense of autonomy. In Lesotho teacher leadership development, needs consideration.

These recommendations consider teacher leadership development as an important powerful tool to create positive change in schools such as providing professional development, effective communication and building leadership capacity to sustain leadership change in school through policies and practices.

6.6 SUGGESTIONS FOR FURTHER RESEARCH

The researcher identified specific areas for further research on teacher leadership that leads to leadership succession and formulated applicable suggestions to ensure that these areas are addressed.

Suggestion 1: Research should consider how to include structured leadership programmes that highlight the value of SMTs and teachers in terms of educational leadership in teacher education courses.

Suggestion 2: The role of sustaining teacher leadership that leads to leadership succession in enhancing the value of teachers and school leaders in schools should be considered.

Suggestion 3: Further research should be conducted on how to sustain educational leadership in utilizing teacher leadership models that leads to leadership succession to encourage the involvement of stakeholders such as policymakers in the Ministry of Education and Training and school practitioners such as denominational educational secretaries, school boards and teachers ensuring that educational policies are in place and well structured.

Suggestion 4: An investigation should be done regarding how teacher training programmes may be designed to equip prospective teachers with the needed knowledge, skills and behaviours to develop as teacher leaders to perform their tasks effectively and also to inspire young teachers (female and male) to achieve their vision for educational leadership.

Suggestion 5: Components (steps) of the *sustainable teacher leadership implementation plan* presented in Chapter 7 could be empirically investigated in schools which may enhance leadership practices in schools.

6.7 CONCLUSION

This study focused on sustaining teacher leadership practices in Lesotho high schools and the lack of leadership succession plans when the principal leave office due to retirement or ill health. Fostering teacher leadership should be a sustainable practice over time by supporting leadership succession and fostering leadership development as a key element of sustainability.

The intention of the study was to propose a *sustainable leadership implementation plan* as well as put forward recommendations to sustain teacher leadership that leads to leadership succession by establishing the perception of DEMs, SMTs and teachers regarding teacher leadership and leadership succession. Research shows that one of the most noteworthy actions in schools is when it promotes leadership change and development (Cook, 2014). The study's findings emanated from both the literature and the participants' responses.

The findings revealed that working collaboratively, stimulating teachers to be creative and involving them in decision-making by building unity with them around a clear collective vision and mission, can lead schools towards sustaining teacher leadership that leads to leadership succession. It is important to implement policies regarding teacher leadership that leads to leadership succession in schools.

Specifically, the atmosphere of collaboration and trust engenders a positive attitude and commitment to the task. Self-value may be enhanced and overall competence and a sense of accomplishment may be increased. In addition, in a teacher leadership plan, teamwork is a central and a positive attitude to promote collaboration among

DEMs, SMTs and teachers at their school. It is the researcher's view that leaders who communicate effectively with DEMs and teachers and involve them in decision-making, can be in a better position to enhance sustainable teacher leadership. Hence, this study proposes a sustainable teacher leadership implementation plan.

The study identified the conspicuous absence of the implementation of teacher leadership in Lesotho high schools (*cf.*1.3) and practices to sustain leadership succession in these schools. This research has addressed this gap through a sustainable teacher leadership implementation plan to enhance teacher leadership and address leadership succession.

CHAPTER 7

A SUSTAINABLE TEACHER LEADERSHIP IMPLEMENTATION PLAN

7.1 INTRODUCTION

This chapter seeks to respond to the fourth research question, namely, **How can a sustainable teacher leadership implementation plan be proposed to address leadership succession in Lesotho high schools?** The implementation plan in Figure 7.1 provides an empirically grounded, sustainable teacher leadership implementation plan to address this question.

The implementation plan shows that teacher leadership practice and leadership succession are effective when they are cyclical, following the implementation plan's lines. It is noteworthy that the type of interaction required by schools' leadership in this process is vigilant monitoring.

7.2 SUSTAINABLE TEACHER LEADERSHIP IMPLEMENTATION PLAN

The following sections highlight the importance, function, and application of each of the model's steps. It is significant to note that the four main steps, namely Step 1: Transformational Change, Step 2: Teacher Leadership (core), Step 3: Sustainable Teacher Leadership, and Step 4: Leadership Succession, are the main steps of the model. It is anticipated that the school's leadership should apply the individual steps of each of these core elements to the school environment to achieve the desired outcome, namely teacher leadership that leads to leadership succession.

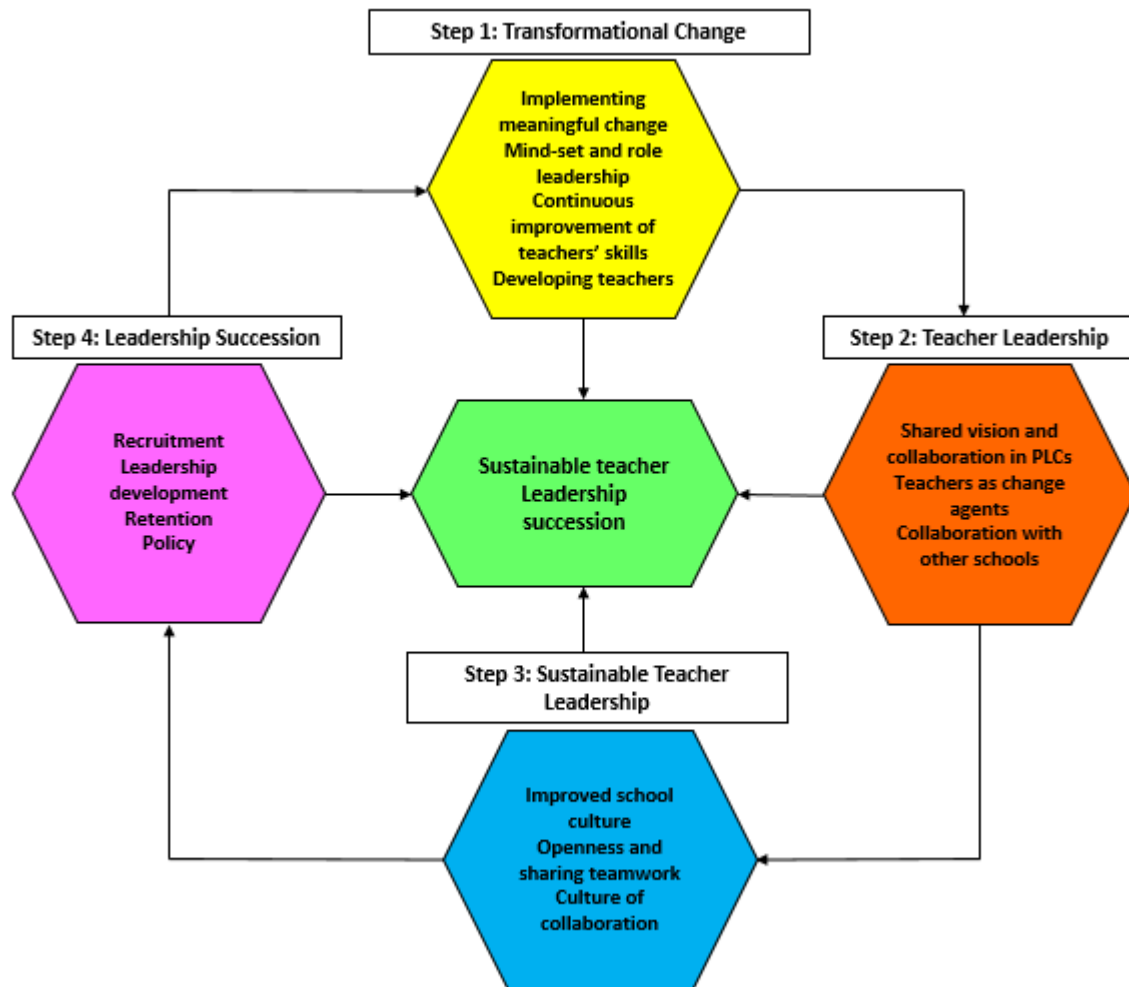


Figure 7.1: Lethole's Sustainable Teacher Leadership Implementation Plan for Lesotho High Schools

7.2.1 Step 1: Transformational Change

Concerning this study's context, schools need principals who foster stimulate, inspire and motivate teachers introduce to and establish alterations that help in the growing and shaping of the subsequent schools positive results through communication, collaboration, and commitment (Botha, 2015). The changing roles of leaders within the school environment need to be transformed by shifting from traditional approach (autocratic) to a transformational approach by developing individuals' changes to enable a smooth leadership succession.

Transformational change involves factors at play that account for transformational change leadership, such as implementing meaningful change, transformed mind-set,

leadership role, continuous improvement of teachers' skills, and developing teachers in schools.

Practically, school leaders may implement this step by considering the sub-sections 7.2.1.1 to 7.2.1.4 and the individual sub-section, which is elaborated on.

7.2.1.1 *Implementing meaningful change*

The school conditions that inspire innovation and originality would perceive an environment of integrity, discretion, and assurance to improve the fundamental requirements for the advancement of innovation, i.e., welfare, liberty, and passion (Naidoo & Botha, 2012). Innovation and creativity approaches play significant roles in today's society. More specifically, leaders can create opportunities for teachers to develop and enhance their creativity in leadership, such as fostering trust and openness, give teachers freedom, and offering challenges and involvement (Razaee, 2016).

Globalization, technology, and peer-to-peer competition have stimulated several new challenges for today's societies (Olivant, 2015). Now teachers who work and live in these rapidly changing environments are expected to have the tools that will make them competitive and successful. Consequently, to retain the rate with a fundamental change in indigenous and universal guild, school principals must be innovative in the approach they devise. The roles they execute, such as engaging teachers in decision-making and encouraging transparency, which in turn begets trust among themselves, build an atmosphere of positive interpersonal relations. In this way, they develop their relationship with teachers and other stakeholders (Davies, 2013).

In the Lesotho school context, a transformational leader is necessary as teachers do not recognize their roles as school leaders. Leadership is practiced with how leaders succeed with one another. School leaders should commit to studying and developing their own practice together with the teachers, keeping abreast of educational trends and developments (Morgan, 2015). It should bring together the school priorities, the main measures it will take to raise the standards of teachers' abilities, and what it intends to achieve in a clear and straightforward way.

Leaders should appreciate that it is their responsibility to ensure that their school is considered an achieving school by establishing a clear and focused vision; engaging decision-makers at every level; delegates in such a way that they place the right person in the correct position and empower staff with the right tools and support (Rigby, 2014).

In practice, school leaders may apply various tools to ensure an environment of change, such as allowing teachers to attend monthly workshops. By doing this, one or two teachers teaching the same subject may attend a workshop where they will meet teachers from other schools teaching the same subject; this can lead to these teachers discussing complex topics and exchanging ideas amongst one another while maintaining expertise, comprehension, and assets which are required to operate efficiently in these workshops. Views and opinions are exchanged on best practices using the latest means of technology, such as Skype, Zoom, and WhatsApp, to disseminate information (Ali & Yangaiya, 2015).

Use teachers as change leaders: best teachers are needed in schools to establish change and control over learning. Create opportunities for teachers to grow and empower them to effect change across the school (Olivant, 2015) by allowing teachers to use innovative instructional strategies in their classroom, such as:

- a) Learning through inquiry: learners produce a question that they are esurient to retort; investigate the subject matter utilizing lesson when a teacher has a double period; have students present what they have learned while researching in the following lesson. Finally, ask learners to reflect on what worked about the process and what did not.
- b) Wisely managed classroom technology: teachers should create clear instructions when teaching students about computers on operating them.
- c) Problem-based learning: students must identify the problem by determining and examining it.

Therefore, success in changing the school's environment needs leaders who work harmoniously, interacting with staff to motivate them by coaching and monitoring through ICT (Ali & Yangaiya, 2015), offering words of encouragement and adhering to it and resolve the conflict between different departments. Additionally, develop an open, friendly atmosphere by engaging stakeholders, teachers in particular, and

providing feedback (George, 2018) and encouraging them to have a stake in decision-making to improve teacher leadership, leading to leadership succession significant transformation in mind-set and role.

7.2.1.2 *Mind-set and role leadership*

A transformed mind-set of leaders fosters more creative thinking for leadership by providing support and motivating others to be the best they can be. Communicating well with others provides quality working relationships whereby stakeholders develop new ideas, views, and opinions that evoke relationship building and increase commitment, motivation, and trusting relationships, leading to enabling a smooth leadership role (Bush, 2014).

Concerning this study, school leaders are expected to adopt changes such as shifting their leadership from the traditional approach (autocratic) to a transformational approach because one person does not guide schools on top (Morgan, 2015). One way for schools to confront the dispute schools will be to meet the challenges is to pierce all teachers' capacity and lead them to acknowledge a sense of ownership.

Specific studies on the leadership role and its implementation in schools consider communication one of the most essential skills of a leader to communicate effectively, capacitating teachers to be livelier in school betterment (Xu & Patmor, 2012). Practically school leaders should be able to communicate effectively with DEMs, SMTs, and teachers to sustain teacher leadership in schools. By engaging teachers and stakeholders in the discussion. Clear, timely, and consistent communication and well-planned meetings can play a significant role and promote a more positive attitude (Park & Ham, 2016), leading to shared vision that can change schools.

Leaders are expected to play a leading part when improving school leadership quality to sustain teacher leadership, leading to leadership succession (Forbes, 2014). It can be achieved by providing visionary leadership and support, building and maintain teamwork; effective communication of goals with stakeholders, and stimulate teachers to be creative by building unity with them around a clear collective vision and accepted mission and purpose (Rigby, 2014). By developing a vision statement that ensures teachers' reliability and positive feelings, visionary leaders can go into the situation

with a well-reasoned visionary plan. These expectations and guidelines should be noted to clearly indicate what the school wishes to achieve (Avery & Bergsteiner, 2011; Donner III *et al.*, 2016).

7.2.1.3 Continuous Improvement of teachers' skills

Empowering teachers through continuous professional development activities is a kind of instrument to upgrade confidence among teachers and instil a perception of freedom to follow their own and career development and be appropriate in their areas (Hargreaves & Fink, 2012). Less empowered and demotivated teachers would look for different jobs in other professions that will authorize them, breaking the school's chain of leadership succession. Inevitably, schools need to be transformed into learning communities to sustain teacher leadership, which should be facilitated by the school leadership by encouraging effective professional development program and a spirit of shared leadership (Ali & Yangaiya 2015).

As a result, SMTs should form learning culture where opinions, learning experiences, and classroom practices are reviewed and shared by teachers in the improvement of teaching abilities for the school's advancement to sustain teacher leadership. Throughout schools, continuous improvement of teachers' skills is a necessity. Learners need the best teachers to continually upgrade their knowledge to address the current requirements and shifts in learners' disparity and learning techniques. The best lessons' preparation and deliverance are the teachers' responsibility to optimize teaching (Darling-Hammond *et al.*, 2017).

In this current study, the term catalyst role describes the teachers' part. Catalyst teachers have a sense of work protection and are committed secure in their work, and have a strong commitment to permanent progress and sustaining leadership in their schools (Morgan, 2015). As a result, a continuous professional upgrade of a teacher's skills is necessary for the school's betterment and is vital for sustaining leadership change in schools. School leaders should have the required tool to enhance the teachers' skills

The principals must create meaningful experiences, such as having an assessment tool to evaluate teachers for promotion. For effective teacher evaluations, the

emphasis has to be on individual and career empowerment for performance improvement. The assessment is a component of an ongoing advancement cycle intended to assist the teacher. As school leaders, principals play an active part in the teachers' development professionally to sustain teacher leadership in schools that lead to leadership succession (Taylor & Young, 2018).

7.2.1.4 Developing teachers

School leaders should encourage teachers to attend short courses and support them by providing professional development training programs. As a result, the emphasis that leadership does not belong to a figurehead only, but that it should be distributed, implies that principals cannot generate leadership that improves education independently. Furthermore, it emphasizes leaders' skills and abilities, such as sharing and wisdom. Leaders develop and assist people in reaching their ability to guide themselves and others efficiently (Avolio, 2011).

Therefore, SMTs should distribute power to empower others to assume leadership responsibilities throughout the school by welcoming and inviting teachers in decision-making to serve as school leaders. Teachers are experts in school development and leadership sustainability (Beauchamp *et al.*, 2014; Seritanondh, 2013).

Practically school leaders should implement this sub-step by Ensuring that teachers have the necessary content and leadership skills for workplace success (through professional development training). This entails collaboration work, motivation, and intellectual stimulation, which inspires leaders to achieve remarkable results, such as leadership succession (Darling-Hammond *et al.*, 2017).

School leaders need to set achievable goals by having goals that their success can be measured, embrace a collaborative culture built on trust, and encourage PLCs in schools. PLCs are where group of teachers meet regularly, review practices, and then use the learning to implement program improvement, which entails reduced isolation, the increased commitment by constructing career growth opportunities for teachers, and help to sustain efforts (Admiraal *et al.*, 2019).

Moreover, principals should provide teachers with multiple opportunities to acquire leadership and practical skills from experienced leaders (SMTs) at the school, which is imperative (Taylor & Young, 2018).

As a result, working as a team produces better decisions than working as an individual. It provides access to a larger pool of information, which leads to sustaining teacher leadership that leads to leadership succession (Ibid).

7.2.2 Step 2: Teacher Leadership

This study advocates for teacher leadership as the core component of the model to effect leadership succession in Lesotho high schools. In executing teacher leadership practice, a shared vision and collaboration in PLCs, teachers as change agents, collaboration with other schools, and sustainable leadership become all-important.

7.2.2.1 Shared vision and collaboration in PLCs

In the Lesotho school context, creating a shared vision and collaboration in PLCs will equip and develop stakeholders as transformative agents, who are ultimately committed to learning their learners and their schools' improvements.

The SMTs must reveal the school vision to the relevant stakeholders such as learners, and community, the relevance of the vision to the school context, as well as demonstrating creativity, motivation, and commitment to the achievement of the educational goal to gain the teachers' trust (DeHart, 2011). By so doing, collegial support and shared responsibility for school success are secured.

Practically, the school leaders should involve key stakeholders who have a common goal for teacher leadership and always communicate for its improvements, share knowledge, develops expertise, participate in professional development programmes, and solve problems and form meaningful professional and personal relationships.

As a result, teachers develop positive attitudes towards their school and grasp the importance of teamwork and collaboration as pillars of a sound school climate (Malloy, 2012). In addition, it reduces the need for supervision. Collaboration can bring about the cultural changes needed for a school; in collaboration, teachers exercise creative

leadership, build competencies together, and sustain teacher leadership (Harris & Jones, 2019). Sustainable teacher leadership in the school needs teachers, SMTs, DEMs, and other stakeholders within the system to be committed to developing shared school culture and becoming collaborative change agents (Owens & Valesky, 2011).

7.2.2.2 Teachers as change agents

Teacher leadership can be widely defined as a change agent in the school with a combination of knowledge, skills, attitudes, and actions that enable effective learning and school improvement. Teachers share their expertise with their colleagues, support growth, and increase instruction quality (Wallace, 2013). Teachers may encourage their colleagues to work collaboratively through PLCs and share ideas and skills about the teaching method and strategies they can use to sustain teacher leadership in schools (Admiraal *et al.*, 2019). As a result, when teachers meet regularly, share experience, and work collaboratively to improve their skills, they can better achieve outstanding performance towards a common goal.

In practice, schools (in collaboration with the MoET) can provide seminars and short courses for teachers, train teachers on content, teaching methodology, and leadership strategies for a more extended period (such as a three-week session during school holidays). Embarking on such extensive training and development may stand teachers in good stead to identify areas of improvement in practice, equipping them to serve learners better in the classroom (Darling Hammond *et al.*, 2017). Also, it motivates and inspires the teacher's self-worth, competence, and confidence in leadership.

In terms of leadership, such seminars should focus on distributed leadership, promoting teacher leadership and their role in developing and instilling a positive attitude to change at their individual schools. A specialist team such as an effective instructional leadership team to act as a facilitator during the sessions may be considered (Ali & Yangaiya 2015).

Teachers as a change agent can help bring about significant school improvements, such as implementing policy to change practice. To have a say in the policies and resolutions that influence their day-by-day work and their professional model means teacher leadership (NNSTOY, 2014). Teacher leaders may create a collaboration

culture at their schools, where DEMs, SMT, teachers, and stakeholders work together towards a common goal.

7.2.2.3 Collaborative with other schools

Involving stakeholders such as DEMs, SMTs, and teachers when collaborating with other schools benefits everyone involved as it serves as a platform for creative thinking. It enables everyone to come up with new ideas and views that provide a genuine conclusion, which leads to an improved school to sustain teacher leadership that leads to leadership succession.

Networked learning helps schools be involved collaboratively to study and learn and reintroduce and examine their standard procedures. This operation is intentional, outlined, supported, and promoted (Park & Ham, 2016).

In collaboration, school leaders may provide a pleasant and collegial decision-making, whereby teachers adopt the habit of discussing their work and matters with one another and discussing what they have learnt in their workshop to gain new knowledge. In this way, discourse about sustaining teacher leadership becomes a collective work (Anderson, 2012). Therefore, albeit a challenge in the contexts within which they find themselves, teachers need to be directive, caring and enthusiastically engaged in the passion of developing their teacher leadership ability and sustaining teacher leadership in schools.

Teachers' missions should be to make leadership a meaningful experience for each teacher, coupled with their proficient knowledge of their leadership content to provide appropriate and relevant information to leaders so that each leader gradually moves through their levels of learning (Harris & Jones, 2019).

Practically, school leaders should encourage and motivate collaboration among schools. This can be achieved by setting and monitoring agendas, sharing leadership by giving power to the most qualified individuals, building capacity as well, as providing support such as continuous improvement processes where teachers and leaders help one another in shared decision-making and participate in school-wide decision-making through a variety of teams and committees that benefit the school (Forbes, 2014).

The close relationship between schools and shared decision-making seems to be a given, and a strong sense of community tends to facilitate empowerment processes (Hernandez, 2012). As a result of promoting collaborative work, school leaders may encourage staff members to take the initiative to make appropriate decisions by engaging stakeholders – teachers in particular, in conversation, offering feedback possibilities and fostering them to have a decision-making stake to develop sustainable teacher leadership that leads to leadership succession.

7.2.3 Step 3: Sustainable Teacher Leadership

Sustainable teacher leadership is the kind of leadership where responsibility is distributed among stakeholders to reach sustainability. Additionally, the school has to empower teachers to create a shared vision to create a high-quality learning environment that will sustain itself for many years throughout many leaders (Cook, 2014). In this context, to be effective, SMTs may consider improved school culture, openness, and sharing teamwork and foster a culture of collaboration as fundamental to their schools' future.

7.2.3.1 *Improved school culture*

A school vision is formulated by all stakeholders and principals (Demir, 2015). Developing a school vision around standards is an essential element of a school leader, linked with clarity of communication of the school's stakeholders' vision. The relevance of the school context's vision is also significant in that it should be positive both to what is happening internally and considering the community and broader policy context (Grant *et al.*, 2011).

Vision is the guide that provides a school with direction. Key stakeholders such as the school board, SMTs, teachers, and learners should create a vision statement that draws a realistic, trusted, and appealing picture of a school for the future. Many stakeholders should share it and relate the school to its place in the community (DeHart, 2011). Consequently, the mission statement should support the school's vision by explaining the character, identity, and reason for the school's existence. A mission statement should define its purpose to rise above the interest of learners',

parents', and teachers' morale and create a suitable learning climate (Rigby, 2014). It builds the leadership and strength of the school to ensure long-term growth and stability.

Practically, the school leaders should involve key stakeholders such as teachers, learners, and the school board to prepare the school's mission and vision. These should then be circulated to the rest of the school community and parents. The vision and mission statements can be posted on the school notice board and letterhead for publicity.

A school creates leadership roles and responsibilities opportunities for teachers (Kilinc, 2014). Learning groups have to be created, and teachers' sustainability has to be sustained in schools. SMTs should allow for enough time for teacher leaders' activity roles and plan for and facilitate purposeful continuous professional development for teacher leaders to sustain teacher leadership in schools (Seritanondh, 2013).

Teacher morale and learner accomplishment go together, and, as such, teamwork and collaboration are the pillars of sound school culture. The principal is an essential and central factor of a school environment and its climate. He or she plays a crucial role in ensuring that a school climate is conducive for quality teaching and learning (DeHart, 2011). To this end, school leaders should play an essential role in developing and enhancing the school culture positively, safe, and supportive for teachers and learners. Strong school culture motivates teachers and learners to pursue excellence as their contentment, morale, and fulfilment increase as their culture flourishes (Demir, 2015).

Devoted teachers are born out of strong school culture and are characterized by friendly and enthusiastic teachers who are always available, approachable, and willing to help. Raising teacher morale is essential for achieving educational goals. It provides teachers an opportunity to express themselves and be involved in decision-making by giving them a feeling of purpose and acceptance (Boot, 2011).

7.2.3.2 Openness and sharing teamwork

Better results are produced by teamwork. Hence, teachers have to exchange their success and difficulties so that sustainable teacher leadership reigns as a powerful

support tool utilized by SMTs, teachers, and parents equally. The sharing of power, authority, and decision-making are all positive correlates of teamwork (Leithwood & Reihl, 2013).

Openness and sharing teamwork benefit the schools because when teachers work together, they can bring about shared expectations and high standards for the benefit of all learners (ibid). Therefore, school leaders must create a situation where teachers work together, engage in new work skills and experiences, share, transmit and create rich information of higher quality than teachers working in isolation (Harris & Jones, 2019).

The school leaders should engage teachers on effective teamwork by sharing leadership responsibility, and that the results of the team when sharing are higher than those of individuals alone. As a result, working as a team and dividing tasks among one another maintain teacher leadership performance. Teachers can pool expertise and empower one another, and in this sense, teacher leadership may be experienced as a catalyst for school improvement, essential to sustaining leadership change (Emad, 2014).

Openness in school decision-making within a teacher leadership practice needs a cultural school context that supports collective responsibility through effective communication (Beycioglu *et al.*, 2014). This unlocks a secure place for endless studying and ongoing career advancement to sustain leadership (Katzenmeyer & Moller, 2011). It has been confirmed that sharing is an enabling factor in successful sustaining teacher leadership. When employing new strategies for change to occur, there should be opportunities for teachers to share their achievements and problems (Habaci, 2013). This notion cannot be doubted because when teachers meet for this purpose, those who achieve the strategies will strengthen the colleagues who have problems in the implementation. Sharing and openness stimulate teachers' reflections and broadens their perspectives, and this is why it is more important to share and describe what is desired than to tell people what to do and how to do it (Hallinger, 2013). This builds better teamwork in schools, and in this way, a good working environment is enhanced, which is also a factor in sustaining teacher leadership that leads to leadership succession.

7.2.3.3 Culture of collaboration

Culture of collaboration provides an open-mindedness to the stakeholders because they share new ideas, opinions, and views, develop solutions, build trust among themselves through open and consistent communication, and encourage teachers to interact with one another to address challenges and exchange knowledge (Demir, 2015). A culture of collaboration builds collaboration skills and leads to deeper learning and understanding, where teachers discover things for themselves and promote a sense of shared responsibility among teachers and, as a result, enhance school improvements.

In Lesotho, a schools' culture of collaboration can be considered as an essential aspect where learners, teachers, SMTs, and the community, establish and specify the school direction. Participation of all parties concerned contributes to creating a conducive learning environment where stakeholders will know their roles and responsibilities (Biesta, 2015). The school leaders should practice early and frequent communication using social media such as websites, e-mail, and WhatsApp groups. They should be involved in obviously informed efforts and operations, which deal with teacher anticipations, schedule of the project, and assigned resources that influence teachers' aspirations. Districts can assemble key stakeholders to develop a joint vision for the school and design calculated ardour by creating a school-site leadership team (Hanover Research, 2018).

SMTs may collaborate with teachers and share an understanding that makes it possible to offer a more integrated type of mediation and teamwork, such as developing important conference for considering themes of educational problems and issuing teachers much-required assistance. They are usually also designed around collaborative teams that can foster equivalent learning (*cf.* 2.3.1; 2.3.2; 2.6).

7.2.4 Step 4: Leadership Succession

Leadership succession in Lesotho schools context requires a shift from a traditional approach (autocratic) to a transformational approach by developing individuals' changes to enable a smooth leadership succession. A clear strategy means effective succession to create positive and coordinated headship (Bush, 2011; Hargreaves &

Fink, 2012). In various countries, leadership succession depends on talented candidates selecting themselves, instead of clear policies to determine upcoming leaders, which also happens in Lesotho. Leaders should compose teachers' expertise, juxtapose them to the requirement of contemporary and subsequent parts, and trace teachers' development towards readiness to occupying the position (Rumsey, 2013).

Research reports significantly indicate that inadequate focus is extended to recognizing and encouraging capable forthcoming leaders in many countries (Hargreaves & Fink, 2012). The principal is still viewed as having the responsibility for sustaining leadership in schools. More emphasis has to be placed on cultivating and preparing leadership among schools. It should be centred on distinguishing and promoting destiny leaders promptly in their profession in schools. Therefore, leadership succession plays a vital part in increasing the teacher reserve for school administration (Moodley, 2014). Providing leadership opportunities for teachers can be an effective strategy based on recruitment, leadership development, and retention.

7.2.4.1 Recruitment

Recruiting teachers with proper disposition and skills into a leadership position and assisting those individuals through professional development and coaching, DEMs and SMTs need to be involved in the development process to ensure results to promote flexible work options at all levels of leadership (Taylor & Young, 2018).

Leadership succession increases experienced and capable teachers' availability to assume these roles as they become available. It encourages leadership concern by offering possibilities for teachers to take part in leadership, find out about leadership skills, and provide preparation for aspiring leaders. Teachers who have acquired some knowledge in leadership skills, such as communication, creativity, and motivation, will be interested in leadership and be convinced in their ability to do it (Taylor, 2013).

7.2.4.2 Leadership development

Specific leadership training and development is needed for identified leaders (Chavez, 2011). Professional advancement of present and possible leaders needs to be

considered a significant component of the succession plan. Professional advancement has to offer possibilities to create potential leaders' leadership abilities (Forbes, 2014). The MoET needs to offer career possibilities to ensure that present leaders continue to establish the required leadership abilities required to meet subsequent organization objectives. Schools should provide early leadership experiences for teachers.

It is also significant that possible teachers should be provided with possibilities to take part in leadership early in their careers made possible by shared leadership among the school and encouraging teachers to seize responsibility on other positions of leadership (Botha, 2015). Leadership interest can also be encouraged by observing schedules that let teachers determine the fundamental activities it necessitates.

Professional development opportunities such as seminars, conferences, or online classes are the best options for teachers to examine their management and leadership possibilities. High possibilities teachers have to be distinguished vigorously and promoted to expand their abilities. Training possibilities may be targeted to develop leaders for schools or included in bigger school leadership development plans. Sustainability work requires committed sustainable leaders (Forbes, 2014).

School leaders must provide possibilities for new teachers to find out about leadership by close connection with present leaders and including topics in initial teacher training. Fostering teacher leadership should be a sustainable practice over time by supporting leadership succession and promoting leadership development as a critical element of sustainability (Burns, 2013).

7.2.4.3 Retention

Chavez (2011) states that retaining top performers was equally as crucial as preparing new talent; for organization success, both were needed to increase the pool of high-quality positions. Organizations need to retain high-quality teachers to sustain leadership in schools. A plan to maintain skilled leaders must be considered in their succession planning process (Donner III *et al.*, 2016). Maintenance plans have to retain the pull and challenges of leadership for prospective principals. School systems need to put into place plans to maintain challenges and encouragement for present principals.

Leadership succession is important to enhance the quality as well as quantity of prospective principals. It is a way to neutralize principal scarcity and ensure that qualified teachers are in adequate supply to select from when the current leader leaves the post (Cook, 2014). This kind of leadership requires actively distinguished possible leaders and fosters them to create their leadership practices. Well-practiced types of training strategies, such as professional training where DEMs can strengthen present and prospective leaders' accomplishments, enhance leaders' abilities to implement through learning, modify the leaders' view, or improve their skills and awareness policies.

7.2.4.4 Policy

Policy as a general plan of action designed to reach a specific goal at school level should be taken into account when improving the leadership and professional development of teachers in schools (*cf.* 3.1; 3.2; 3.4.1; 3.5; 3.5.1)

It is crucial to schools and the education system to ensure an abundant supply of forthcoming high-grade leaders by developing and implementing policies and practices regarding teacher leadership that lead to leadership succession. A literature review signifies that there have been no policies and practices of planned leadership succession procedures for systems of education and schools for now.

South Africa proved that teacher leadership development could imperatively enhance schools' improvement, such as sustaining teacher leadership (*cf.* 3.4; 3.4.1; 3.6). Moreover, countries such as Australia, the United Kingdom, and Belgium have disclosed teacher leadership's effectiveness in sustaining leadership succession in schools (Grant *et al.*, 2011; Katzenmeyer & Moller, 2011). Lesotho can study leadership development practices from the above countries (*cf.* 5.5.2; 5.5.2.2). In Lesotho, according to Section 21 of the Education Act (2010). It is clear that policies do not contain strategies for teacher leadership development and leadership succession; in this regard, MoET should develop their leadership succession policies and practices (*cf.* 3.3; 3.3.1; 3.4.1).

Schools must have a straightforward procedure to follow in terms of practice for sustainable teacher leadership, leading to leadership succession of possible leaders.

The subsequent steps offered to school leaders for the advancement of sustainable teacher leadership are Step 1 Transformational Change, Step 2 Teacher Leadership; Step 3 Sustainable Teacher leadership; Step 4 Leadership Succession.

DEMs, SMTs, and teachers as stewards of the school should be involved in the implementation plan at the beginning of the year by incorporating all aspects. **Transformational Change** is based on implementing meaningful change, Mind-set and role leadership, Continuous improvement of teachers' skills, and developing teachers. Role leadership is essential for student success and school improvement. **Teacher leadership** built on collective values provides the foundations for informed leadership. The following aspects improve a school culture: Shared vision and collaboration in PLCs, Teachers as change agents, and Collaboration with other schools. **Sustainable teacher leadership** should also be considered for the future, including improved school culture, Openness and sharing teamwork, and culture of collaboration. **Leadership Succession** can be useful when incorporating recruitment, leadership development, retention, and policies.

The implementation plan deals with facilitating schools, DEMs, SMTs, and teachers to collaborate and learn from one another with a focal point on enhanced quality instruction that recognizes that leaders may follow the aspects mentioned above to sustain teacher leadership that leads to leadership succession.

7.3 CONCLUSION

Teacher leadership that leads to leadership succession plays a significant role in schools, and its application acts to establish and enhance shared vision and collaboration among stakeholders. Its emphasis should be on teamwork at the school. It creates a positive attitude among stakeholders, strengthens leadership capacity within the school, focuses on enhancing learning, and is an example of leadership hypothesized on rules of a career working together, enhancement and development, to sustain leadership in schools (Hargreaves & Fink, 2012).

In Lesotho, school principals require definite traits and capabilities to address school context dynamism and the curriculum's perpetual upgrades. A sustainable teacher leadership implementation plan can be a powerful way of producing transformation if

considered and applied carefully. Teacher leadership that leads to leadership succession is a significant element of leadership in schools by distributing leadership. Staff members' skills and knowledge can be utilized maximally to make sure that the school is enhanced. The teacher's competency must be used as the principal can't work in isolation.

The continuous professional teachers' development for their latest parts guarantees a constant provision of future leaders. In addition, teacher leadership enhances self-awareness in leadership and teachers' motivation to make an active difference in their learning.

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APPENDIX A: ETHICAL CLEARANCE LETTER



Faculty of Education

20-Oct-2018

Dear Miss Lieketseng Lethole

Ethics Clearance: **A Sustainable Teacher Leadership Implementation Plan For Lesotho High Schools**

Principal Investigator: **Miss Lieketseng Lethole**

Department: **School of Education Studies Department (Bloemfontein Campus)**

APPLICATION APPROVED

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2018/0987**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Prof. MM Mokhele Makgalwa
Chairperson: Ethics Committee

Education Ethics Committee
Office of the Dean: Education
T: +27 (0)51 401 5777 | F: +27 (0)86 546 1113 | E: MokheleML@ufs.ac.za
Winnie Dinko Building | P.O. Box/Postbus 339 | Bloemfontein 9500 | South Africa
www.ufs.ac.za



APPENDIX B: LETTER REQUESTING PERMISSION TO CONDUCT A RESEARCH

Tsoana-Makhulo Secondary School

P.O. BOX 859

Teya-teyaneng 200

20 November 2018

The District Education Manager

P.O. Box 47

Maseru 100

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY

I humbly request permission to conduct a research for my PhD study titled: *A sustainable teacher leadership implementing plan in Lesotho High Schools* in four high schools under your jurisdiction.

I am a registered Doctoral in Education (DEd) student of the University of the Free State. The study focuses on teacher leadership practices in Lesotho schools and the lack of leadership succession plans when the principals leave the office due to retirement or ill health. This study is further aimed at assisting principals to adequately address how to foster teacher leadership in schools.

I hope my request will meet your favourable consideration.

Yours faithfully

.....

Lieketseng Lethole

(58123826)

APPENDIX C: APPROVAL FROM MOET TO CONDUCT A RESEARCH AT BEREHA HIGH SCHOOLS



Ministry of Education and Training - Berea

02/06/2018

The Principal

Berea

Dear Sir/Madam,

Introducing a Research Study student in your School

Ms Liekelseng Lethole is conducting a research study for her PhD. The study is on *A sustainable teacher leadership implementing plan in Lesotho High Schools*. The study will target eight (8) Post-Primary schools in the country. Your school has been chosen as one of the target schools.

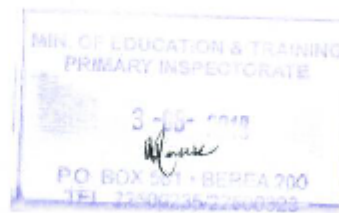
I therefore call upon your assistance to make the visit by the research student as gainful as you possibly can. I count on your amicable cooperation to make the study a success.

Your usual support is highly appreciated.

Sincerely,

Handwritten signature of Neo Mahese in blue ink.

Neo Mahese
District Education Manager - Berea



P.O. Box 561, Berea 200 Tel: 22500323 / 22500235

APPENDIX D: APPROVAL FROM MOET TO CONDUCT A RESEARCH AT MASERU HIGH SCHOOLS



THE KINGDOM OF LESOTHO
MINISTRY OF EDUCATION AND TRAINING
MASERU DISTRICT EDUCATION OFFICE
P.O. BOX 47. MASERU 100.
28810000/1 / 22 322 755

22/11/2018

The Principal

Maseru 100

Dear Sir/Madam

RE: RESEARCH

**“A Sustainable teacher leadership implementing plan in
Lesotho High Schools”**

Ms. Lieketseng Lethole is a student who is conducting a research on the above stated topic. She therefore wishes to carry out a research at Lesotho High Schools.

You are kindly requested to provide her with the information that she may require.

Thanking you in advance for your usual support.

Yours Faithfully

LEPEKOLA RALIBAKHA (MR)
DISTRICT EDUCATION MANAGER - MASERU



APPENDIX E: LETTER REQUESTING PERMISSION FROM SCHOOL'S PRINCIPAL TO CONDUCT A RESEARCH

THE PRINCIPAL

(Name and Address of the school)

Dear Sir /Madam

RE: REQUEST TO CONDUCT A RESEARCH

I am a student at the University of the Free State currently registered for the doctoral Degree (PhD) in Education Management and Leadership in the Faculty of Education. In fulfilment of the requirements of the aforementioned degree, I intend to conduct research on the topic titled: *A SUSTAINABLE TEACHER LEADERSHIP IMPLEMENTATION PLAN FOR LESOTHO HIGH SCHOOLS.*

I would therefore like to request your permission to conduct in-depth interviews, focus group interviews and semi-structured interviews with the following members: principal, deputy principal, heads of departments, grade 11 and 12 teachers and district education managers.

I hope my request will meet your favourable consideration.

Yours faithfully

.....

L.G. LETHOLE

.....

Date

APPENDIX F: CONSENT FORM

CONSENT FORM

TO ALL PARTICIPATIONS: Please print and sign your name in the space provided before you participate in this study.

I voluntarily give my consent to participate in this study titled: *A SUSTAINABLE TEACHER LEADERSHIP IMPLEMENTATION PLAN FOR LESOTHO HIGH SCHOOLS*.

I have been informed about, and feel that I understand the basic nature of the study.

I therefore give my written consent to be interviewed by L.G. Lethole on the following conditions:

My identity will not be revealed, I may withdraw from the study without furnishing reasons for such withdrawal, the interview will be audio-recorded and I will have access to transcripts of the interview.

.....

L.G. LETHOLE

.....

Date

APPENDIX G: INDIVIDUAL IN-DEPTH INTERVIEW SCHEDULE: DISTRICT EDUCATION MANAGERS

INDIVIDUAL IN-DEPTH INTERVIEW SCHEDULE: DISTRICT EDUCATION MANAGER

Personal information:

1. Date/.....2018
2. District
3. Gender: **Female/Male (Tick appropriate gender)**
4. Age:
5. Academic qualification (s) (**Tick Highest Qualification**) e.g. M.Ed. Hons
..... PGDE/B.A.Ed./B.Ed..... Dip Sec Ed..... STC

Teacher leadership (capacity building or capacity development)

6. Do you share the vision, mission, values and objectives of the school often and do you subscribe to it? Can you indicate why it is important for you to do so/not to do so?
7. As the district education manager, do you promote and encourage teacher leadership capacity in schools? How is this done?
8. In which way does the ministry of education encourage the development of teacher leadership capacity within schools?

Teacher autonomy

9. Describe the type of teachers you regard as those who require autonomy.

Providing support to teacher leadership

10. Does the school management team share leadership responsibility within their schools? May you describe the procedure?
11. Discuss the type of support the district education manager is expected to provide to the school, in order to sustain leadership within?

Teacher leadership empowerment

12. How do you support teacher leadership empowerment in schools? Identify the support mechanisms clearly.

Policies and practices relating to teacher leadership

13. Does the district education manager discuss the goals and policies with stakeholders regarding teacher leadership in schools? May you elaborate on this briefly?
14. Which legislation and policy practices exist that encourage professional competences, capacity and autonomy to teachers?
15. How do you achieve coherence across the schooling system, aligning different policies directly affecting teachers and embedding them in wider school policies, to ensure the ultimate objective of ensuring high quality education?
16. Which policies are used that promote professional culture in schools?

Teacher leadership as transformational

17. How do the district education manager take responsibility for change in schools? e.g. shifting from a traditional approach (autocratic) to a transformational approach. How is it done?
18. How do you ensure that teachers share and help develop their vision within the school? e.g. (By distributing leadership throughout the school's professional learning communities).
19. Explain how you encourage shared responsibility among school management team and teachers within the school?
20. How do you generate positive effects (in terms of leadership) for all stakeholders, present and future?

Leadership succession

21. How do you perceive teacher leadership in schools? Is it functioning well and what may be done to enhance it?
22. What in your opinion impedes the practice of teacher leadership in Lesotho high schools?

APPENDIX H: INDIVIDUAL IN-DEPTH INTERVIEW SCHEDULE: PRINCIPAL

INDIVIDUAL IN-DEPTH INTERVIEW SCHEDULE: PRINCIPAL

1. Date/.....2018
2. School
3. Age of the principal
4. Gender: Female/Male (Tick appropriate gender)
5. Nature of appointment
6. Academic qualification (s) (Tick highest qualification) e.g. M.Ed.Hons
.....PGDE/B.A.Ed. /B.Ed. /Dip Sec Ed/STC.....
7. Leadership and management qualification

Teacher leadership (capacity building or capacity development)

8. In what way do you consider yourself as a transformational leader? Can you tell me more about how you perceive a transformational leadership style that may be practiced within a school?
9. How do you feel about involving teachers in leadership practices?
10. Tell me more about the nature of leadership practices in your school?
11. How do you promote and encourage leadership capacity in the school?

Teacher autonomy

12. How do you encourage teacher autonomy in your school?
13. What are the major reforms that your school/department is involved in?
14. How as a principal have you gone about trying to get teachers to see the value in this initiative?

Providing support to TL

15. Discuss the type of support the principal is expected to provide to the school in order to sustain teacher leadership.

Teacher leadership empowered

16. Which systems are in place at your school to support teacher leadership empowerment?

Policies and practices relating to teacher leadership

17. Which policies exist in relation to teacher leadership in your school?
18. Elaborate on the purpose(s) policies focusing on the capacity for the systematic change such as quality assurance for school development and leadership succession in the school as learning organization?
19. Which guiding principles exist that highlight the key policy to support teachers' autonomy in schools?

Teacher leadership as transformational

20. Explain how you go about inviting and stimulating collaboration and shared decision-making among stakeholders within the schools?
21. How can you foster and facilitate a positive school culture?
22. How do you share and expand leadership responsibilities in your school?
23. What elements according to you are essential to the development of sustainable teacher leadership?
24. Describe any role(s) the principal can engage in to promote sustainable teacher leadership?

Leadership succession

25. How do you perceive teacher leadership to function in your school?
26. What could possibly impede the practice of teacher leadership in your school?

APPENDIX I: INDIVIDUAL IN-DEPTH INTERVIEW SCHEDULE DEPUTY PRINCIPAL AND HEAD OF DEPARTMENTS

INDIVIDUAL IN-DEPTH INTERVIEW SCHEDULE: DEPUTY PRINCIPAL AND HEAD OF DEPARTMENTS

Personal Information

1. Date/.....2018
2. School
3. Age of the teacher.....
4. Gender: **Female/Male (Tick appropriate gender)**
5. Academic qualification(s) (**Tick Highest Qualification**) e.g. M.Ed... Hons...
PGDE/B.A.Ed./B.Ed..... Dip Sec Ed... STC....

Teacher leadership (capacity building or capacity development)

6. How does the leadership of the school foster and facilitate positive collaboration throughout the school (e.g. SMT, DEMS and teachers) regarding teacher leadership?
7. May you please elaborate on why it is important to foster positive collaboration in schools?
8. How do you provide teacher opportunities to collaborate with others in your school, as well as with colleagues at other schools?
9. In which way does the school management team encourage teacher leadership capacity within the school?
10. Does the SMT share leadership responsibility within the school? How is it done?
11. Describe the nature of opportunities provided to teachers to discuss new classroom and teacher leadership practices at schools?

Teacher autonomy

12. How much autonomy do you feel you have as a SMT member in your school?
13. What are the limits to your autonomy?

Providing support to teacher leadership

14. How do you support teaching and learning at your school to ensure teachers are developed professionally?

15. How would you identify the type of leadership support the SMT is expected to provide to the teachers at the school?

Policies and practices relating to teacher leadership

16. Describe any guiding principles that is followed from the MoET, in order to sustain teacher leadership in your school that leads to leadership succession?
17. What policies and practices used by the MOET that transform the school into an organization that support teacher leadership are you aware of? Elaborate.
18. Which policies exist in relation to teacher leadership in your school?
19. Which policy imperatives exist regarding teacher leadership that leads to leadership succession have you identified in your school?

Teacher leadership as transformational

20. What was the best professional development experience you have ever had? Motivate why this is so.
21. Describe any activities the SMT can engage in to promote sustainable teacher leadership in the school.
22. How do you foster teamwork with teachers of the SMT and DEMS that may lead to leadership succession?
23. What elements according to you are essential in sustaining teacher leadership in schools?
24. What type of teacher leader model standards are you engaged in at your school?

Leadership succession

25. What is your perception about sustainable teacher leadership in your school?
26. How do you think teacher leadership should function in your school?
27. How would you describe the school's expectations about what a teacher leader should do and should not do?
28. What could possibly impede the practice of teacher leadership in your school? Motivate.

APPENDIX J: FOCUS GROUP INTERVIEW SCHEDULE: TEACHERS

FOCUS-GROUP INTERVIEW SCHEDULE: TEACHERS

Personal information

1. Date//2018
2. School
3. Age of the teacher
4. Gender: **Female/Male (Tick appropriate gender)**
5. Academic qualification (s) (**Tick Highest Qualification**) e.g. M.Ed.
Hons PGDE/ B.A.Ed. B.Ed..... Dip Sec Ed STC

Teacher leadership (capacity building or capacity development)

6. In your school, how are teachers empowered among others to be leaders, decision-makers, facilitators, advocates of the curriculum and risk-takers in their practice?
7. How does the leadership of your school adequately address how to foster teacher leadership in the school? Motivate your answer.
8. What is the school's vision for teacher leadership?
9. How is the vision connected to the school's vision and goals for leadership succession?
10. How does the leadership of the school invite and encourage teacher collaboration and participation in decision-making processes?

Teacher autonomy

11. How much autonomy (e.g. in your classroom, in your practice), do you feel you have as a teacher?
12. Describe the limits to your autonomy within the school (and in your practice as a teacher) briefly.

13. How much agency do you have over discipline policy within your classroom?
Probe (If needed): Can you tell me a little more about what you mean?
14. Would you like more or less agency than you have at your school? Why or why not?

Providing support to teacher leadership

15. How does the school management team meet with teachers to provide them with support to engage in professional learning communities? Identify the types of support (or support systems) you enjoy.

Teacher leadership empowerment

16. How does your school management team empower, support, and nurture teacher leaders?
17. Describe how the education system assists schools to develop professional working and learning cultures that motivate teachers?

Policies and practices relating to teacher leadership

18. Explain how school leaders provide teachers with the right to participate in the determination of school goals and policies of the school?
19. What policies are used that promote teachers from a lower rank to a higher rank?
20. What policies and practices exist used by Ministry of Education and Training (MoET) that transform schools into organizations that support teacher leadership?
21. What policy does the (MoET) provide that foster a collaboration culture to support sustainable teacher leadership that leads to leadership succession?

Teacher leadership as transformational

22. Describe any activities your SMT can engage in to promote sustainable teacher leadership in your school.
23. What steps have your school's SMT taken to continuously improve teacher leadership in the school?
24. How as a teacher do you share and expand leadership responsibility in your classroom and your school?

25.How do you foster collaboration among stakeholders that promote long-term value through presented activities?

26.Describe how the leadership of the school work collaboratively with all stakeholders? Identify areas and nature of collaboration encouraged.

Leadership succession

27.In your opinion, how many teacher leaders are needed to transform your school?

28.How in your opinion, is the success of teacher leadership defined within the school?

29.What, if any aspect, impedes the practice of teacher leadership within your school?

APPENDIX K: LETTER FROM LANGUAGE EDITOR

Michelle Woolley

WRITER EDITOR PROOFREADER TRANSLATOR

Associate Member of Professional EDITORS' Guild (PEG)

CERTIFICATE OF EDITING

This letter certifies that I have edited the thesis detailed below.

Title:

A SUSTAINABLE TEACHER LEADERSHIP IMPLEMENTATION PLAN
FOR LESOTHO HIGH SCHOOLS

Author:

LIEKETSENG GLORIA LETHOLE

Regards
Michelle Woolley

Date: 10/11/2020

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CHAPTER 1
THE WORKING AND THE ORIENTATION TO THE STUDY

1.1 INTRODUCTION

THE 1990s saw the emergence of a new paradigm in education, one that was based on the idea of sustainable development. This paradigm was based on the idea that development should be based on the needs of the present without compromising the ability of future generations to meet their own needs. This paradigm was based on the idea that development should be based on the needs of the present without compromising the ability of future generations to meet their own needs.

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A SUSTAINABLE TEACHER LEADERSHIP IMPLEMENTATION PLAN FOR LESOTHO HIGH SCHOOLS

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