New Kids on the Block:
Novice Teachers and Teacher Leadership

Inbanathan Naicker[1] and Shahina Somdut[2]

School of Education, University of KwaZulu-Natal, Private Bag X03,
Ashwood, 3605, South Africa
E-mail: [1]<Naickeri1@ukzn.ac.za>, [2]<Shahinasomdut@gmail.com>

ABSTRACT There is widespread belief that the quality of leadership at a school makes a significant difference to school effectiveness. When this leadership is stretched across the school to include teachers in the practice of leadership, more favourable learner outcomes result. Given this, the present research attempts to examine and investigate the experiences of novice teachers with regard to teacher leadership. Two key questions inform this research namely, how teacher leadership is enacted by novice teachers and what support do novice teachers receive from the formally appointed leaders in enacting their roles as teacher leaders. Theoretically, distributed leadership and Grant's framework on teacher leadership underpin this research. Located within the interpretive research paradigm, the present research, reports on a qualitative case study of one high school. Semi-structured interviews, focus group discussions and document analysis were methods used to produce data. The school principal, five novice teachers and two senior teachers were purposively selected as participants for the study. The data generated was analysed using Grant's framework. The results suggest that the enactment of leadership by novice teachers is more predominant in the zone of the classroom. As we move away from the classroom teacher leadership is less prevalent. It is therefore recommended that empowerment programs be put in place to capacitate school management teams on issues around novice teachers and teacher leadership.

INTRODUCTION

In the current era, there is great interest in educational leadership. This is ascribed to the widespread belief that the quality of leadership at a school makes a significant difference to school and student outcomes (Bush 2010; Okoko et al. 2014). One of the most consistent findings from recent studies of effective leadership is that authority to lead need not only be located in the person of the formally appointed leader such as the school principal or head of department (HOD) but can be dispersed within the school between and among people. The idea of collective or teacher leadership comprising teachers who lead within and beyond the classroom is gaining currency (Muijs and Harris 2007).

Address for correspondence:
Dr. Inbanathan Naicker
Educational Leadership
Management and Policy
School of Education
Office G313, Main Tutorial Block
Cnr Richmond and Mariannhill Roads,
Edgewood Campus,
University of KwaZulu-Natal, South Africa
Telephone: +27 (0)31 260 3461
Fax: +27 (0)31 260 1598
E-mail: Naickeri1@ukzn.ac.za

Internationally, the concept of teacher leadership has become increasingly embedded in the language and practice of educational improvement (York-Barr and Duke 2004). A survey of the literature on teacher leadership reveals a growing scholarship on the concept. However, much of the literature centres on teacher leadership as an academic topic without much focus on it as practice (Helterbran 2010). Grant (2006) observes that not many teachers seem to be embracing a teacher leader role and it is an unexplored area of research. In South Africa, policy on teacher education makes explicit the role that teachers are expected to play in the school community. The *Policy on the Minimum Requirements for Teacher Education Qualifications* in South Africa enunciates, among others, that teachers are expected to play the role of "leader, administrator and manager" (Republic of South Africa 2011: Appendix A). As leaders, they are expected to "participate in school decision-making structures" (Republic of South Africa 2011: 80). In the research, particular focus is laid to the novice teacher as teacher leader. While much has been written on the novice teacher with regard to mentoring, induction and professional development (see Ross et al. 2011; Salleh and Tan 2013), there is a dearth of scholarship around novice teachers and teacher leadership. A novice teach-

er is a teacher who has recently entered the profession and has less than three years of teaching experience (Blunt 2013). In other countries, a plethora of terms are used to describe the novice teacher and includes probationer, neophyte, new teacher and newly qualified teacher.

Given the importance ascribed to leadership, its definition and that of related concepts is explored. Leadership is a contested concept – it is fluid and emergent rather than fixed. As De Pree (1989: 11) puts it "leadership is not an easy subject to explain". There is general agreement among scholars in the field that leadership is about social influence and direction. Drawing on this conceptualization, leadership is viewed as the ability to influence the actions of individuals or groups to realise the vision and goals of an organisation (Bush 2003; Jwan and Ong'ondo 2011). This said leadership cannot be fully understood without reference to a related concept - management. Leadership and management are closely intertwined. Management is viewed as an aspect of leadership concerned with the maintenance of performance through planning, organising, co-ordinating and controlling (Jwan and Ong'ondo 2011). Thus, whenever the term leadership is used in the research, management is subsumed in the discourse. With regard to the concept teacher leadership, the focus is on teachers as leaders. It foregrounds the central position that teachers hold in the way school's operate (York-Barr and Duke 2004). In other words as teacher leaders, teachers have influence either directly or indirectly over the core functions of teaching and learning. Thus, teacher leadership can be described as a form of leadership in which teaching staff at various levels within the organisation, including novice teachers, have the opportunity to lead (Harris and Lambert 2003).

The present research adds to the growing body of knowledge on teacher leadership and contributes to the sparse empirical base on the topic. Within the South African context, given the poor output of the schooling system (see Spaull 2013), any knowledge on teacher leadership is important because of the potential it has in transforming schools into professional learning communities (Harris 2003b; Grant 2006). Further, it fills a gap with regard to research on teacher leadership by focusing on a specific category of school-based teacher namely, novice teachers.

The present research commences by linking teacher leadership to the broader theory of distributed leadership followed by a discussion on a framework of teacher leadership developed by Grant. An account on the research methodology is then provided. The findings are thereafter presented under *a priori* categories generated from the framework on teacher leadership. Analytical interpretation and discussion of the data is injected into the findings. The researchers conclude by presenting their learning's about novice teachers and teacher leadership and make recommendations about teacher leadership for school management teams (SMTs) and novice teachers.

Objectives of the Study

In the research paper, the experiences of novice teachers with regard to teacher leadership are examined and guided by the following objectives:
 • How is teacher leadership enacted by novice teachers?
 • What support do novice teachers receive from the school management team (SMT) in enacting their roles as teacher leaders?

Distributed Leadership

Teacher leadership is conceptually closely linked to a form of leadership termed distributed leadership (Muijs and Harris 2007). Distributed leadership departs from the traditional perspective of school leadership that foregrounds a singular view of leadership that is leadership being synonymous with position (Grant et al. 2010). The basic premise underpinning distributed leadership is that leadership is not observed as something that is concentrated in the hands of a few formally appointed individuals such as the school principal, deputy school principal and heads of department (HODs) in a school. On the contrary, it is leadership that is stretched over multiple individuals at all levels in a school (Spillane 2006).

A distributed leadership perspective advocates that schools "decentre" the leader which leads to the notion that every person in one way or another can demonstrate leadership (Goleman 2002). This opens up the possibility for a more democratic and collective form of leadership (Harris 2003a). In practice, distributed lead-

ership means that teachers with varying levels of experience and capability (including novice teachers), along with their designated leaders (school principal, deputy school principal and heads of department), constitute a critical mass or potential pool of leaders (Gronn 2003). These teacher leaders need to conceive their roles differently and to assume different responsibilities, including those beyond the classroom for the purpose of school-level improvement (Smylie et al. 2007). Grant (2006: 513) therefore, challenges teachers to "find their voices, take up their potential as leaders and change agents to produce a liberating culture in schools".

Teacher Leadership

Since teacher leadership has gained currency, various models, frameworks and conceptual tools have been postulated to theorise the practice of teacher leadership. For example, Barth's model on teacher leadership, Katzemeyer and Moller's three facets of teacher leadership, Harris's four dimensions of teacher leadership and Phelp's teacher leadership model of essential knowledge, skills and dispositions (Harris and Muijs 2003; Phelps 2008). This present research draws on a framework of teacher leadership developed by Grant (2010) owing to the fact that it is "context friendly" because it has been developed taking into account South African realities. Context is central to the understanding of teacher leadership because it is likely to vary depending on the historical, cultural and institutional setting in which it is located (Grant et al. 2010)

Grant's (2010) framework describes how teachers can lead within four zones namely, in the classroom; working with other teachers; in whole school development; and beyond the school and into the community. Linked to each of the zones of leadership she identifies possible roles (indicators of likely behaviour) which teachers may enact within the zone. For example, in the zone of the classroom, teacher leaders are expected to teach with passion and continue to improve one's pedagogy.

METHODOLOGY

Methodologically, this is a qualitative case study located within the interpretive research paradigm. The interpretive research paradigm

allowed for the capture of "the reality of the participants' lived experiences and thoughts" with regard to teacher leadership (Cohen et al. 2007:182). A case study was chosen because it permits an in-depth examination of one particular case with a great deal of depth as opposed to looking at multiple instances superficially (Christensen and Johnson 2008; Rule and John 2011). For the purposes of the present research, the case was one purposively selected secondary school and it was a case of novice teacher's experiences of their enactment of teacher leadership.

Data was generated using focus group interviews, semi-structured interviews and document analysis. Two sessions of focus group interviews were held, each spanning approximately an hour in duration. To triangulate the data furnished by the novice teachers, semi-structured interviews with senior teachers and a member of the SMT (considered the formally appointed leaders) were conducted and minutes of meetings were perused. All five novice teachers from the sampled school were selected for the focus group interview. The school principal and two of the most senior classroom-based teachers were purposively selected for the semi-structured interviews. With regard to the minutes of meetings, the minutes of the staff committee and three subject committees spanning a one year time period was selected for analysis. The selection of the three subject committees was purposive using the criterion of number of novice teachers affiliated to the committee.

All the interviews were digitally audio-recorded. The audio recordings were then transcribed *verbatim*. Informed by Cohen et al. (2007) assertion that good data analysis involves organizing, accounting for and explaining data, the data was analysed using Grant's (2010) four zones as categories for analysis. Similarly, the minutes of meetings were also analysed using Grant's (2010) four zones. All ethical protocols were observed in the execution of this study.

FINDINGS AND DISCUSSION

The findings are presented and discussed in terms of Grant's four zones of teacher leadership namely, leading within the classroom; working with other teachers; involvement in whole school development; and engagement beyond the school and into the community. In the presentation of the findings, *verbatim* quotations

from the interview transcripts are used to support the findings. To keep the identity of the participants and the school hidden, *nom de plumes* are used to name the participants (names of the planets) and the school (Galaxy High).

Leading Within the Classroom

The focus group interviews with the novice teachers reflected that they are leaders within the classroom. They alluded to elements of curriculum leadership when they indicated that they are knowledgeable about the content of the curriculum and are able to use creative strategies to impart knowledge to their learners. They added that as a teacher in the classroom, they have the agency to facilitate discussion among learners and lead them on the right path. They said:

We facilitate learning in the classroom ... (Miss Saturn)

We are the ones who know [the learners] and are there to lead learners ... (Miss Venus)

Mr Pluto provided a nuanced perspective on what it means to lead in the classroom. He indicated:

It's better if we call ourselves leaders because leaders lead by example ... instead of just teaching a fixed curriculum, we need to encourage learners to learn and we can do that by changing their mindsets ... we can do that by being strong leaders...

Mr Pluto's response focuses on three important aspects of leadership. Firstly, leading by example. Good leaders set good examples and Mr Pluto recognises this and is aware of his learners emulating his behaviour. Secondly, leadership is about having vision. Mr Pluto knows what he wants to achieve – he wants his learners to learn and transform the ways they think. Thirdly, leadership is about influence. Here Mr Pluto is clear that as a teacher he must encourage learners to learn. Mr Pluto's response is supported by Treslan (2006: 59) who states that in terms of leading in the classroom a "clear class vision, devoted to encouraging personal development, dedicated to practising empowerment, innovation and capable of leading by example" is considered important.

With regard to support received from within the school in terms of their development as leaders in the classroom, the participants mentioned that the SMT rendered no assistance in developing novice teachers. The novice teachers collectively agreed that the SMT did not assist them in orientating and inducting them into current classroom reality. This is contrary to research indicating that novice teachers need assistance in their daily teaching practices (Ngang et al. 2014). A novice teacher, Miss Venus expressed her discontent:

We had to find our own way in the classroom. So in terms of anyone sitting down with us and showing us the ropes ... there was no help.

The novice teachers also complained bitterly at the lack of opportunities afforded to them to attend curriculum development workshops in order to strengthen their classroom leadership role. Mr. Pluto volunteered:

When I requested permission to go on a particular workshop, I was told that someone else was going and that person is an experienced teacher... that person went for the workshop and never gave the rest of us feedback ... so this does not benefit us and develop us.

As a senior teacher, Mrs. Neptune observed that although the school principal recognised the importance for novice teachers to be leaders, there was no follow-up measures taken to guide and support novice teachers in being effective classroom leaders. Mrs. Neptune remarked that novice teachers get more support from peers compared to the SMT.

The school principal, Mr. Mercury indicated that he supported teacher leadership within the classroom by ensuring that all teachers, not only novice teachers, have the necessary resources in order for them to discharge their duties as classroom teachers. The minutes of the staff meeting corroborated this. Evidence from the staff committee minutes reflected that teaching and learning resources are procured and the staff is kept apprised of its availability. When asked specifically about how he, as school principal encourages novice teachers to be leaders within the classroom his response was that he does this in an indirect way by delegating this to his HODs. His response was:

I talk to them via the HOD about setting the correct tone and discipline in the classroom and ensuring that the classroom is user friendly.

This response by Mr. Mercury is not surprising given the findings of a recent research study carried out by Du Plessis et al. (2014) that school principal's engagements with novice teachers are limited. They corroborate that nov-

ice teachers are expected to work with their HODs. Evidence from the minutes of subject committee meetings, which are chaired by the HODs, shows minimal support for novice teachers as classroom leaders. Only one set of minutes reflect the HOD deliberating on the importance of a convivial classroom ethos to ensure effective teaching and learning. Grant's (2010: 36) words are prophetic here when she proclaims, "a good teacher leader will not only manage her classroom practice competently but, in addition, will bring a leadership component to her practice." The lack of support for novice teachers in their classroom practice means that they may experience difficulty in enacting classroom leadership.

Grant's (2010) framework of teacher leadership explicitly states that zone one of teacher leadership involves teachers improving their teaching and in so doing the teacher develops into a competent leader in the classroom. The novice teachers are doing this. However, this is done without much support from the formally appointed leaders in the school. This is antithesis to the manner in which teacher leadership ought to be cultivated in a school. Teachers need school-based mentors to mould them into leaders thereby helping them to improve on their classroom leadership abilities (Pankake and Moller 2007).

Working with Other Teachers

The novice teachers acknowledged the opportunities provided to them to lead among their colleagues. However, they expressed their concerns about the true intentions behind the delegation of leadership responsibilities to them. Some of them recounted that although members of staff do give them responsibilities, much of it was tantamount to shedding their workload onto them. They felt saddened that they were being exploited by their senior colleagues. Mr. Mars stated:

They give us a lot of responsibilities which most of the time entails shedding the workload on the beginner teacher... they then claim all the fame once it's done ... we are exploited at times.

The novice teachers indicated that they do not turn down the opportunity to lead curriculum development initiatives despite the dubious intentions of their senior colleagues because

they see the value in taking on responsibilities for their professional growth. However, they do feel frustrated that they are taken advantage of. To add "insult to injury" they are not given any recognition for the work done from their senior colleagues. A novice teacher, Miss Jupiter stated:

I'm not complaining about this because it is developing me professionally, but you are doing the work and not getting any recognition for it. So it's quite frustrating in the end.

With regard to collaboration and participation in decision-making processes in respect of the curricular program, the novice teachers believed that this was more illusory than reality. They reported that the HODs are extremely tactful in the manner they conduct subject meetings. During subject meetings, the novice teachers are encouraged to share their viewpoints and opinions, but this is only for the purpose of school records. The minutes of all three subject committee meetings reflect input from novice teachers on issues such as innovative forms of assessment, creative methodologies for teaching particular themes and topics, and strategies for maximising learner participation in learning activities. Barth (2001) emphasised that teachers who participate in making decisions about what happens inside classrooms have a greater sense of empowerment and are less likely to feel like passive victims. However, at Galaxy High the participation of novice teacher in subject committee meetings seems to be a ruse. The innovative ideas of the novice teachers in terms of pedagogy, however, are not taken seriously by senior teachers and their respective HODs. The novice teachers pointed out that they do not get the support from senior teachers to implement the "cutting edge" ideas they have. Miss Venus and Miss Saturn respectively stated:

If I do have an idea about how I want to do something, most of the time they say you can't do it or that's not part of our school culture.

If I have an idea, I will do it by myself because I know that nobody is going to come and help me. Most of the time they are negative ... they say you can't do it...

Not to be marginalised, some of the novice teachers take the initiative and introduce their new methods of teaching and learning unilaterally. However, when they do so, the SMT puts a damper on their spirits. To link her classroom teaching to practice Miss Saturn, recounted how she planned an exciting educational excursion

for learners. She developed a well-structured program, enquired about accommodation, entry fees and travel costs. Unfortunately, Miss Saturn's plans were short-lived when the SMT put an end to the activity. Miss Saturn indicated that this experience dampened her enthusiasm for taking the lead in planning activities and left her demotivated.

The school principal indicated that there is good rapport between the novice teachers and other members of the teaching staff. He pointed out that senior teachers often assist novice teachers with crafting of lesson plans, setting of examination papers and marking. A perusal of the staff committee minutes on school examinations informed that novice teachers are generally examiners of the lower grades (grades 8 and 9) notwithstanding, the fact that some of them also teach senior grades (grades 10, 11 and 12). None of the novice teachers were appointed as moderators of examination question papers and scripts. This view of the school principal casts novice teachers as followers rather than leaders. They are cast in a deficit mode. They are not seen as assets with something to offer to the senior teachers (Kretzman and McKnight 1993).

The responses rendered by novice teachers prove that in terms of zone two, teacher leadership is generally restricted among novice teachers at Galaxy High. There seems to be an absence of a genuine drive from the SMT to develop novice teachers into leaders among their colleagues. Instead, their colleagues exploit them by shedding some of their workload onto them. Even when they take on the workload of colleagues they are not given the the requisite support and recognition they deserve. Notwithstanding the eagerness of novice teachers to learn to be leaders among their colleagues, they are not given the opportunity to do so by the staff and management of the school. There is minimal evidence of authentic collaboration among staff where the leader-follower dichotomy is fluid and situation dependent (Spillane 2006). Harris and Lambert (2003: 44) emphasized that "collaboration is at the heart of teacher leadership, as it is premised on change that is undertaken collectively." It is therefore evident from the participants' responses that collaborative cultures are almost non-existent among the teachers at Galaxy High. This is an indication that neither the teachers nor the SMT fully understand the distinct principles of teacher lead-

ership. Leadership for novice teachers ceases at the classroom and only marginally extends to interaction among colleagues.

Involvement in Whole School Development

Questions were posed to participants about the role novice teachers played as leaders in the school. When novice teachers were asked if the SMT encourages them to take on leadership roles within the school, Mr. Pluto was quick to reply, "*No*!" They mentioned that if a novice teacher has an idea to implement in the school, they need to have one of the favourite senior teachers on their side or else the idea will not be considered by the SMT. Miss Jupiter, a novice teacher said:

If we really want to do something, we have to push really hard for it... and sometimes pushing very hard doesn't give you that positive end result unless you have some of the older teachers in your corner...

Mr. Mars, a novice teacher, recalls a leadership role given to him. It was a fund-raising event which took the form of a Fun Walk. Mr. Mars indicated that the SMT went out of their way in encouraging him to head up the Fun Walk and motivated him to make as much money as possible for the school. He mentioned that he was only encouraged to take on this role for two reasons. Firstly, none of the senior teachers were willing to take on this onerous task. Secondly, the school had something to gain from it namely money. Mrs. Earth, a senior teacher, indicated:

Newly qualified teachers are encouraged to take on leadership of fund raising committees ...After all they are energetic and have fresh, cutting edge ideas coming out of university.

Although Mr. Mars took on the task because it was a learning experience for him, he felt that he was "used" because none of the other teachers were willing to take on the task.

The participants were asked about the role that the novice teachers play in decision-making in the school at large. The school principal of Galaxy High highlighted that he encourages shared decision-making in his school. He presented an example, that he does this by sending out a blank duty list form and teachers are given the opportunity to fill in their names next to the duty they would like to take on such as sport duty or ground duty. This example trivialises school decision-making processes. Evidence

from the focus group interviews demonstrated that the novice teachers are well aware of the importance of shared decision-making. They expressed their dissatisfaction at not being consulted when a decision is made more especially when the outcome of the decision directly affects them. The novice teachers collectively agreed that they only "hear" about the decisions that are made from members of the SMT. They revealed that they are not afforded a voice during staff meetings. Miss Jupiter, a novice teacher disclosed:

I have no privileges in that regard, I am told what to do... our staff meetings are more like a drill, you are told what to do...

The lack of involvement of the novice teacher in school decision-making runs counter to the teacher leadership discourse emphasizing that teacher involvement in school decision-making is a key indicator of the strength of teacher leadership (Muijs and Harris 2003). The minutes of school staff meetings seems to indicate that participation in meeting deliberations by novice teachers is extremely limited. In only one set of staff minutes is there a record of a novice teacher's participation. The participation centred on volunteers for a sports duty. According to the novice teachers, on the rare occasion when a novice teacher plucks up the courage to speak at a staff meeting, they are verbally attacked by the school principal. Their ideas are "dismissed" by the school principal. The manner in which novice teachers' ideas are "shot down" is done so in an embarrassing and humiliating manner. This consequently stops the novice teachers from speaking in forthcoming meetings. Miss Venus, a novice teacher shared this response with the group:

They always shoot you down and they don't do it in a very nice manner. It is done in a very sarcastic and condescending manner. It's as if because we are young, we don't know what we are talking about.

Mr. Mars, also a novice teacher spoke about the dictatorial attitude of the school principal towards shared decision-making. He said:

In my point of view, the personality of the school principal is one that is similar to that of a dictator. He and his school management makes decisions not taking into consideration other people's inputs ... when it comes to novice teachers he wants to be seen as the boss.

Senior teacher, Mrs. Neptune used almost the identical language to describe the school principal. She said:

Management makes decisions about the running of the school and we just have to implement them. We are not supposed to question management. It's just a dictatorship.

The findings suggest that novice teachers are marginalised when it comes to being part of the school's decision-making processes, but so are the other teachers. However, there are instances where novice teachers are called upon to play leadership roles but these are few and far between. Often, the leadership roles that are seen as mundane and tedious by other teachers are shed onto the novice teachers. The manner in which leadership roles are distributed to teachers and the contribution of teachers to the leadership practice of the school is largely dependent on the school principal, who is considered the 'leader of leaders' (Grant et al. 2010). He is the pivot that determines how teachers respond to the calling of leadership. Interestingly, at Galaxy High School, the actions of the school principal seem to give rise to a very restricted form of teacher leadership when it comes to novice teachers playing a leadership role in the school (Harris and Muijs 2005).

The school principal is considered an agent of change. As a change agent s/he is expected to embrace democratic values. The values displayed by the school principal at Galaxy High School are far from this. Effective schools are generally keen on finding new ways of encouraging and supporting teacher leadership in their schools (Birky et al. 2006) However, as indicated by the novice teachers, the school principal of Galaxy High School does little to promote teacher leadership among them through shared decision-making and distributed leadership. A productive school environment should foster shared decision-making. This process entails input from all teachers and must allow teachers to introduce innovative ideas in terms of leading the school to its intended goals. Such a kind of environment will obviously foster growth in the teachers and make them feel recognized (Du Plessis et al. 2014).

Engagement Beyond the School and into the Community

The novice teachers were asked to what extent the SMT assists them in developing the necessary skills to be leaders in the community. It was unanimously declared by the novice teachers that Galaxy High School's SMT does not take the initiative to develop novice teachers in

being leaders in their respective communities. Miss Jupiter, a novice teacher mentioned:

We are educational leaders on our own ... it doesn't have anything to do with the school management team ... they do not equip us with skills to be leaders in the community.

The school principal of the school, Mr. Mercury rendered a very evasive response to this question. He spoke about opportunities created for novice teachers to dialogue with parents during parent-teacher meetings. He further pointed out that teachers are formally and appropriately dressed whenever they go out into the community. Leadership roles were not mentioned by the school principal in his response. Parent meetings and dress code for teachers does not do justice to the importance of the role a teacher is required to fulfil in the community. A teacher promotes the value of education and imparts knowledge to children in the community. Unquestionably, novice teachers are exposed to skills such as communication during meetings. However, these meetings do not heighten the potential and responsibility a novice teacher will gain when they are involved in leadership roles in the community. To reduce a teacher to a well attired mannequin on mute in the community speaks volumes on the role of the SMT in developing teacher leadership among novice teachers.

The senior teachers interviewed expressed their concern at the lack of involvement of novice teachers in the community. They noticed that community-based leadership was not encouraged by the SMT. Further, they mentioned that the role of being a leader in the community is executed in their personal capacity and not affiliated with the school in any way. Mrs. Neptune, a senior teacher responded:

The school does not get involved with educators being leaders in the community.

The above response provided by the senior teacher describes the manner in which teachers are guided towards being leaders. Teachers and more especially novice teachers are not directed towards being leaders in their communities. The novice teachers themselves failed to give any positive responses. Miss Venus, a novice teacher mentioned:

The SMT does not equip us with skills ... because first of all, we are shut down here at school, so there's no way that they are going to prepare us for something as large as the community.

The above response by Miss Venus was supported by other novice teachers in the group. They believe that if their ideas and innovations are short-circuited in the school, then there is no point in trying to be a leader, in the school or out of the school. Many community members view novice teachers as still being too young to execute substantial leadership roles. Miss Saturn, a novice teacher said:

In our community, we are looked at as still being young and developing and we don't know what we doing.

Mr. Pluto, although a novice teacher, has spent a number of years working in industry. It is because of his personal initiative that he has managed to secure and hold leadership roles in his community. He stated that he has built up his credibility on his own and that Galaxy High School does little or close to nothing to encourage teachers to be leaders in the community.

Grant's (2010) fourth zone of teacher leadership explicitly highlights the role of the teacher within the community. This is also in line with the seven roles and competences of a teacher which requires the teacher to fulfill a leadership role to members in the community (Republic of South Africa 2000). It is evident from the participants' responses that not much is being done by the SMT to promote leadership in the community. The fourth zone of teacher leadership is also associated with providing curriculum development knowledge to neighbouring schools. In addition to this, it requires teacher leaders to assist other teachers across schools in the area (Grant et al. 2010). This practice assists teachers with sharing resources and ideas about pedagogy. For the novice teacher, zone four is an area which can assist them where their own school teachers cannot. However, at Galaxy High School the novice teachers are not exposed to the opportunity of interacting with other teachers from other schools. Further, their confidence and competence levels are undermined by the school principal and the school management team, therefore little initiative is taken by the novice teachers to interact with others. This finding concurs with a study conducted by Grant et al. (2010) indicating that little teacher leadership is evident in zone four.

CONCLUSION

The policy context in South Africa dictates that novice teachers play roles as leaders. How-

ever, the school context seems to determine the extent to which they are allowed to put into practice their leadership potential. As is evident in Galaxy High School, it is the school principal together with the SMT that determines the breadth of teacher leadership. This present research has shown that leadership by novice teachers is largely limited to the classroom. The classroom is the domain where novice teachers have the latitude to practice their leadership. As one moves away from the classroom the possibility of teacher leadership diminishes. This is cause for concern because much of their talent and energy is wasted. They are leaders fresh out of higher education institutions equipped with "cutting edge" knowledge and skills on pedagogy. Consequently, they should be viewed as assets by their schools. Their talents should be harnessed by providing them opportunities to lead beyond the classroom.

RECOMMENDATIONS

In the present research, the researchers make two recommendations that aim to remove the impediments at school level that hinder the enactment of teacher leadership by novice teachers. The first recommendation is directed at the department of education. The Department of Education officials need to capacitate SMTs on issues of teacher leadership. Workshops for SMTs, drawing attention to the benefits of harnessing the leadership skills of novice teachers in the school community needs to be conducted. The second recommendation is directed at the novice teachers themselves. They need to exercise their agency, which is supported by policy, to convince SMTs to be given opportunities to lead beyond the classroom. In a democracy such as South Africa it is their right to lead and not a privilege afforded to them by the SMT.

REFERENCES

Barth RS 2001. Teacher leader. *Phi Delta Kappan*, 82(6): 443-449.

Birky VD, Shelton M, Headley S 2006. An administrator's challenge: Encouraging teachers to be leaders. *NASSP Bulletin*, 90(2): 87-101.

Blunt MS 2013. *Factors that Affect Retention of Novice Teachers in Hard-to-staff High Schools in Virginia.* PhD Thesis, Unpublished. Virginia: Virginia Polytechnic Institute and State University.

Bush T 2003. *Theories of Educational Leadership and Management.* 3rd Edition. London: SAGE.

Bush T 2010. Leadership development. In: T Bush, L Bell, D Middlewood (Eds.): *The Principles of Educational Leadership and Management.* Los Angeles, London, New Delhi, Singapore, Washington DC: SAGE, pp. 112-131.

Christensen L, Johnson B 2008. *Educational Research: Quantitative, Qualitative and Mixed Approaches.* Los Angeles, London, New Delhi, Singapore, Washington DC: SAGE

Cohen L, Manion L, Morrison K 2011. *Research Methods in Education.* 7th Edition. London: Routledge Falmer.

De Pree M 1989. *Leadership is an Art.* New York: Dell Publishing.

Du Plessis A, Carroll A, Gillies RM 2014. Understanding the lived experiences of novice out-of-field teachers in relation to school leadership practices. *Asia-Pacific Journal of Teacher Education*, 1-18. doi: 10.1080/1359866X.2014.937393

Jwan JO, Ong'ondo CO 2011. Educating leaders for learning in schools in Kenya: The need for a reconceptualisation. In: T Townsend, J MacBeath (Eds.): *International Handbook of Leadership for Learning.* Dordrecht, Heidelberg, London, New York: Springer, pp. 397- 417.

Goleman D 2002. *The New Leaders: Transforming the Art of Leadership into the Science of Results.* London: Little Brown.

Grant C 2006. Emerging voices on teacher leadership: Some South African views. *Educational Management, Administration and Leadership*, 34(4): 511-532.

Grant C 2010. *Distributed Teacher Leadership: Troubling the Terrain.* Ph.D. Thesis, Unpublished. Pietermaritzburg: University of KwaZulu-Natal.

Grant C, Gardner K, Kajee F, Moodley R, Somaroo S 2010. Teacher leadership: A survey analysis of KwaZulu-Natal teacher's perceptions. *South African Journal of Education*, 30: 401-419.

Gronn P 2003. *The New Work of Educational Leaders: Changing Leadership Practice in the Era of School Reform.* London: Paul Chapman.

Harris A 2003a. Teacher leadership: A new orthodoxy? In: B Davies, J West-Burnham (Eds.): *Handbook of Leadership and Management.* London: Pearson Publishing.

Harris A 2003b. Teacher leadership as distributed leadership: Heresy, fantasy or possibility? *School Leadership and Management*, 23(3): 313-324.

Harris A, Lambert L 2003. *Building Leadership Capacity for School Improvement.* Berkshire: Open University Press.

Harris A, Muijs D 2003. *Teacher Leadership: Principles and Practice.* Nottingham: National College for School Leadership (NCSL).

Harris A, Muijs D 2005. *Improving Schools through Teacher Leadership.* Berkshire: Open University Press.

Helterbran VR 2010. Teacher leadership: Overcoming 'I am just a teacher' syndrome. *Education*, 131(2): 363-371.

Kretzman JP, McKnight JL 1993. *Building Communities from Inside Out: A Path towards Finding and Mobilising A Community's Assets.* Chicago: ACTA.

Muijs D, Harris A 2003. Teacher leadership-improvement through empowerment: An overview of the

literature. *Educational Management and Administration*, 31(4): 437-448.

Muijs D, Harris A 2007. Teacher leadership in (in)action: Three case studies of contrasting schools. *Educational Management, Administration and Leadership*, 35(1): 111-134.

Ngang TK, Kanokorn S, Prachak B 2014. The perspective of school principals on novice teachers' collective work. *Procedia - Social and Behavioral Sciences*, 116: 2655-2659.

Okoko JM, Scott S, Scott DE 2014. Perceptions of school leaders in Nairobi about their leadership preparation and development. *International Journal of Leadership in Education: Theory and Practice,* 1-25. doi: 10.1080/13603124.2013.877160

Pankake A, Moller G 2007. What the teacher leader needs from the principal. *Journal of Staff Development,* 28(1): 32-36.

Phelps PH 2008. Helping teachers become leaders. *The Clearing House*, 81(3): 119-122.

Republic of South Africa 2000. *COTEP Norms and Standards for Educators*. Pretoria: Government Printer.

Republic of South Africa 2011. *Policy on the Minimum Requirements for Teacher Education Qualifications.* Pretoria: Government Printer.

Ross DD, Vesicio V, Tricarico K, Short K 2011. *Secrets for Mentoring Novice Teachers*. Gainesville, FL: Lastinger Centre for Learning.

Rule P, John V 2011. *Your Guide to Case Study Research*. Pretoria: Van Schaik.

Salleh H, Tan C 2013. Novice teachers learning from others. *Australian Journal of Teacher Education*, 38(3): 152-165.

Smylie MA, Meyrowetz D, Murphy J, Seashore LK 2007. Trust and the development of distributed leadership. *Journal of School Leadership*, 17(4): 469-503.

Spillane JP 2006. *Distributed Leadership*. San Francisco: Jossey-Bass.

Spaull N 2013. *South Africa's Education Crisis: The Quality of Education in South Africa 1994-2011.* Johannesburg: Centre for Development and Enterprise.

Treslan, DL 2006. Transformational leadership in the classroom: Any evidence? *Education Canada,* 46(2): 58-62.

York-Barr J, Duke K 2004. What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3): 255-316.