

**INVESTIGATING TEACHER LEADERSHIP IN THREE
PRIVATE K-12 SCHOOLS IN BEIRUT**

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by

NORMA GHAMRAWI

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ABSTRACT

INVESTIGATING TEACHER LEADERSHIP IN THREE PRIVATE K-12 SCHOOLS IN BEIRUT, LEBANON NORMA GHAMRAWI

This study investigated teacher leadership in three private K-12 schools in Beirut, Lebanon. It attempted to explore this concept as viewed by principals, coordinators and teachers themselves. The second purpose was to examine practices carried by principals and coordinators to check whether such practices promoted teacher leadership in these schools. The third purpose was to explore the images constructed by teachers, coordinators and principals for themselves as leaders. Based on the information found in the literature review, six questions were developed as the basis for research in this study.

The research methodology was qualitative interviewing, where fifty-one semi-structured interviews with teachers, coordinators and principals, constituted the base for the data derived for the purpose of this study. NVivo computer software package from QSR international (2002), was employed for the purpose of handling data analysis effectively. It helped in the establishment of structured thematic analysis for the obtained qualitative data, by its powerful abilities at sorting and coding data.

According to the findings of this study, teacher leadership has been defined by all participants in terms of most of the attributes that appear in the literature reviewed. Teacher leadership has been considered as an effective tool for creating a learning-oriented culture, which enhances teaching and learning thus leading to school improvement.

The research emphasized the crucial role played by principals in establishing teacher leadership, however, it went beyond to show that coordinators (subject leaders) played even a more significant role when communication in the school between teacher and the principal is 'funneled through the coordinators'. It showed that though the school culture defines whether teacher leadership will flourish in the school or not, departmental sub-cultures seemed to better distinguish this aspect in this case. The findings also suggested the role played by parents in schools in determining and shaping the type of leadership role played by teachers.

Finally, the study offered recommendations for both school policies as well as further research.

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March 9th, 2005

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INVESTIGATING TEACHER LEADERSHIP IN THREE PRIVATE K-12 SCHOOLS IN BEIRUT

CHAPTER I

INTRODUCTION

Background for Teacher Leadership

Countries need their students to read and comprehend a wide variety of materials. They want them to express themselves effectively in writing using a wide variety of formats, each with a different purpose. Students must also have the basic mathematical skills to perform computations and the math sense to know which skills to use. Students need to possess thinking skills that would enable them to generate new ideas, make sound decisions, and solve problems. They should also acquire some personal qualities such as integrity, responsibility, self-management, and sociability. More students than ever before need to be educated to higher levels. Students must be able to compete successfully in a job market requiring higher levels of skills, participate in a democratic system, and develop strong ethical values.

In fact, the list of demands from schools, as made by several societies in the world as well as by the Lebanese society, is getting longer and longer. Hood (1998), argued that there had been little substantial change in the way schools went about their business for some time:

Structurally the curriculum is much the same as it has been for the last 50 years, as is how teachers approach the curriculum. Students are still divided into classes of about the same number, primarily based on age. The day is rigidly fixed within specific timeframes and divided by inflexible timetables. Teachers teach subjects, and front up each hour to a different group of students. Classrooms are designed and used as they were 50 years ago, even though the décor might have changed. Assessment of learning is still dominated by national external examinations (p.3).

Schools are called to meet the challenges facing the societies to which their students belong. Such challenges seem to take several different titles according to the literature (Leithwood et al., 1999). Some of these titles include: restructuring, changing governance structures, responding to community influences, becoming more accountable, raising the standards for content knowledge and performance, promoting educational reform, and emphasizing efficiency in student learning (Leithwood et al., 1999).

To meet these challenges, schools of each particular society are called to provide their students with the necessary skills and processes that enable them to become able to “learn how to learn” and become “proper decision-makers” (Knamiller, 1984, p.12). What is required is teaching for understanding which means inviting students to think mathematically, read critically, write persuasively, reason historically and geographically as well as inquire scientifically. One skill children need to acquire is the ability to learn; to gather knowledge, make use of it, let go of knowledge that is of little use, and then learn new and relevant things.

The report of the National Commission on Teaching and America’s Future (1996) brought out a strong message regarding such an educational change: Any school transformation cannot succeed unless it focuses on creating conditions in which teachers can teach well. In other words, new roles for teachers should appear in schools. Several studies from all over the world seem to converge at the same theme, thus calling for a change in the roles carried by teachers in schools. These include Australian studies (Caldwell et al., 1997) , English studies (Levacic, 1997) as well as American (Marsh,1997). Kfoury (2000), in her paper presented at the Lebanese Association for Educational Studies (LAES), called for a radical change in the roles played by teachers in the Lebanese schools, so that such schools would be able to meet the challenges confronting them.

Soon after the report of the National Commission on Teaching and America’s Future (1996), an emerging literature began to highlight the importance of inviting all professionals among school staff to practice inclusive leadership that focuses on school change and improvement (Hord, 1997). According to the OFSTED (2000) in Britain, leadership lies at the heart of any successful reform effort .Two studies proposed teacher leadership as the solution for problems in which schools have been grappling. These are The Carnegie Commission Task Force on Teaching as a Profession (1986) and the Holmes Group (1986). Both studies assured that no successful large-scale change or improvement may take place unless teachers are moved to the centre where decisions are taken.

According to Lambert (1998) schools may not be ready to face such challenges with out acquiring “...the capacity to lead themselves..” (p.17). Gray (2000) posits that authoritarian forms of leadership characterized the dominant leadership styles in schools of serious weaknesses. The hierarchal, top-down approach should give way to a process of shared decision-making (Blase & Blase, 1994; Payzant & Gardner, 1994; Cunningham & Cresso, 1993; Goldring & Rallis, 1993; Kreisberg, 1992; Sarason, 1990). According to Hart (1994), a redesign of roles is needed in schools in which leadership models expand. So, the picture is no

more the traditional one where teachers teach and principals lead. Leadership is not supposed to be localized in a single person in the school (Harris, 2002). According to Katzenmeyer & Moller(2001), this is the right time for teacher leadership. Teachers should be able to influence decision-making not only at the level of the subjects that they teach but rather at the whole school level. The rationale behind teacher leadership springs from the fact that teachers are in the best positions to take meaningful and critical decisions as they are in daily-contacts with learners, curricula, assessment and instruction.

During the review of current literature on teacher leadership, issues regarding the importance of teacher leadership to sustain improvement in schools are frequently discussed (Rosenholz , 1985; Sickler , 1988; Schlechty , 1990; Fullan, 1991; Hargreaves, 1991; Taylor & Bogotch,1994 ; Harris et al. ,1995; Ovando , 1996; Hopkins & Harris,1997; Bell & Ritchie , 1999; Busher et al. ,2000; Brown et al., 2000; Cranston, 2000; Leithwood & Jantzi , 2000; Reynolds, 2000; Katzenmeyer & Moller , 2001; Wise, 2001; Jackson, 2002; Deepak, 2003) . In this view, teachers may work differently (Greene, 1989) in ways that support a sense of ownership over the tasks they are performing (Greene, 1989; Vinz, 1996; Sawyer, 2001) , make a difference to the learning and motivation of students (Elmore et al.,1996) and hence promote change in their settings (Wasley, 1992). Patterson (1997) considered teacher leaders as the champions who stretch the boundaries of their schools and promote them into higher levels. How teachers view the effect of teacher leadership is described by one teacher in Rozenholtz' (1991) study:

They are more professional....more interested in furthering their education and trying to grow and change and be willing to change and adapt and try new things. They have a positive outlook. They think that their co-workers can do things, and they look for the best points in students. They support other teachers, and respect the people they work with, believe that they can do their job, and that they are capable and willing to work and work together (p.206).

The role of the principals in promoting teacher leadership is evident in the literature (Buckner & MacDowelle, 2000; Childs-Bowen et al. , 2000; Neuman , 2000). According to Buckner & McDowelle (2000), principals play the major role in developing teacher leadership. They are called to restructure the school culture (Weiss & Holland, 1994; Ash & Persall, 2000; Childs-Bowen et al. , 2000) in a way that teachers may participate in the decision-making process (Sergiovanni, 1994;Terry, 1999). This can be achieved by empowering teachers (McKeena , 1990; Wellins et al., 1991; Lucas et al., 1991;Byham & Cox , 1992; Davis, 1998; Cranston,2000). By empowerment, principals “ ...share leadership and .. no longer aspire to

fully understand and control every aspect of the school” (Barth, 1990, p.133). Krajewski (1996) states that the principal is the “chief enculturating agent” (p. 3) as the principal is expected to be the initiator, facilitator, visionary and leader of the school. Principals must make the culture come alive for staff through developing shared purposes, beliefs, values and core concepts that focus on teaching and learning, community building, collegiality, character development and other school issues and concerns.

Authoritarian forms of leadership often practiced by some school principals seem to block the path in front of teachers who are willing to take leadership roles (Romanish, 1991). Authoritative principals are characterized by possessing tight control over curricula, teaching and behaviour as a whole in the school (Barth, 1990). According to Terry (1999) effective principals not only share their teachers in decision-making but go beyond that into creating a culture in which teachers are encouraged to reflect upon their practices in their schools as well as setting induction for teachers to both suggest and implement ideas in their schools. As a result schools would turn into learning organizations (Louis, 1994; Chapman, 1997; Leithwood et al., 1998; Mulford, 1998).

The concept of schools as learning organizations is becoming a promising vision to guide restructuring schools (Fullan, 1995; Leithwood & Louis, 1998; Marks, Louis & Printy, 1999; Silins et al., 1999). Schools that function as learning organisations in a context of rapid global change are those that have systems and structures in place that enable staff at all levels to learn collaboratively and continuously and put this new learning to use. This capacity for collaborative learning defines the process of organisational learning in schools. Marks et al. (1999) identified six dimensions of this capacity for organisational learning – “school structure, participative decision making grounded in teacher empowerment, shared commitment and collaborative activity, knowledge and skills, leadership, and feedback and accountability” (p.3). Approaches to leadership that support the development of schools as learning organisations find more in common with cultural, collaborative approaches in which teachers are viewed as partners, than with the technological, hierarchical, rational planning models (Sheppard & Brown, 1999).

The research of leadership has drawn great attention from scholars in various fields in recent years. Yukl (1998) noted the fact that “the study of leadership has been an important and central part of the literature of management and organisation behaviour for several decades” (p.251). For example, Weese (1994) mentioned that there are about 7,500 citations on leadership in Bass and Stogdill's Handbook of Leadership (1990).

The Current Status of Leadership in Lebanon

The Ministry of Education and Fine Arts in Lebanon has been directing its efforts towards raising the standards of education starting the 1990s. The rationale was to improve the educational sector as a whole. The result was a nation wide plan: Renaissance Educational Plan, which was launched in 1997. However, despite the large investment that the government provided for this plan, so as to train teachers, change curricula, raise the conditions of schools in terms of technology advancements; training school principals and focusing on leadership aspects in schools were almost not mentioned in this plan (Yaacoub, 2000).

According to Yaacoub (2000) the statistics drawn in the academic year 1997-1998 reveal that there are 2188 principals leading all the schools of Lebanon: 58.3% belong to the public sector where as 41.37% include principals of the private sector. The statistics carried by the Lebanese National Centre for Research & Development in 1999 provide some shocking information regarding the educational background of such principals. These are listed in the Table 1.1.

Table 1.1 : Classification of Principals in Lebanon in terms of Their Educational Background

<i>Educational Background of Principals</i>	<i>Percentage</i>
Principals with no educational certificates	84.3%
Principals with a qualification from the Faculty of Education at the Lebanese University (The only public university in Lebanon)	0.2%
Grade 9 Certificate or equivalence	0.9%
B.T. in childhood education (An equivalence of Grade 9)	14.4%
Educational Certificates (From Universities other than the Lebanese University)	0.2%
<i>Total</i>	<i>100%</i>

From The Lebanese National Centre For Research & Development (1999)

So the majority of principals in the Lebanese Schools do not hold educational certificates. Such certificates would minimally ensure that they have been exposed to modern educational theories that relate to subject matter of curricula taught in their schools!! The study also mentions that principals who hold degrees in educational management and leadership are very rare. Despite this gloomy picture of principalship in Lebanon, there have been no attempts to train these principals in light of the Renaissance Educational Plan as mentioned earlier.

The study conducted by Yaacoub (2000) also revealed that principals in the Lebanese Public Schools almost have no room to practice leadership themselves. The reason is that they have very rigid norms and documents that dictate to them what they are supposed to do in their schools. They don't have the right to select teachers for their own schools. It is the Ministry of Education that does this. In some schools the number of teachers may be more than what the

school needs while in others, students spend lots of their time in the playground as they might not have teachers to teach them (Yaacoub,2000). These principals possess very little authority over student distribution in classes, curricula and registration. The Ministry of Education dictates all of these. In this sense, principals of the public sector act as school keepers as opposed to school leaders. So, if this is the case for school principals, it is expected that the picture of teacher leadership would be even worse. However, this argument remains with no confirmation since there has been no research conducted in Lebanon addressing the concept of teacher leadership in its schools yet.

The selection of principals for these schools is based on political and personal regards and do not spring out of the potentials and skills they are expected to possess so as to be able to carry the tasks of this role effectively (Yaacoub, 2000).

However, Yaacoub (2000) argues that within the private sector, school principals are often adopted on the basis of qualifications. These principals do receive training courses, many of which are carried outside Lebanon during summer vacations. The majority of principals, if not all, who attend workshops and seminars that are often conducted at the American University of Beirut- which is considered as a leading educational institution not only in Lebanon but also in the whole Arab world- belong to the private sector (The researcher is a member of the committees that organise conferences and workshops at the department of education at the American University of Beirut). However, teachers from such schools are often sponsored by their schools to attend workshops related to pedagogical aspects but not leadership training.

Unfortunately the research on teacher leadership in Lebanon is null. The libraries of all universities in Lebanon as well as the Lebanese National Centre for Research and Development were searched for that purpose. This is as far as both the private and the public sectors are concerned. There have been no studies that addressed the concept of teacher leadership in any form. Consequently, this study attempted to give some clarifications about the concept of teacher leadership in three private K-12 schools in Beirut, Lebanon. The study is significant both at the theoretical level where the notion of teacher leadership would be investigated within some schools of the Lebanese system of education as well as at the practical level where several recommendations for school application may be suggested as a result. It is hoped that this research will provide an opportunity for educators in Lebanon to open up to a possible tool for improving schools: teacher leadership.

Purpose of the Study

The purpose of this study was to explore the concept of teacher leadership in three private K-12 schools in Beirut. It was intended to investigate teacher leadership as perceived by principals, coordinators (subject leaders) and teachers themselves. The study also attempted to examine practices carried out by principals, coordinators as well as teachers. It was intended to check whether practices of coordinators and principals do promote teacher leadership in their schools or not. On the other hand, the study attempted to compare between the practices carried out by selected teachers in these schools to practices that are attributed to teacher leaders according to the literature. A final purpose for this study was to investigate the type of images that teachers, coordinators and principals create for themselves as leaders.

Consequently, this study attempted to:

- 1- explore what teachers, principals and coordinators understood by teacher leadership;
- 2- compare the educational practices carried by teachers in the selected schools with that attributed to teacher leaders;
- 3- check whether the practices carried by principals and coordinators in schools promoted teacher leadership;
- 4- explore the images that teachers, coordinators and principals held for themselves as leaders;
- 5- investigate the advantages that teachers, coordinators and principals perceive for teachers playing leadership roles; and
- 6- explore how teachers were being prepared to carry on leadership in schools.

Statement of the Problem

This study examined the concept of teacher leadership as perceived by three parties in the school setting: teachers themselves, coordinators, as well as principals. Many researchers have stressed that teacher leadership may be practised by teachers without having them fulfil formal administrative roles (Lambert et al. 1995; Lambert et al. 1996). Teachers are considered as leaders when they make a commitment to improving their knowledge and

exemplary instructional practices and actively engage in helping other teachers to do the same (Bohlin, 1999). "Teachers who are leaders lead within and beyond the classroom, influence others towards improved educational practice, and identify with and contribute to a community of teacher leaders" (Katzenmeyer & Moller, 1996, p. 6). Franey (2002) considered teacher leadership as a catalyst for turning schools into professional learning communities. Such communities open the opportunities for teachers to break down the isolation of classroom in collaborative, problem-setting and -solving activities with colleagues (Rosenholtz, 1989; Hargreaves, 1994; Miller et al., 1994; Huberman, 1995). This has been considered as a key stone for any school improvement (Katzenmeyer & Moller, 2001; Cranston, 2000; Stokes, Hirabayashi, & St. John, 1998; Ovando, 1996).

Harris (1999) considered effective departments to be the ones in which leadership is shared and not held over its members. Blase & Blase (1994) call this teacher empowerment, which they consider inevitable for any school reform. Empowering teachers or delegating to them leadership underlies the basic definitions of teacher leadership as asserted by Waugh & Punch (1987), Howey (1988), Wasley (1991), Bellon and Beaudry (1992), and Boles & Treon (1992). In other words, coordinators or department heads play a crucial role at establishing and nourishing teacher leadership. In fact, by virtue of their roles or responsibilities, coordinators do possess the greatest chances to initiate structures where teachers can share their power over curricula, pupils and school policies. They are called to delegate power, involve teachers in decision-making and create sub-cultures of collegiality within their departments (Wise & Bush, 1999, cited in Bennett et al., 2003).

Romanish (1991) explains that principals seem to constitute a major obstacle to the establishment of teacher leadership. This is when the type of leadership they embrace is authoritarian (Barth, 1990; Sergiovanni, 1994; Ash & Persall, 2000; Buckner & MacDowelle, 2000; Neuman, 2000). These principals are characterized by strong monitoring of each detail in the school (Barth, 1990), not leaving chances for effective communication among their school communities (Sergiovanni, 1994). "The increasing specialization of teachers ... signals that the principal can no longer be the master teacher ... hence, it has become increasingly important to share leadership ... " (Barth, 1990, p. 133). Principals are called to practice leadership which is empowering (Reitzug, 1994); sensitive to local community aspirations (Limerick & Nielsen, 1995); supportive of followers (Blase, 1993); that builds collaborative school cultures (Deal & Peterson, 1994); and emphasizes the importance of developing a shared vision (Mulford, 1994). Principals build and shape the culture of their schools. "It is

through effective leadership and the modelling of values and beliefs important to education that principals are able to shape the culture within schools” (Stolp, 1994, p. 2).

That is to say, teacher leadership is considered as an effective tool for driving the school towards higher expectations for all students, more rigorous programs of study and more teacher satisfaction. Three major components help in the establishment of teacher leadership in schools: teachers themselves, coordinators as well as principals. For this reason, this study attempted to examine this concept from these three perspectives.

Scope of the Study

The study was conducted in three selected private K-12 schools in Beirut. The basis of this selection has been discussed in detail in chapter three. These schools are among the largest and most popular schools in Beirut. Physically, these schools possess attractive and quite large campuses for their students. They are fully equipped with laboratories, libraries, technology /engineering workshops, computers, and instructional mass media. The number of students situated in one class does not exceed twenty five in any of their classes.

Socially, it is often considered prestigious in Lebanon to have your child enrolled in one of those schools. The reason is that such schools are known for their commitment to teaching children, and providing them with many learning opportunities about the natural world surrounding them. These schools are also known to offer challenging academic programs at all levels. Students learn several languages, are encouraged to become active and independent learners, and critical and creative thinkers. For this reason, students of such schools are often the winners in various competitions that take place in the most leading educational agencies in Lebanon. Students who graduate from these schools are usually known to be eligible to enter the most prestigious universities in Lebanon.

A homogeneous sample was chosen from each school. The details of this appear in chapters three and four of this paper. Participants shared certain commonalties for the purpose of this study. These commonalties included: proven excellence in teaching determined by school evaluations, gender, years of experience and a drive towards improved conditions for student learning.

An Overview for this Paper

This study is distributed over six chapters. The *first* is an *introductory chapter* that presents the background for the study, significant issues relating to it and challenging ideas that make this study important. It identifies the research problem to be addressed all through this paper and clarifies its objectives. It also maps out very briefly the contents of its chapters. In the *second* chapter, a thorough and extensive *review of current and relevant literature* is provided. It presents the conceptual framework that underlies this study at hand. Chapter *three* describes the *methodology* carried for the purpose of this study. It attempts to clarify key research questions. It justifies the choice of the chosen paradigm, methodology and data collection methods. Validity, reliability and ethical issues are fully addressed in this chapter. It also describes how it was intended to analyze data and what considerations were taken for that purpose. Chapter *four* presents the *findings* of this study. It introduces data, describes it clearly, and links it with what was found about the original issues outlined in the research questions. Chapter *five* represents *data analysis, synthesis and discussion*. Findings are scrutinized in terms of what they mean. The literature reviewed is consulted for the sake of comparing the findings with ideas, issues and theories noted earlier. Research methods are also criticized along with their validity and reliability. The *sixth* chapter provides the readers with *conclusions and recommendations*. These include retrospective evaluation of the research and its contribution to the field. Guidelines for improving the current situation of teacher leadership are also suggested. Finally, some recommendations for future research are given.

INVESTIGATING TEACHER LEADERSHIP IN THREE PRIVATE K-12 SCHOOLS IN BEIRUT

CHAPTER II

THE LITERATURE REVIEW

History of the Concept of Teacher Leadership

The roots of teacher leadership spring out of the Nation at Risk American report (1983) which called for a radical restructuring of the American Schools so as to improve the status of education in the United States of America. Several attempts to promote this reform failed to achieve its goals. Sarason (1990) attributed such failures to the fact that most of the reform trials had a top-down hierarchical orientation. On the other hand, Murphy (1992) related the same failure to the fact that most of those trials were external to the school system where classroom practitioners were not given room to contribute to the decision-making process. So several labels started appearing in the literature of educational management in the nineties including: empowerment, shared governance, participatory decision-making, site-based management, cooperative management, shared decision-making, distributed leadership and teacher leadership (Richardson et al., 1995). Whatever the label, the call was for restructuring schools in a way that encourages teachers to take part in the decision-making at their schools (Blase & Blase, 1990) without having them leave their classrooms (Smylie, 1995) and by working collaboratively (Boles and Troen, 1994). Busher (2001) takes a similar view but also suggests that teachers are leaders in classrooms, laboratories, and who conduct workshops for their colleagues building on the work of Bourdieu and Passeron (1977).

Chapter Outline

This chapter starts by distinguishing between leaders and managers according to the wide literature available. Transactional, transformational and distributed leadership are then addressed. Distributed leadership, being a major aspect of professional learning communities, will then be discussed. This discussion leads to the introduction of the concept of teacher leadership, the roles played by teacher leaders and how teacher leadership promotes school effectiveness. Here an extensive review of the available literature is made and discussed. At this particular point the barriers confronting the establishment of teacher leadership are scrutinized.

Among the barriers confronting teacher leadership discussed and illuminated in the literature is the leadership style exhibited by school principals as well as the culture created by those principals. For this purpose, the role of the principal in establishing teacher leadership is investigated according to the current available literature, along with the culture suitable for that. The reviewed literature indicates the significance of the contribution of subject leaders in the creation of such school cultures as well as at the creation of departmental subcultures. This is why this chapter moves then to review the available literature on subject leaders and their role in promoting teacher leadership.

The paper ends by introducing the conceptual framework underlying this study, along with the corresponding basic definitions, all of this being in light of the reviewed literature.

Leaders versus Managers

"Managers are people who do things right and leaders are people who do the right thing" (Bennis & Nanus, 1985, p. 21). The skills of a manager facilitate the work of an organization because they ensure that what is done is in accord with the organization's rules and regulations. The skills of a leader ensure that the work of the organisation is what it needs to be. Several other views regarding leadership (Gardner, 1990; Kouzes & Posner, 1997) appear in the literature and are discussed later in this chapter.

Gardner (1990) considers managers as individuals who "hold a directive post in an organization presiding over the resources by which the organisation functions, allocating resources prudently and making the best possible use of people" (p.3). Tosi (1982) restricts management into taking choices about the "form and structure of those factors that fall within the boundaries of managerial discretion" (p.233).

Leadership has the effect of "influencing human behaviour, regardless of the goal... to make a difference" (Bethel, 1990, p.16). Kouzes and Posner (1997) further define leadership as "the art of mobilizing others to want to struggle for shared aspirations" (p. 30). They possess the ability to influence people and motivate them to do what they want, without driving or forcing them (Walters, 1992).

Two dimensions of leadership behaviour are distinguished in the work of Halpin (1966). These are initiating structures (concern for organizational tasks) and consideration (concern for individuals and interpersonal relations). To evaluate effective leadership skills in terms of these two dimensions, the Leader Behaviour Description Questionnaire (LBDQ) which has been the most used instrument for the assessment of leadership skills showed that "effective leadership behaviour tends most often to be associated with high performance on both dimensions" (Halpin 1966,p. 97).

Leithwood and Riehl (2003, p.3) classify the definitions of leadership enlisted in the literature in terms of carrying two functions "providing direction" and "exercising influence". In other words, "Leaders mobilize and work with others to achieve shared goals" (Leithwood and Riehl, 2003, p.3). Leadership is based on four standards: leaders, followers, idea and action (Sergiovanni, 2000). According to this view, school leaders must demonstrate morality, stability, sense of direction and strength of conviction. Parallel to this, Gardner (1999) lists four constants to leadership. The first constant is that the leader must have a story. The second constant is the "...extent to which the story or narrative is embodied in the life of the narrator" (p.1011). The assembly of a group that might be influenced by the leader's story is the third constant of a leader. The fourth constant is the existence of the organisation in which leadership may act. Wildy & Loudon (2000) suggest six groups of knowledge that effective leaders should possess. These include " ...caring for others; strength in making decisions; fairness and consistence; being open to alternatives; involving others; and articulating long term goals" (Wildy & Loudon, 2000, p.182)

A summary of the skills and attributes that distinguish leaders are listed in the Table 2.1.

Table 2.1: Leadership Attributes and Skills

Leadership Attributes / Skills	Reference
Leaders are visionary.	Mahoney (1990) Leithwood & Riehl (2003)
“Leaders do not merely impose goals on followers, but work with others to create a shared sense of purpose and direction.”	Leithwood & Riehl (2003, p.3)
Leaders unite members and strengthen group cohesiveness around a common goal.	Stogdill, R. (1974)
Leadership depends on trust.	Johnson (1998)
Leaders foster and synthesize knowledge, trust and power.	Zand (1997)
Leaders are skilful at emotional coping.	Fullan (1998).
Leaders act as role models for their teams where their actions translate the set vision.	Leithwood & Riehl (2003)
Effective leaders have a high degree of what is known as emotional intelligence.	Goleman (1998)
Leadership is multidimensional: transformational and facilitative.	Lashway (1996)
Leaders demonstrate effective human relations & interpersonal skills such as communication.	Bulach et al. (1998)
Leaders are community servants, organisational architects, social architects and moral educators.	Murphy (1997)
Leaders lead from the centre: ensure collaboration , delegate responsibilities, enable and support teacher success, manage reform and extend the school community.	Murphy (1997)
Effective leaders contribute to the formulation of professional learning communities in their schools.	Leithwood & Riehl (2003)
Leaders promote school reform and positive student learning outcomes.	Hill (1996)
School leaders secure environments where equity and justice dominate.	Leithwood & Riehl (2003)
Leaders emphasize commitment and enthusiasm to lifelong and continuous learning.	Sarros & Butcharsky (1997)
Leaders provide situational assistance for their group members.	Leithwood & Riehl (2003)
Leadership requires total quality management skills.	Smialek (1995)
Leaders are visionary, believe that schools are for learning, value human resources, communicate and listen effectively, are proactive and risk takers.	Mendez-Morse (1999) Leithwood & Riehl (2003)
Effective leaders demonstrate covert leadership.	Mintzberg (1998)
Leaders encourage teamwork and shared leadership.	Wallace& Wildy (1995)
Leaders influence their school cultures.	Deal & Peterson(1998) Leithwood & Riehl (2003)

In other words, "Leadership affects school performance by shaping the organisation of work. developing solidarity among organisational members, managing schools' relations with their external environments, and building members' commitment to their schools." (Pounder et al. ,1995,p.567).

Transformational Versus Transactional Leaders

Burns(1978) describes managers as transactors and leaders as transformers. Transactional leadership occurs when "leaders approach followers with an eye to exchanging one thing for another.... Such transactions comprise the bulk of the relationships among leaders and followers" (Burns, 1978, p. 4). Transactional leaders, through their transactions, make use of "modal values such as honesty, trustworthiness, reliability, reciprocity, [and] accountability" (Burns, 1978, p. 15). It is built on reciprocity, the idea that the relationship between leader and their followers develops from the exchange of some reward, such as performance ratings, pay, recognition, and praise.

Transformational leadership, on the other hand, occurs when a leader "looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. "The result.... is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (Burns, 1978, p. 4). It is a form of leadership that occurs when leaders "broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and the mission of the group and when they stir their employees to look beyond their own self-interest for the good of the group" (Bass & Avolio, 1990, p.43). Transformational leaders, unlike transactional leaders, employ larger "end values such as order, liberty, equality, justice, [and] community" (Burns, 1978, p. 15). It is concerned with engaging the hearts and minds of others. It attempts to produce greater motivation, satisfaction and a greater sense of achievement. It requires trust, concern and facilitation rather than direct control.

Transformational leadership is considered by Leithwood (1994) and Silins (1994) as a major contributor for initiative restructuring. While transactional leaders motivate followers by appealing to their self-interest, transformational leaders facilitate the process of transcending their own immediate self interest for the sake of the organisational vision (Burns ,1978). In line with this Block (1987) distinguishes leadership as being the process of translating intentions to reality. Peterson & Deal (1998) consider school leaders as models, potters, poets, actors, healers, historians, anthropologists, visionaries and dreamers. Bennis (1984) identified five competencies which transformational leaders possess. These include: vision; communication and alignment; persistence and consistence; empowerment and organisational learning.

A comparison between the attributes of a transformational and transactional leader is described in Table 2.2.

Table 2.2: A Comparison between the Attributes of a Transformational and Transactional Leader

<i>Transactional Leader</i>	<i>Transformational Leader</i>	<i>Reference</i>
Creates structures and processes for control	Creates a climate of trust	Burns (1978)
Sets goals to obtain immediate results	Establishes long-term vision	Burns (1978), Weese (1994)
Solves problems	Empowers individuals so that they may solve arising problems	Burns (1978)
Secures the culture	Challenges the culture	Doherty & Danylchuk (1996)
Sets rules for other to follow	Coaches and develop people's potentials	Sourcie (1994), Burns(1984) Weese(1994)
Maintains a situation and attempts to improve it	Changes the whole situation when needed	Doherty & Danylchuk (1996), Sourcie (1994)
Power springs out of his/her position	Power springs out of his/her influential character	Burns (1978), Weese (1994) Doherty & Danylchuk (1996)

Transformational leadership basically means that those who are practising it would change the realities of their particular world to more nearly conform to their values and ideals. Transactional leadership, on the other hand, focuses on an efficient interaction with the changing realities. Obviously, both kinds of leadership are necessary (Bass, 1985). But transformational leadership must be the parent as it provides the frame of reference, the strategic boundaries within which transactions take place. Without an overarching system of values and goals and without a clear picture of what kind of transformation is needed, executives and their managers will tend to operate on social and political agendas and timetables (Bass, 1985).

In short, transformational leadership subsumes transactional leadership (Leithwood, 1990) and places increased emphasis on the actualization of followers. Through role modelling, leaders transmit values, collaboratively set, and serve as catalyst for influencing followers to transform themselves and the social environment (Bass, 1985). Thus, constituents are empowered and able to predict the consequences of their behaviours.

Distributed Leadership

Distributed leadership has been acknowledged by several researchers such as Gronn (2000) , Harris (2002b) and Hopkins and Jackson(2002). Distributed leadership is an attitude rather than a management technique (Bennett et al., 2003). It means seeing all members of the faculty and staff as experts in their own right ; as uniquely important sources of knowledge, experience and wisdom. Distributed leadership doesn't restrict leadership to those filling

formal positions in the school but rather goes beyond that to encourage every member in the school to practice leadership (Harris,2002b). However, this does not mean that those filling formal positions would become meaningless, but rather their roles will be maximized (Harris,2002b). Harris(2002b) states:

This is not to suggest that no one is ultimately responsible for the overall performance of the organisation or to render those in formal leadership roles redundant. Instead, the job of those in formal leadership positions is primarily to hold the pieces of the organisation together in a productive relationship. Their central task is to create a common culture of expectations around the use of individual skills and abilities. In short, distributing leadership equates with maximising the human capacity within the organisation (Harris 2002b, p.2).

Under Distributed Leadership, everyone is responsible and accountable for leadership within his or her area (Spillane et al., 2001). It secures an environment where everyone feels free to develop and share new ideas. The rest of the discussion on distributed leadership is woven into that of professional learning communities.

Professional Learning Communities

Leadership has been identified by the OFSTED (2000) as the key element for any successful reform. However, such leadership should be practised by all members of the school (Murphy, 1988). When this is the case, collegiality is expected to dominate (Marsh,1997) leading to the constitution of a professional learning community (Hord, 1997). The main characteristic of a professional learning community is shared decision-making according to Boyd & Hord (1994). However, several other attributes are highlighted in the work of Hord (1997) where she distinguishes five elements that underlie professional learning communities.

Table 2.3 summarizes Hord's elements of a professional learning community.

Table 2.3: Hord's (1997) Attributes of a Professional Learning Community

	<i>Attribute</i>	<i>Meaning</i>
1	supportive leadership	All members of the school community constitute one team that is involved in continuous learning.
2	collective creativity	Teachers are proactive and inquisitive who are involved in writing articles, conducting work shops, preparing seminars, and presenting papers at conferences.
3	shared values and vision	All school members share a common vision that they are trying to establish. A major aim of such a vision rotates around maximizing student learning.
4	supportive conditions	These include both physical conditions and human qualities that ensure appropriate resources, professional development and secure lack of isolation of its members.
5	shared personal practices	This necessitates an environment of mutual trust and support between teachers.

The table above assumes that teachers should get involved in their own professional growth, the professional growth of their colleagues and share in decision-making. Leithwood and Riehl (2003) assure that effective school leaders are the ones who promote professional learning communities in their schools, hence, leading their teachers to practice a form of leadership, a formative one. Katzenmeyer and Moller (2001) confirm this by considering teacher leadership, as that type of leadership teachers should practice, leading to the generation of a professional learning community.

However, the culture that dominates a professional learning community determines to what extent teachers may be allowed to do that. The effect of culture in promoting leadership roles for teachers will be addressed in later sections.

Distributed Leadership in Professional Learning Communities

Glickman et al. (2001) distinguishes distributed leadership as being crucial for “improving student learning outcomes for all students over time” (p.49). Parallel to this, Silins and Mulford (2002) concluded in their study that distributed leadership is a key element for improving student outcomes. Harris (2002a) defines this type of leadership as “a form of collective leadership in which teachers develop expertise by working collaboratively (p.2).

Distributed leadership ensures that leadership is not restricted to one figure only in the school, usually the principal, but rather equally practised and made available to all the members of the school (Gronn,2000). In fact, “every person in one way or another, acts as a leader” (Goleman, 2002, p.14). Spillane et al. (2001) make a similar argument by explaining that school leadership must be viewed as the cumulative activities of a broad set of leaders, both formal and informal, within a school, rather than as the work of one actor, such as the principal.

Franey (2002) considers distributed leadership as a catalyst for turning schools into professional learning communities. In such communities, teachers receive opportunities to break down the isolation of classroom in collaborative, problem-setting and -solving activities with colleagues (Rosenholtz 1989; Hargreaves 1994; Miller et al., 1994; Huberman 1995). These activities could include collaborative curriculum design, instructional evaluation, interdisciplinary teaming and curriculum development textbook and course material review, or school improvement planning (Bryk et al., 1996). Spillane et al. (2001) assure that professional learning communities may not be established in schools unless leadership is distributed.

Teacher Leadership

Teacher leadership has been defined by several researchers such as (Krug,1992), Sergiovanni (1994), Leithwood et al. (1999), Gronn (2000), Katzenmeyer & Moller (2001), Frost & Durant (2002) and Macbeath (2003). Traditionally teacher leadership has been viewed as instances where teachers may participate in middle leadership (Cooper, 1988; Little, 1988; Bolman & Deal, 1991). However, many researchers have stressed that teacher leadership may be practiced by teachers with out having them fulfil formal administrative roles (Lambert et al., 1996). How teachers may practice leadership in their schools without having them leave their classrooms will be fully discussed in this chapter in later sections.

Bohlin (1999) has characterized teacher leaders as those teachers who have made a commitment to improving their knowledge and exemplary instructional practices and actively engage in helping other teachers to do the same. Troen and Boles (1993) acknowledge teacher leadership to be a possible means for school reform and call for eliminating hierarchal models of leadership in schools as well as for empowering teachers:

Teacher leadership has emerged as a new buzzword in the education community's search for a quick fix for school ills ... We suggest that teacher leadership enables practicing teachers to reform their work and provides a means for altering the hierarchical nature of schools. What is needed is a school culture in which classroom teachers are fully empowered partners in shaping policy, creating curriculum, managing budgets... (p. 27).

Katzenmeyer & Moller(1996) explain that“.... teacher leadership develops naturally among professionals who learn, share, and address problems together” (p. 12). They suggest that all teachers are leaders: “Teachers who are leaders lead within and beyond the classroom, influence others toward improved educational practice, and identify with and contribute to a community of teacher leaders” (p. 6). This is parallel to Barth (1990) who also considers all teachers to be able to lead if given the chance to.

An extensive review of research on teacher leadership has been prepared by Harris and Muijs(2002). Several of the definitions of teacher leadership that were mentioned in Harris & Muijs (2002) are listed in Table 2.4.

Table 2.4: Teacher Leadership Definitions Cited in Harris & Muijs (2002)
Review of Research on Teacher Leadership

<i>Definition</i>	<i>Original Author</i>	<i>Appearance in Harris & Muijs (2002)</i>
Teacher leadership is concerned with empowering teachers to share in decision-making.	Smylie (1995)	p.3
“Teacher leadership is the ability to encourage colleagues to change, to do things they wouldn’t ordinarily consider with out the influence of the leader”.	Wasley (1991)	p.4
Teacher leaders “lead with in and beyond the classroom, identify with and contribute towards improved educational practice” Their role has three dimensions: 1- They foster student learning and professional development of other teachers. 2- They ensure that fulfilment of crucial tasks by serving as department heads, action researchers... 3- They contribute to school improvement by sharing effectively in school decision-making, by serving as members of committees. The end product is the generation of a professional learning community with in the school site.	Katzenmeyer & Moller (2001)	p.4 - 6
Teacher leadership addresses teacher leadership in terms of collaboration among members of a school community	Boles & Troen (1994)	p.4
Teacher leadership may be practiced by teachers both inside the classroom (classrooms, curricula) or out side it (school reviews, sharing in decision-making, workshops..) They contribute to the democratization of the school.	Gehrke (1991)	p.4- 5- 6
Teacher leadership is addressed in terms of four roles: brokering, participating, mediating, building relationships.	Harris (2002)	p.5
Teacher leadership is about collaboration among members of the school.	Blase & Anderson	p.5
Teacher leaders are the ones who help achieve collaboration among the school community and who carry out action research.	Little (2000)	p.6
Teacher leaders help build a constructivist culture in their schools. They help other teachers to be risk-takers and try out new ideas, and hence encourage them to practice leadership themselves.	Lieberman et al.(2000)	p.6- 7
Teacher leaders are the ones who get involved in the professional growth of other teachers.	Sherill (1999)	p.6
Teacher leaders are expert teachers who fill in leader roles in addition to their responsibilities towards their classes.	Ash & Persall (2000)	p.6
Teacher leadership is about exchanging ideas with peers.	Seashore-Louis, Hruse etal. (1996)	p.6
Teacher leaders may carry on tasks that are often carried by senior leaders.	Barth (1999)	p.6
Teacher leadership is about collaboration whose end product is to bring about positive change in the school.	Rozenholtz(1989)	p.7
Teacher leadership negates hierarchical models of management. It provides its practitioner ample chances to try out his/her ideas, yet preserves the values of the school.	West et al.(2000)	p.8
Teacher leadership attempts to create a professional learning community in the school whose end product is to raise up student achievement and improve his/her quality of learning.	Silins & Mulford (2002)	p.8
Teacher leadership allow for sharing in decision-making that helps improve the school.	Leithwood & Jantzi (1990)	p.8
	Louis & Marks (1998)	p.9
Teacher leadership increases the chances for school improvement.	Crowther et al. (2000)	p.9

Harris & Muijs (2002)

In other words teacher leadership is concerned with providing teachers with chances to contribute to school decisions that relate to students and student learning. Teacher leaders seem to be keystones for school development and school effectiveness, as they not only influence their students but also their colleagues. By adopting this role, they can turn their schools into communities where learning is active, meaningful and ongoing.

Moreover, Table 2.4 reflects that there is no single definition of teacher leadership. In fact, some researchers such as Griffin (1995) have addressed it in a way that implicitly tells that teacher leaders are the ones who occupy posts such as subject leaders or head of departments. By this teacher leaders should be empowered so that they may share effectively in school reform via sharing in decision-making, contribute to the professional growth of their colleagues. The end product is school improvement and increased student learning.

Another group of researchers such as Hart (1995) have used the term teacher leadership in reference to what Barth(1990) manifests: “All teachers can lead” (p.123). In this sense teacher leadership is not restricted to those occupying leadership posts but rather practised by every teacher while she/he is in her/his classroom. By this teacher leadership is mostly about collaboration and establishing a school culture of mutual respect and collegiality. Again the end product is increased student learning and school improvement.

In other words, teacher leadership can be a position within an administrative structure (Griffin, 1995), demonstrated via teachers’ behaviours (Wasley,1991). It describes actions taken by teachers involved in school reform (Darling Hammond et al., 1995) or refers to teachers who carry on professional tasks (Hart, 1995).

As stated earlier, in this study teacher leadership will not be restricted to those carrying an administrative role (middle leaders, subject leaders, head of departments, coordinators) but also considers all other teachers in the school settings. It attempts to investigate the concept of teacher leadership as viewed by all parties of the school including senior management, middle management as well as teachers them selves. This study takes the view that leadership roles are not only functions of positions or posts, yet in many cases such posts may contribute to increased participation in sharing in decision-making in the school and hence practising teacher leadership.

Roles of Teacher Leaders

Studies have shown that teachers do not view teacher leadership as instances for enjoying “higher” or “superior” positions in their school systems (Devaney, 1987) , but rather instances for practising collaborative efforts with other teachers that promote their professional development and growth (Troen & Boles, 1992). It is an incentive for teachers to get motivated and teach better (Fullan, 2001). Teacher leadership is defined as "the ability to encourage colleagues to change, to do things they wouldn't ordinarily consider without the influence of the leader" (Wasley, 1991, p. 170).

Ash and Persall (2000) explain that teacher leaders enjoy formative leadership where they spend most of their time inside their classrooms playing different leadership roles at different times. These teacher leaders would reveal to others new ways of doing things, they model new instructional strategies, freely share their knowledge with others, initiate new programs and make instructional decisions based on what's best for children (Rosenholtz, 1991). Teacher leaders in collaborative settings would tend to draw others upward to higher places (Rosenholtz, 1991). Rozenholtz (1991) figures out that teacher leaders are often enthusiastic, more professional; more interested than other teachers in furthering their education and in new learning, demonstrate a positive regard for their colleagues and a belief in students and their ability to learn. Not only this, but also these leaders often attack problems and find ways to resolve them, often by new learning. Teacher leaders in collaborative settings in Rosenholtz' study appeared to be thriving on new learning and pushing the pedagogical frontier to higher levels. They were known for high expectations, as being risk takers.

The literature distinguishes several roles that may be taken by teacher leaders. Table 2.5 attempts to summarize some of them.

Table 2.5: Roles Suggested For Teacher Leaders According To the Literature

Roles	Specifications	Reference
<ul style="list-style-type: none"> ▪ Build Trust and develop rapport ▪ Diagnose organizational conditions ▪ Deal with processes ▪ Manage the work ▪ Build skills and confidence in others 	Teachers are expected to place a non-judgmental value on providing assistance, modelling collegiality as a mode of work, enhancing teachers' self esteem, using different approaches to assistance, making provisions for continuous learning and support for teachers at the school site and encouraging others to provide leadership to their peers.	Lieberman, Saxl & Miles (1988)
<ul style="list-style-type: none"> ▪ Develop their own teaching practices ▪ Lead reviews of school practice ▪ Contribute to curriculum development ▪ Train their colleagues ▪ Contribute to evaluation of teachers 	Teachers develop themselves by keeping up to date with the latest issues & trends in their domains & by trying them out in their classes and reporting results to their colleagues. They keep a feedback record of weaknesses and strengths of curricula they teach. Moreover they often conduct workshops for their colleagues and share in evaluating the performance of other teachers.	Gehrke (1991)
<ul style="list-style-type: none"> ▪ Work with individual teachers in classroom settings ▪ Work with groups of teachers in workshops ▪ Work with administrators or community members on classroom issues ▪ Work with various constituents on the 'task du jour' 	Teachers may demonstrate a lesson for a teacher or provide any other form of situational assistance or they could deliver professional development to groups of colleagues in the form of workshops held after school or on teacher in-service days. They could also have responsibilities that support the classroom indirectly such as facilitating curriculum or standards committees. More often teachers would respond to a crisis situation such as replacing a teacher, evaluating other teachers...	Loucks-Horsley et al. (1998)
<ul style="list-style-type: none"> ▪ Lead students and other teachers ▪ Lead in operational tasks ▪ Lead through decision-making or partnership 	Teacher may act as mentors for other teachers, facilitate student learning, train other teachers, create new approaches... Teachers may act as head of departments, coordinators, action researchers or simply contribute to school organization whilst they are in their classrooms. They could be members of committees both inside and outside their schools.	Katzenmeyer & Moller (2001)
<ul style="list-style-type: none"> ▪ Brokering role ▪ Participative role ▪ Mediating role ▪ Building relationships 	<p>The brokering role has to do with the extent to which teacher leaders translate improvement objectives into classroom practices.</p> <p>The Participative role ensures collaboration with other teachers.</p> <p>The mediating role calls teachers to provide feedback for the school critically. Finally, teacher leaders ensure a positive environment in their schools by ensuring rapport and good relations with other teachers.</p>	Harris (2002a)

The above table shows that the roles of teacher leaders as suggested by several researchers could be classified into:

- 1- Roles towards their own classes: these include having teachers innovative and creative inside their classes, meeting the needs of their students effectively.
- 2- Roles towards other teachers' classes: these include having teacher leaders providing support for other teachers inside their classes with their students.
- 3- Roles towards the school community: these include building relations with all school members, providing support and professional development mostly in the form of workshops and in-service training activities, supporting school administrators in several situations such as evaluating curricula, selecting books, evaluating performance of other teachers...

Teacher Leadership and School Effectiveness and Improvement

Several studies have indicated the criteria for school effectiveness, many of which would be satisfied if teacher leadership were implemented. Lezotte and Jacoby (1990) suggest seven correlates of effective schools. These include:

1. A safe and positive environment
2. A climate for high expectations for both teachers and students
3. Principal provides instructional leadership for teachers
4. A clear and articulated school vision embraced by all school members
5. Significant time devoted to learning
6. Frequent monitoring of student progress
7. Strong home and school relationships

Mann (1992) describes a list of five criteria for school effectiveness. These include:

- 1- Strong leadership
- 2- Better conditions for teachers to teach
- 3- A supporting school climate that promotes good work by teachers
- 4- Curriculum that fosters effective learning
- 5- An effective measurement system for student achievement that has the effect of rendering assessment as a learning opportunity by itself

The two lists seem to converge at a common theme, which is the school culture that promotes instances for teachers to play leadership roles.

The requirements for establishing teacher leadership in schools seem to fit into the above correlates of effective schools. In fact, teacher leadership may not be in effect if principals do not delegate power and share leadership with teachers as will be discussed in the coming sections. This by itself necessitates a positive culture of mutual respect and trust and where expectations are high enough. It also calls for a culture that values learning on the behalf of every member of the school so as to generate a professional learning community with in its setting. This has been discussed in an earlier section in more detail.

Cranston (2000) states that teacher leadership is the key element for any school improvement. Little (1988) argues "it is increasingly implausible that we could improve the performance of schools...without promoting leadership in teaching by teachers" (p. 78). The results of a survey of California Subject Matter Projects to teachers' classroom practice and leadership (CSMP,1989) confirmed, "teacher leaders are the horsepower for educational reform" (Stokes et al.,1998).

Lambert et al. (1995) argue that leadership is embedded in the reciprocal learning process in an educational community and that these learning processes lead towards a shared sense of purpose. Hargreaves (1991) considers teacher collaboration to be a major contributory factor for school effectiveness. Collaboration among teachers is also mentioned in Wong's (1996) study where he considers it as a necessary element for ensuring better learning outcomes by

pupils. Two recent studies: Leithwood and Jantzi (2000) and Katzenmeyer and Moller (2001) report similar findings.

However, Katzenmeyer & Moller (2001) go further by considering that teacher empowerment has the effect of improving teachers' self-efficacy that directly relates to pupil achievement and hence school effectiveness.

Taylor and Bogotch (1994) assure that school effectiveness relies heavily on the extent to which teachers are invited to participate in decision-making in their schools. This is confirmed also by Rosenholz (1985), Sickler (1988) and Schlechty (1990). Katzenmeyer and Moller (2001) suggest less hierarchical models for school effectiveness to be in effect. Reynolds (2000) considers the shared values that teachers hold in a school to be a leading factor for school effectiveness. Ovando (1996) explicitly calls for teacher leadership and considers it as a major tool for any organisational effectiveness. However, teacher leadership should be made available for every body in the school if school improvement is to take place, other wise we will end up with a two-tier system with in the school (Katzenmeyer & Moller, 2001). In effect, when all teachers are motivated to contribute to school development, school improvement may take place (Jackson, 2002). In other words, if leadership by teachers is promoted for every body in the school, then school improvement is more likely to take place. This is because:

By sharing leadership, teachers feel more ownership of and commitment to decisions. And by providing teachers with leadership opportunities, one accords them recognition In short, research suggests that the greater the participation in decision-making, the greater the productivity, job satisfaction, and organisational commitment (Barth, 1990, p. 130).

Barriers to Teacher Leadership

Several barriers have been reported in the literature as confronting teacher leadership. Though it will be discussed in more detail in a later section, authoritarian leadership of school principals has been considered as the main obstacle against fostering teacher leadership (Barth, 1990; Sergiovanni, 1994; Ash & Persall, 2000; Buckner & MacDowelle, 2000; Neuman, 2000). Authoritarian school principals are characterized by tight control over behaviour, curricula and goals (Barth, 1990). With this type of principal it will be hard to achieve meaningful conversations between teachers and principals (Sergiovanni, 1994). Blase

and Anderson (1995) explained that when teachers view their school principals as the ones who manipulate “sanctions and rewards” (p.27) , they will hesitate to get fully involved in work. This has the effect of threatening and even destroying trust and respect between teachers and principals. This in turn may inhibit the establishment of teacher leadership in schools.

Fiore (2000) suggests that principals need to understand that schools do not operate effectively if they do not secure a culture of collegiality, which may not be secured except by the principal. The reason behind that is that the school principal possesses tremendous authority over the culture of school community (Fiore, 2000). In fact, he/she creates, maintains and shapes the school culture (Sashkin & Sashkin, 1993; Weiss & Holland, 1994; Fiore, 2000). How principals shape the culture of their schools will be discussed in detail in a later section of this chapter.

Principals promote teacher leadership only when they understand that they can never secure all the leadership roles needed in their schools (Blase & Kirby, 1992). Only then they would be able to consider teachers’ voices as being crucial (Gehrke & Romerdale, 1997). When this is the case, teachers tend to believe that “principals power expands” (Blase & Kirby, 1992, p.41) and they become an even more critical figure (Barth, 1990) contrary to what some principals may think.

The authoritarian forms adopted by some principals create another barrier to teacher leadership, which is training teachers to lead (Barth, 1990). This is because they fear if they relinquish authority to their teachers their control over the school will be minimized (Barth, 1990). Effective principals equip their teachers with leadership skills (Barth, 1990; Lambert, 1999).

Lambert (1999) makes an important point that even when principals decide to build leadership skills in teachers, they may fail to do so because “...it is more difficult to build leadership capacity in colleagues than to tell colleagues what to do” (p.24). Sergiovanni (2000) addresses the issue of capacity building by suggesting that principals may contribute to building leadership skills in their teachers in many ways. These include: supporting teachers in their teaching, providing them with discretion to act, sharing decision-making with them and above all involve them in continuous learning.

Another result of authoritarian principal ship is not to create a supportive culture. This stands as a rigid barrier in front of teacher leadership. According to a study conducted by Urbanski and Nickolaou (1997), teachers who moved into leading roles in the schools they studied were viewed with skeptical eyes by their peers. The lack of a culture that supports such roles limited their roles to teaching students only. They were not encouraged or even allowed to share in decisions that affect the whole school. In other words, the walls of their classrooms were the boundaries subjected to their influence (Urbanski & Nickolaou, 1997).

Several other barriers have been reported in the literature of teacher leadership. Table 2.6 summarizes some of them.

Table 2.6: Barriers to Teacher Leadership

Barrier	Reference
A culture of shared decision-making is a pre-requisite for teacher leadership to develop in a school	Stone et al. (1990)
Lack of status and absence of any form of authority for teacher leaders	Boles (1992)
Less connection to peers may be experienced with teacher leadership	Troen & Boles (1992)
Lack of shared decision-making in schools	Pellicer & Anderson (1995)
Role conflict as they are often sandwiched between senior management teams and their teacher colleagues	Wise (2001)
Isolation may be one of the major barriers to teacher leadership	Lieberman et al. (2000)
Teachers are often reluctant to accept the leadership of other teachers	Little (2000)
Lack of time to carry out the work expected from them	Brown et al. (2000)
Leader ship roles may create a gap between members of the school	Katzenmeyer & Moller (2000)
Head of departments should act as leaders of leaders and promote autonomy of teachers with whom they work	Ash (2000)
Non- democratic models of management such as the top-down leadership model	Katzenmeyer & Moller (2001)
Shared values are the basics for the emergence of teacher leadership	Harris (2001)
The extent to which power is delegated by principals in schools	Little (2002)

In simple words, for teacher leadership to emerge in a school, it is important that it is made available for every individual in the school; provided that that member accepts to carry out its responsibilities the same way he or she would be inclined to enjoy its privileges. This should be carried in an atmosphere of shared values and mutual respect and where collegiality is intensified.

Role of the Principal in Promoting Teacher Leadership

How the development of teacher leaders within the learning environment may take place in order to support school reform seems to be a complex issue. The literature that has been cited earlier indicates that teacher leadership possesses the potential to promote better educational practices on the behalf of teachers. What is needed is a better understanding of what principals can do in order to generate teacher leadership in their schools as well as the means and processes that they can rely on so as to support it.

According to Buckner and MacDowelle (2000), principals do play a major role in developing teacher leadership. Principals are called to secure a culture that builds and supports teacher leadership by several researchers such as Ash and Persall (2000) and Childs-Bowen et al. (2000). In line with this, Neuman (2000) suggests that principals of schools of reform are called to create viable cultures that support collegiality and support reflection and risk taking.

When the school is conceived as a professional learning community the role of the principal seems to change radically (Nadebaum, 1990; Johnson, 1992 ; Martel ,1993; Caldwell,1996; Hough & Paine,1997). In such communities the role of the principal is described in terms of the following activities:

- they secure chances for continuous learning and performance improvement;
- they create a strong vision for their organizations and work to have embraced by all members of the school;
- they adopt team leadership models and encourage effective and innovative implementation of major change;
- they invite all school members to share in decision-making processes;
- they consider performance management as a learning process and not as means for evaluation or judgment;
- they clarify direction, yet take into consideration feedbacks that staff would provide;
- they investigate what motivates people strive to implement it in their schools;
- they create and secure a culture that supports interdependence, trust and respect;
- they learn from all experiences that they live in their and try to act in accordance;

According to Romanish (1991), principals appear to block the way in front of teachers who seem to be willing to take leadership roles. Those principals were considered by Senge (1990) to be adopting a traditional view of leadership:

Our traditional view of leaders ... are deeply rooted in an individualistic and non-systemic world view... So much as such myths prevail, they reinforce a focus on short-term events and charismatic heroes rather than on systemic forces and collective learning. At its heart, the traditional view of leadership is based on assumptions of people's powerlessness, their lack of personal vision and inability to master the forces of change, deficits that can be remedied only by a few great leaders (Senge, 1990, p.340).

Gehrke and Romerdahl (1997) notes that teachers often get frustrated from taking leadership roles as long as principals are closely monitoring each detail. They explain that this happens when principals assume that they have delegated power where in fact they did not. They would still dictate curriculum materials, types of tests used to evaluate instruction, class schedules, and allocation of instructional resources, yet they hold such teacher leaders more accountable and more responsible.

Principals need to understand that “as teachers are expected to do more with less, the principal would become an even more critical figure, capable of both creating and reducing teachers’ problems” (Barth, 1990, p.21). Thus principals are called to demonstrate leadership that is both “...strong and shared...” and “...democratic and efficient..” (Wildy & Loudon, 2000, p.173). Principles need to have a new view of leadership in schools as Senge (1990) suggests:

The new view of leadership in learning organizations centres on subtler and more important tasks. In a learning organization, leaders are designers, stewards, and teachers. They are responsible for building organization where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models ... that is, they are responsible for learning (p. 352).

A study of the characteristics of effective principal leaders carried by Day et al. (2001) stressed the importance of personal values. Such values took the form of respect, trust and caring for others. The study indicated that principal leadership was linked to organisational skills and capacity building. The principal plays the role of a cultural leader who shapes the beliefs, artefacts and norms of a school (Weiss & Holland, 1994). He/She builds the school

culture (Sashkin & Sashkin, 1993; Fiore, 2000) that supports teachers as “...reflective decision makers ...” in the area of teacher leadership (Sergiovanni, 1994, p.74). By this, principals create opportunities for teachers to offer input into school based decision-making processes.

In other words, principals are called to empower teachers. Empowerment is defined by Wellins et al. (1991) in terms of having power moved to employees so as to help them embrace a feeling of ownership over their jobs. Byham and Cox (1992) define empowerment similarly but adds that empowerment has the effect of creating personal interests in improving the performance of the organisation. Mark and Louis(1999) explain that:

...site-based decision-making accompanying decentralization can empower teachers to varying extents, ranging from nominal empowerment to full partnership or, very rarely, to full teacher control (p. 710).

McKeena (1990) considers empowerment as means for improving the self-esteem of workers. Bolin (1989) defines empowerment as a tool for encouraging teachers to participate in the foundation of school goals and policies. This has the effect of considering teachers as professionals (Lee, 1991). Lucas et al. (1991) elaborate on this point and consider that the relationship between power of principals and power of teacher leaders is direct proportionality: the more the power principals give, the more powerful they become.

However, research reveals that even if teachers are given rein to participate in leadership in their schools, they often fail to do so as they lack the skills and competencies that enable them to succeed (Sherrill, 1999). Zimpher and Howey (1992) call school principals to help teachers acquire the skills that enable them to participate in decision-making practices at their schools and hence recognize themselves as leaders. Table 2.7 summarizes what the principals could do in order to foster teacher leadership.

Table 2.7: Role of the Principal in Developing Teacher Leadership

Role	Reference
The principal should aim at banishing the top-down management system so as to develop and sustain teacher leadership.	Shanker (1986)
School Principals are supposed to distribute power widely throughout the school, share in decision-making, take into account the opinion of staff members , focus on problem solving during meetings, provide autonomy for teachers, ensure collaborative planning time for teachers, and create opportunities for staff development.	Leithwood and Jantzi (1990)
Teacher leadership is highly influenced by interactions among leaders and other organizational participants that take place in a political and normative framework.	Smylie and Denny (1990)
Principals should be careful at instances where teachers make the transition to leadership positions or roles as certain tensions may arise. At this point principals are supposed to protect collegiality in the school by offering chances for all staff members to share in decision-making.	Kay (1990)
Principals should be considered as head learners or principal teachers. They are encouraged to teach one class a day or at least one-hour a day. This will make them model collegiality better among staff.	Farber (1991)
Principals invite teachers in the selection process of assistant principals hired, the use of time and schedules to facilitate collaboration and interaction.	Hart (1995)
Principals promote teacher leadership by providing positive yet limited constructive feedback to their teachers.	Buckner et al. (2000)
Principals should share their goals and values with teachers if they are to generate leaders in their schools.	Teddlie and Reynolds (2000)
Principals should motivate head of departments in their schools to initiate infrastructures with which teacher leadership may be initiated.	Childs-Bowen et al. (2000)
Time factor, ensuring strong teacher networks and visiting classrooms are essential to promote teacher leadership by principals.	Barth (1999)
Principals should build good interpersonal skills between teachers in their schools.	Lieberman et al. (2000)

In other words, school leaders are expected to empower their teachers by creating structures and initiating activities that facilitate the development of teacher leadership.

An extensive and large-scale study conducted by Mulford and Silins (2001) attempted to clarify the nature of leadership needed to promote effective professional learning communities. They found out that the best leadership for such organisations included principals who were skilled in transformational leadership and administrators (deputy principals, heads of departments) and teachers who were actively involved in the core work of their organisations (shared or distributive leadership). The study showed also that the efficiency of such organisations was a function of the extent to which staff were contributing to such organisations as well as how much such contributions were valued.

Principals, then, are called to deal with their teachers on the basis of transformational leadership. Though discussed earlier, it is worth listing and categorizing the characteristics of

such principals according to a study conducted by Mulford and Silins (2001). These are presented in Table 2.8.

Table 2.8: Mulford and Silins (2001) Characteristics of the Transformational Leader

Transformational Leader Characteristic		Description
1	Individual Support	They provide moral support to their teachers by reflecting their appreciation of their work as well as asking for their opinions.
2	Culture	They secure caring, trust and respect among their teachers. They promote a culture of respect to students. They encourage teachers to be proactive and risk takers.
3	Structure	They help establish structures in which decision making is participative and autonomous. They distribute leadership by delegating tasks.
4	Vision and Goals	They embrace a vision and they communicate it effectively to their teachers so that all would be working towards the same target.
5	Performance Expectation	They put high expectations for students in terms of achievement. They put high expectations for teachers in terms of innovation, effectiveness and creativity.
6	Intellectual Stimulation	They emphasize the importance of reflection on one's work as well as others. They encourage teachers to be continuous learners and they model these themselves.

Mulford & Silins (2001)

Mulford and Silins (2001) study may be sequenced as follows:

- 1- Principals secure a culture that promotes an atmosphere in which teachers are respected, valued and encouraged to learn.
- 2- Principals secure structures in which teachers may practice teacher leadership by sharing in school decisions and taking initiatives and risks.
- 3- Develop a professional learning community resulting from teachers whose practice of leadership focuses their work towards the school vision and goals whose primary targets are always student learning.

In other words, principals who adopt transformational leadership have proven to achieve professional learning communities, in the heart of which lies teacher leadership.

School Culture and Departmental Sub-cultures

The opportunity for teacher leadership and empowerment needs to be examined in light of the culture it supports. Culture has been defined by Schein (1992) as "the deeper level of basic assumptions and beliefs that are shared by members of an organisation, that operate unconsciously, and that define in a basic 'taken-for-granted' fashion an organisation's view of itself and its environment" (p. 6). Similar to this view, Owens and Steinhoff (1989) define culture as "the shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes, and norms that knit a community together" (p. 11).

According to Beare et al. (1989), culture involves a social construction. They explain that what creates culture include the attitudes, values and interactions of its members. These attitudes and values are not static. They get reshaped under several influences such as policies, decisions, and structures. Stakeholders in such organisations play crucial roles here. So members of an organisation create its culture and they are the ones who have power to redirect it (Beare et al., 1989).

School culture provides a sense of purpose to those in the organisation (Sergiovanni, 2000). It "steers people in a common direction" (Sergiovanni, 2000, p. 1) and influences not only the actions of the school population, but also its motivations and spirit (Peterson, 1999). School culture affects how teachers define their work (Rosenholtz, 1991, p. 42). Deal & Peterson (1999) distinguish between two types of school cultures: positive school cultures as well as toxic school cultures. They explain that positive school cultures better challenge obstacles that encounter school functioning. It provides its members with opportunities to grow professionally. Opposed to this, toxic school cultures inhibit professional growth and reduce enthusiasm. In toxic schools,

...the elements of culture reinforce negativity. Values and beliefs are negative. The cultural network works in opposition to anything positive. Rituals and traditions are phoney, joyless, or counterproductive (Deal and Peterson, 1998, p. 119).

The major points discussed by Deal & Peterson (1998) are summarized in Table 2.9.

Table 2.9: Positive School Cultures versus Toxic School Cultures

<i>Positive School Culture</i>	<i>Toxic School Culture</i>
<ul style="list-style-type: none"> • A mission focused on student and teacher learning • A rich sense of history and purpose • Core values of collegiality, performance, and improvement that engender quality, achievement, and learning • Positive beliefs and assumptions about the potential of students and staff to learn and grow • A strong professional community that uses knowledge, experience, and research to improve practice • A shared sense of responsibility for student outcomes • A cultural network that fosters positive communication flows • Leadership among staff and administrators that blends continuity with improvement • Rituals and ceremonies that reinforce core cultural values • Stories that celebrate successes and recognize heroines and heroes • An overall sense of interpersonal connection, meaningful purpose, and belief in the future • A physical environment that symbolizes joy and pride • A widely shared sense of respect and caring for everyone 	<ul style="list-style-type: none"> • A lack of shared purpose or a splintered mission based on self-interest • Staff members who find most of their meaning in activities outside work, negativity, or anti student sentiments • Viewing the past as a story of defeat and failure • Norms of radical individualism, the acceptance of mediocrity, and an avoidance of innovation • Little sense of community where negative beliefs about colleagues and students abound • Few positive traditions or ceremonies to develop a sense of community • A cultural network of assayers, saboteurs, rumourmongers, and antiheroes, where communication is primarily negative • A dearth of leadership in the principal's office and among staff • Positive role models unrecognized in the school and community • Social connections that have become fragmented and openly antagonist • Rather than hopes, dreams, and a clear vision, a sense of hopelessness, discouragement and despair

Deal & Peterson (1998, pp. 118- 124)

The importance of the impact of culture on teacher leadership is discussed by Parry (2000) who suggests that “in any investigation of leadership it is necessary to understand culture as it impacts organizational life” (p.36).

A culture of collegiality has the effect of bringing about teachers and principals to talk freely and openly (Blase and Kirby, 1992). It engenders a sense of cohesiveness and collaboration .A two way communication is hence created (Ash & Persall, 2000) which is necessary to “engage both principals and teachers in making important decisions about school improvement” (Childs-Bowen et al., 2000, p.28). Such a constructive school culture is considered by Firestone & Wilson (1993) as being a key stone for promoting school effectiveness and by Parry (2000) as the basis for teacher growth.

Saphier and King(1984, cited in Butler & Dickson,1987) list a set characteristics for a collegial school culture. These are listed in Table 2.10.

Table 2.10: Characteristics of a Collegial School Culture

<i>Characteristic</i>	<i>Interpretation</i>
Collegiality	ensures sharing of resources and ideas
Experimentation	allows for risk-taking and pro-activity
High expectations	which pitch up the work of senior leaders, middle leaders, teacher and students as well
Trust and confidence	that are considered the basic stones for building collegiality and thereby effective communication
Tangible support	members are provided with the actual and -at the spot- useful tools to solve problems
Reaching out to the knowledge bases	develops information networks rather than trying to solve problems in isolation or assuming one person has all the answers
Appreciation and recognition	ensures that individuals of a community would preserve their positive traits and behaviours
Caring, celebration, humour and traditions	which has the effect of strengthening the school culture and ensures that isolation of some members is minimal
Involvement in decision making	which is a sign of valuing all members of the community
Protection of what's important	privacy of individuals is protected
Open communication	ensures that problems are discussed openly and hence school improvement has more chances to happen

Saphier & King(1984, cited in Butler & Dickson,1987)

According to Bagraim(2001), organisational culture exists on three levels. The first level is observable and may be accessed easily. The second level includes the values that explain the observable behaviour. The third level is the critical level in which “...rests underlying assumptions of the corporate culture...” (p.45). This third level may not be recognized by those with in the culture and may not be easily changed. Yukl (1998) states that the espoused values of a culture may not necessarily represent that culture. Parry (2000) posits that different organisations produce different cultures.

When applied to school settings, culture describes the nature of the school, which includes beliefs, values and customs (Deal & Peterson, 1990). It moulds what teachers want to do and supply answers to questions as “What does it mean to teach?” (Firestone & Wilson, 1993, p.25). Sergiovanni(2000) supports this idea and considers school culture as providing a sense of purpose for all the school members including students.

Prestine (1993) defined three factors necessary for school reform. These include sharing authority, facilitating the work of staff and participating without dominating. The notion that teachers can develop and use capacity for initiative and change at the local level is reflected in the work of Cuban (1998). In this view, teachers may work critically, reflectively, and

ethically (Greene, 1989) in ways that support a sense of authorship in their teaching life (Greene, 1989; Vinz, 1996; Sawyer, 2001) and change in their settings (Wasley, 1992). In contrast, the traditional school culture possesses structures that tend to oppose the premises of teacher leadership (Sarason, 1990; Lieberman, 1992). Cultures of collaboration facilitate professionalism at schools (Nias, 1989).

The collegial environment of a school fosters mutual problem solving and planning (Hargreaves, 1996). In the research administered by McLaughlin (1993), teachers within the same school responded towards the same students differently. McLaughlin (1993) considered such responses to be “a product of his or her conception of task as framed and supported by a particular school or department community” (p. 89). This is because within the same culture, several sub-cultures do exist (Huberman, 1990).

Not only at the school level, but also at the level of the departments, a wide range of variations in responses was reported McLaughlin (1993). Huberman (1990) explains that departmental cultures are most of the times different from the school wide culture. What shapes the departmental culture is discussed in the work of Siskin (1994) where subject leaders are considered as central change agents of such subcultures.

Several studies assure that departments of the same school often create subcultures of varied approaches to curriculum and curriculum implementation (McLaughlin & Talbert, 1993; Grossman & Stodolsky, 1994; Siskin, 1994). Hence, such sub-cultures could be of greatest significance to teacher performance, one of which is teacher leadership. Thus, it seems to be important at this point to check the role of subject leaders at fostering teacher leadership in schools.

Subject Leadership (Middle Managers/Head Teachers/Coordinators)

It should be noted that, in this study, the term ‘subject leaders’ is used interchangeably with ‘middle managers’, ‘head teachers’ and ‘coordinators’. The reason for this is that all of these terms are being used, with the same meaning, in different private schools in Beirut.

Research on school improvement suggests that successful school reforms are the ones that focus change on all school levels (Fullan, 1991; Hopkins & Harris, 1997). As a result subject

leadership in schools has been recognized in the literature during the 1980s as being central to any school reform and hence promotes learning. This is clear in the works of Harris et al. (1995), Bell & Ritchie (1999) and Busher et al. (2000). All these works discuss that good teaching and learning emanate from the effective work of middle leaders. Busher et al. (2000) assure that “schools that are effective and have the capacity to improve are lead by head teachers who make a significant and measurable contribution to the effectiveness of their staff ” (p.5).

Studies conducted in England and Wales reveal that the traditional role of heads of department or other middle managers has been changed significantly (Cardno, 1995; Gold 1998; Turner, 1996; Turner & Bolam, 1998). They are now getting responsible for additional activities such as staff appraisal, the development of quality assurance mechanisms and the evaluation of teaching programs. As well, these middle managers are required to participate in school planning and policy development. Brown et al. (2000) explain that subject leaders are carrying out responsibilities that once were carried by senior management teams. Not only this, 58.8% of respondents in a research carried by Wise (2001) indicated that middle leaders teams were far more important for the functioning of the school than were senior management teams. The long list of the varied tasks carried by middle managers described by Bennett et al. (2003) emphasize this point. The table in appendix A summarizes the major roles of middle leaders outlined from the work of Bennett et al. (2003).

An American study entitled California Subject Matter Project to teacher’s classroom practice and leadership (CSMP, 1998), explains that middle leaders are observed to carry roles that include (a) workshop presenters in schools and districts, (b) members of school site leadership teams, (c) leaders for local school restructuring efforts, (d) district or state-designated mentor teachers, (e) team teachers or peer coaches in their schools, (f) subject matter specialists for local schools, and (g) curriculum developers for schools and districts (Stokes et al. ,1998). In other words, their responsibilities and accountability have increased significantly (Turner & Bolam, 1998). They have been viewed by Brown & Rutherford (1998) as the key to educational effectiveness.

According to Blandford (1997) the role of middle managers is becoming increasingly more complex, varied and demanding. This is in line with Dinham et al.(2000) who admit that the scope of the tasks for which they are responsible is quite complex. Glover et al.(1998, cited in

Bennett et al., 2003) also admits that the role of middle leaders is becoming more complex and more crucial for school functioning. Such complexity arises from the fact that middle managers often carry out the dual role of both teaching and administering specific tasks in school. Bush and West-Burnham (1994) explain that a middle manager is at the same time: a leader, a manager and an administrator. Kemp and Nathan (1989) make a similar point:

[a] school's middle managers are those people whose role places them between the senior management team and those colleagues whose job description does not extend beyond the normal teaching and pastoral functions (p. 7).

Deepak (2003) describes the roles played by middle managers in terms of three aspects, other than their every day jobs. The first includes the identification, codifying and transferring knowledge. The second includes the creation of new knowledge, whereas the third is termed 'champion change'. A conversation with thousands of middle managers by Deepak (2003) yielded the following six critical skills of middle managers. These six skills are considered crucial by Deepak (2003) so that middle managers may lead effectively. They include: self awareness; keeping sight of the big picture of the school; emotional intelligence; advanced communication skills; career management skills; and continuous learning.

Leadership roles as practiced by subject leaders in schools are illustrated in the national standards for subject leaders issued by the National Association of Careers and Guidance Teachers (NACGT) of England and Wales (July, 1999). These are categorized and summarized in Table 2.11.

Table 2.11: NACGT Leadership Key Areas of Coordinators

<i>Key Areas and leadership and management tasks</i>	
<i>Strategic direction and development of careers education and guidance</i>	<ul style="list-style-type: none"> ▪ develop implement and monitor policies ▪ create a climate which enables other staff to develop and maintain positive attitude ▪ identify and meet individual pupils' needs ▪ analyze and interpret existing policy and practice against the findings from relevant surveys ▪ contribute to the school development plan ▪ identify targets for development to be presented to senior managers and governors
<i>Teaching and learning</i>	<ul style="list-style-type: none"> ▪ ensure curriculum coverage ▪ collaborate with other subject leaders ▪ ensure that schemes of work are in place to meet the needs of all pupils ▪ ensure that teaching methodologies match the interests and learning styles of pupils ▪ monitor the progress of pupils in school ▪ develop a policy for assessing, recording and reporting pupils' achievement and progress ▪ observe teaching to ensure quality ▪ involve parents in monitoring the progress of their children
<i>Leading and managing staff</i>	<ul style="list-style-type: none"> ▪ help teachers build positive relations with pupils and among themselves ▪ clarify expectations to teachers working with them ▪ read relevant journals and publications ▪ provide briefings to other staff to update them on new developments ▪ meet the needs of their teachers in terms of training supporting them and ensuring progress ▪ sustain motivation and secure improvement in teaching ▪ participate in the appointment of teachers ▪ provide regular reports to the senior management team and the governing body
<i>Efficient and effective deployment of staff and resources</i>	<ul style="list-style-type: none"> ▪ identify appropriate resources for teachers ▪ present senior management with budgets for appropriate resources ▪ maintain existing resources and seek /develop new resources ▪ ensure that a safe school environment in which risks are continuously assessed

National Association of Careers and Guidance (NACGT) of England and Wales (July, 1999, p. 6-29)

The tasks performed by subject leaders in schools seem to combine tasks of both teachers and managers in the school. On a micro scale, they set plans for classroom practices and monitor their application and development. On a macro scale, subject leaders contribute to school policies and whole school development plans.

Parallel to the NACGT Leadership roles of subject leaders, Busher and Harris (1999, p.8) distinguish five dimensions for the works of subject leaders. These are listed in Table 2.12.

Table 2.12: Dimensions of Subject Leader's Role

<i>Role</i>	<i>Responsibilities</i>
Bridging or broking	Transactional leadership with senior staff and colleagues
Creating social cohesion	Transformational leadership to create a shared vision and collegial culture
Mentoring	Improving staff and student performance
Creating professional networks	Liaison with public examination and subject knowledge associations; knowledge of changing government policy; liaison with local authority support and parents
Using power	Expert; referent; reward; coercion; legitimate

(Busher & Harris, 1999, p.8)

The first dimension of Busher & Harris (1999) focuses on how subject leaders contribute to the fulfilment of their school goals. In other words, leaders bring into practice school policies (Busher & Harris, 1999). This is parallel to the first category of the NACGT Leadership Key Areas of Coordinators. The responsibilities listed in the third and fourth dimensions of Busher & Harris (1999) agree with those described in the second, third and fourth categories of the NACGT key areas. In these instances, subject leaders contribute to school effectiveness via securing professional development of their teachers in terms of training and allocating resources for them as well as keeping an up to date relationship with the environment that is external to the school, such as agencies and associations. The second and fifth dimensions of Busher and Harris (1999) are not explicitly enunciated in the NACGT leadership key areas. In fact when teachers are to collaborate with each other as suggested by the NACGT key areas, they need to adopt a “group identity” (Busher & Harris, 1999, p. 8). This allows them to embrace a shared vision, which promotes social cohesion among the group. The responsibilities of subject leaders would not be fulfilled with out the appropriate use of power, which is the fifth dimension of Busher and Harris (1999). However, subject leaders must share power with their teachers, rather than holding it over them, if collegiality is expected to exist as suggested in the second domain of Busher and Harris (1999) so as to ensure then, social cohesion.

The National College for School Leadership in England, NCSL (2003) lists eight areas in which subject leaders (middle leaders) can improve teaching and learning in their schools. These are summarized in the Table 2.13.

Table 2.13: Role of Middle Leaders and Support of Senior Leaders

Middle Leaders Roles By			Principal's Support
1	Focusing on Learning and Teaching	<ul style="list-style-type: none"> - Keeping in touch with students and considering their feedback seriously - Visiting classrooms - Being Proactive - Encouraging classroom research - Encouraging partnership & shared planning - Illustrating the different learning styles for their teams - Develop a culture of professional learning - Limit time used for administrative purposes 	<ul style="list-style-type: none"> - Secure a school culture that cheers collaboration and cooperation - Focus on student learning in their meetings - Help middle leaders observe lessons in classes - Emphasize the role of middle leaders in promoting better learning opportunities & consider this to be their primary role - Encourage middle leaders to present their ideas to other middle leaders.
2	Generate Positive Relationships	<ul style="list-style-type: none"> - Making themselves available to their teams - Developing good relations with team members - Reflecting their appreciation of good work - Modelling how their team members should relate to students - Sharing their team members activities outside school 	<ul style="list-style-type: none"> - Secure enough time to discuss matters with middle leaders - Empower middle leaders - Be positive upon criticizing the works of middle leaders - Share middle leaders with non-academic activities
3	Provide a Clear Vision	<ul style="list-style-type: none"> - Setting a vision and articulating it to their team members - Challenge their team members and encourage risk-taking - Being risk-takers themselves 	<ul style="list-style-type: none"> - Value high expectations - Help develop their middle leaders professionally - Make sure that data relating to students reaches middle managers
4	Improve The Environment	<ul style="list-style-type: none"> - Helping promote environments that reflect that the school is a site for student learning - Involving team members as well as students in redesigning such learning environments - Rearranging rooms with their team members in a way that promotes better learning - Giving rooms for their teachers' ideas 	<ul style="list-style-type: none"> - Help promote environments that encourage learning: classrooms, labs, .. - Encourage integration of subjects to enrich thinking - Secure an area in teachers' lounge where they can learn (books, resources, journals..) - Involve students in redesigning environments
5	Provide Time For Collaboration	<ul style="list-style-type: none"> - Encouraging teachers to observe other teachers' classes from time to time - Planning effectively for their departmental meetings - Focusing on collaboration in all team activities 	<ul style="list-style-type: none"> - Contribute to promoting middle leaders' meetings to become more effective & more focused on student learning - Conduct short administrative meetings - Emphasize the importance of the roles of middle leaders and encourage them to be out & about school
6	Distribute Leadership	<ul style="list-style-type: none"> - Encouraging teacher leadership of all team members - Encouraging team members to visit other teachers' classrooms - Ensuring trust, collegiality & shared decision-making 	<ul style="list-style-type: none"> - Build a team that constitutes of middle leaders - Encourage middle leaders to share in decision-making - Encourage peer observations - Establish an atmosphere in which all teachers and middle leaders believe that they can progress!
7	Engage The Community	<ul style="list-style-type: none"> - Relating directly and indirectly to parents and the outer community - Maximizing the benefits that may be earned from parents' participation in school activities 	<ul style="list-style-type: none"> - Encourage middle leaders to relate to the outer community - Relate themselves to the outer community - Allow parents to participate in school activities
8	Evaluate And Innovate	<ul style="list-style-type: none"> - Encouraging innovation & clarify areas in which it may be carried - Evaluating students' work effectively - Assessing their own work on regular basis 	<ul style="list-style-type: none"> - Allow for risk-taking - Encourage new ideas and new ways of thinking - Believe that every member may contribute to school change and improvement

(The National College for School Leadership in England, NCSL ,2003)

The eight areas described by the NCSL (2003) seem to revolve around two issues. First, the main role of subject leaders is to promote better learning opportunities for students. Second, the role of the principals in achieving this is via acting as role models for what leaders should do. For example, they should focus on student learning themselves if they want middle leaders

to focus on it. They should provide these leaders with time to discuss issues that concern them if they should expect them to secure time for their teachers to discuss their concerns.

A review of literature on the roles and purposes of middle leaders in schools prepared by Bennett et al. (2003) , issued by the National College for School Leadership (NCSL) conclude that :

..middle leaders play a crucial role in developing and maintaining the nature and quality of the pupils' learning experience, but the ways in which they do this are strongly influenced by the circumstances in which they work (p.1).

They argue that the authority of middle leaders (subject leaders, middle managers, heads of department, curriculum coordinators) springs out of their “competence as teachers and their knowledge of subject matter” (Bennett et al., 2003, p.1). When this knowledge of subject matter is lacking, then middle leaders tend to constitute an obstacle in front of school change. However, senior leaders play a major role in this arena, as they are the ones responsible for promoting proper functioning of middle leaders. With hierarchal models of leadership, the work of middle leaders may be hindered (Bennett et al., 2003). The table in appendix A summarizes the major roles of middle leaders outlined from the work of Bennett et al. (2003).

In her research on effective departments, Harris (1999) characterizes such departments with shared leadership roles. In other words, it is via this sharing of power subject leaders may release the great potential of teachers to effect the improvement of schools and student achievement. This is in line with what Blase & Blase (1994) call shared governance or teacher empowerment, which they consider inevitable for any school reform. Empowering teachers underlie the basic definitions of teacher leadership as asserted in the works of Waugh and Punch (1987), Howey(1988) , Wasley(1991), Bellon and Beaudry (1992) , and Boles and Treon (1992).

The preceding discussion suggests that subject leaders, by virtue of their roles or responsibilities, possess the greatest chances to initiate structures where teachers can share power over curricula, pupils, and school policies. Hence they can offer opportunities where teachers may practise teacher leadership. This is expected to take place when they act as leaders of a team as suggested by Dimmock and Lee (2000, cited in Bennett et al., 2003) and Hannay et al.(2001, cited in Bennett et al., 2003) where a culture of collegiality dominates

(Wise & Bush, 1999, cited in Bennett et al., 2003). When the department constitutes a team, teachers within this department would be expected to get encouraged to share in decision-making, take responsibilities, be risk takers, suggest ideas, think critically and creatively, and contribute to problem solving in their schools. In other words, middle leaders (subject leader, head of departments, head teachers, coordinators) are the ones who create the culture in which teachers may practice teacher leadership.

As mentioned earlier, in this study, teacher leadership will be investigated from three perspectives. The first relates to how both senior leaders and middle leaders understand teacher leadership. The second relates to the images that senior leaders, middle leaders as well as teachers hold for themselves as leaders and consequently the advantages of such leadership. Finally, part of this study will be devoted to investigate how teachers are being prepared to carry on leadership roles in schools.

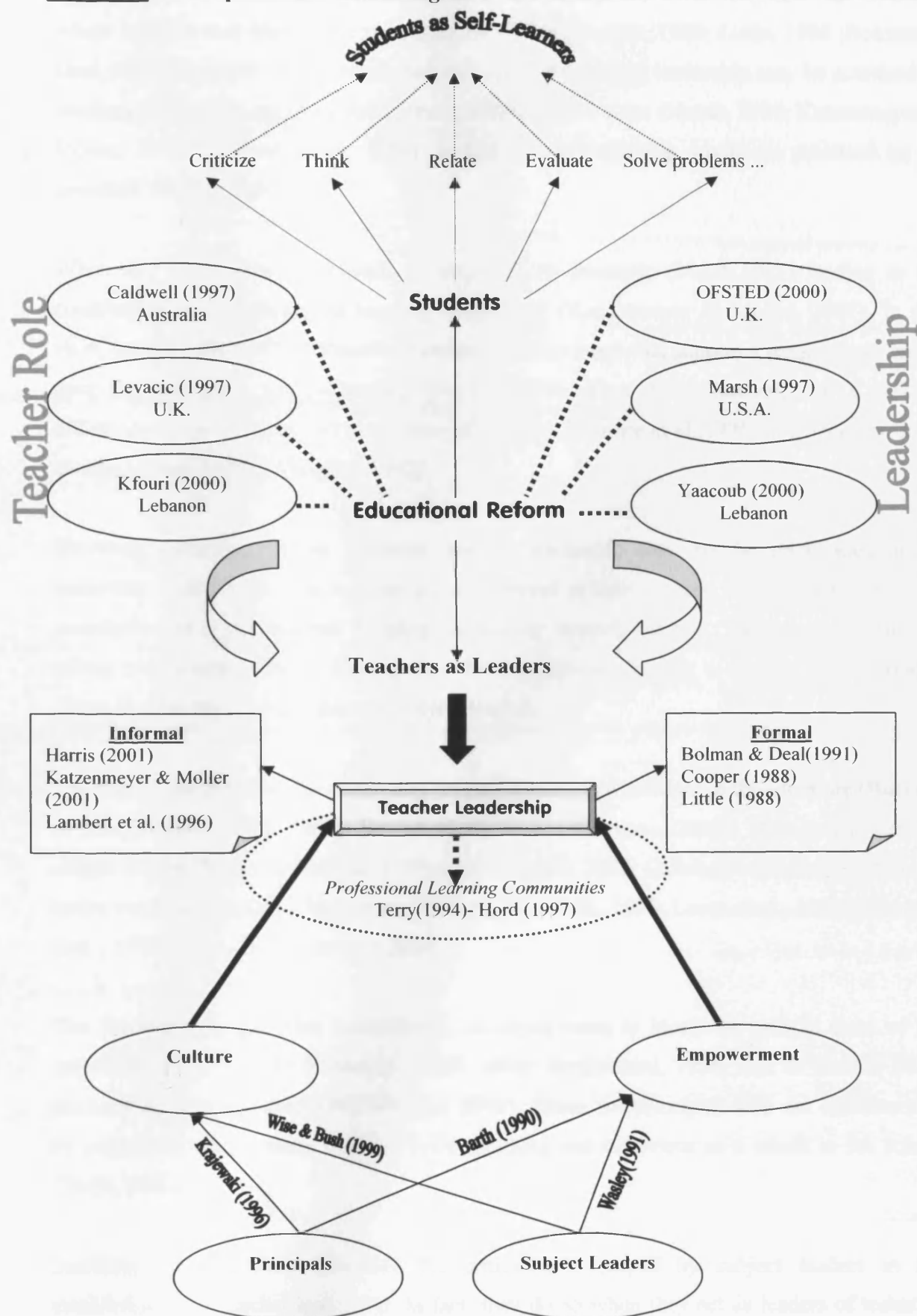
Conceptual Model of the Reviewed Literature

Figure 2.1 relates the different components of the literature reviewed. First, at the top of the model lies what the society is demanding from schools. It is calling them to enhance student abilities of writing, reading, analyzing, thinking, evaluating, taking appropriate decisions and solving problems. Schools are then called to turn students into individuals who are able to learn how to learn and hence become self-learners.

In other words, an educational reform must take place whose aim is to achieve such demands. This is what the model continues to describe. It lists and classifies several studies that call for this reform. The first category considers leadership as the key stone for establishing such a reform. Studies include but do not restrict to: Marsh (1997) from the United States of America, OFSTED (2000) of the United Kingdom and Yaacoub (2000) from Lebanon.

The second category of research studies explains that no educational reform may succeed if it doesn't focus on creating a change in the roles carried by teachers in schools. Studies include but do not restrict to: Caldwell (1997) from Australia, Levacic (1997) from the United Kingdom and Kfoury (2000) from Lebanon. That is to say, the educational reform should address leadership aspects in schools and should not neglect the critical role played by teachers in schools. This brings about the concept of teacher leadership.

Figure 2.1: Conceptual Model Relating the Different Themes of the Reviewed Literature



According to the literature reviewed, teacher leadership has been considered as instances where teachers may participate in middle leadership (Cooper, 1988; Little, 1988 ;Bolman & Deal, 1991).However, the literature also describes that teacher leadership may be practised by teachers without having them fulfil formal administrative roles (Harris, 2001; Katzenmeyer & Moller, 2001; Lambert et al., 1996). In that sense, leadership would be practised by all members of the school.

When this is the case, collegiality is expected to dominate (Marsh,1997) leading to the constitution of a professional learning community (Katzenmeyer & Moller, 2001). In this view, teachers may work differently (Greene, 1989) in ways that support a sense of ownership over the tasks they are performing (Greene, 1989; Vinz, 1996; Sawyer, 2001), make a difference to the learning and motivation of students (Elmore et al.,1996) and hence promote change in their settings (Wasley, 1992).

However, according to the literature, teacher leadership may not be established unless leadership is distributed and teachers are empowered in their schools, leading therefore to the constitution of a professional learning community in such schools. Two parties within the school play a major role in shaping the school culture and leading to teacher empowerment. These include the principalship and subject leaders.

The role of the principals in promoting teacher leadership is evident in the literature (Buckner & MacDowelle, 2000; Childs-Bowen et al., 2000; Neuman , 2000). They restructure the school culture (Weiss & Holland, 1994; Ash & Persall, 2000; Childs-Bowen et al. , 2000) and hence empower teachers (McKeena , 1990; Wellins et al., 1991; Lucas et al., 1991; Byham & Cox , 1992; Davis, 1998; Cranston,2000).

The literature explains that authoritative principals seem to block the path in front of the establishment of teacher leadership (Barth, 1990; Sergiovanni, 1994; Ash & Persall, 2000; Buckner & MacDowelle, 2000; Neuman, 2000). Those are principals who are characterized by possessing tight control over curricula, teaching and behaviour as a whole in the school (Barth, 1990).

Similarly, the literature illustrates the critical role played by subject leaders in the establishment of teacher leadership. In fact, they do so when they act as leaders of teams as

suggested by Dimmock and Lee (2000, cited in Bennett et al., 2003) and Hannay et al. (2001, cited in Bennett et al., 2003) where they create a culture of collegiality (Wise & Bush, 1999, cited in Bennett et al., 2003) and share power (Harris, 1999).

Conceptual Frame Work for the Study

The conceptual framework underlying this study springs out of the conceptual model of the literature reviewed presented and explained above. In fact, the study attempts to investigate the concept of teacher leadership from the perspectives of three parties in the school: teachers, coordinators and principals. It attempts to examine the role of principals as well as coordinators (subject leaders) in establishing this concept as proposed in figure 2.1. It attempts, thereby to explore the culture and sub-cultures created by principals and coordinators in researched schools and hence compare it to that of the literature.

The theoretical framework proposed here attempts to explore the concept of teacher leadership in three private K-12 schools in Beirut, Lebanon. The teacher leadership framework that has been developed (and continues to develop) is not to be applied indefinitely until the final piece of data is gathered or analyzed. Rather, in the theory building tradition, the teacher leadership framework has evolved and continues to evolve as the researcher engages in a dialogue between the theoretical ideas and the evidence gathered in this research.

In this study, leadership moves beyond seeing leadership as synonymous with the work of the principal or head teacher and therefore involves recognition that leadership is possible for all individuals working in a school community. These ideas have been discussed by several researchers who have argued for moving beyond those at the top of organisations in order to understand leadership (Smylie, 1995; Boles & Troen, 1994).

Leadership practised by teachers refers to those acts teachers carry out in order to improve their knowledge and exemplary instructional practices and actively engage in helping other teachers to do the same (Bohlin, 1999). It is not about having teachers fulfil traditional leadership roles such as participating in middle management (Cooper, 1988; Little, 1988; Bolman & Deal, 1991). Rather it is about "...mobilizing the still largely un-tapped attributes of teachers to strengthen student performance at ground level and working towards real collaboration, a locally tailored kind of shared leadership, in the daily-life of the school" (Task

force , 2001, p.6) . In that sense, teacher leadership may be practised by teachers with out having them leave their classrooms. Hence they contribute to educational change by acting as members of school-based leadership teams, research colleagues, instructional support teams and leaders of change efforts (Livingston, 1992).

In this study, the researcher believes that teachers who are given the chance to think, pair and share their learning with other colleagues would develop leadership skills. This is parallel with Katzenmeyer and Moller (1996) as well as Barth (1990). It is believed that every teacher has the potential to become a leader and he/she can practise their leadership within as well as beyond their classrooms. They can share in decision-making, mentor new teachers, question traditional educational practises, be risk takers for the good of their students, and adopt a vision for themselves and to their students.

Teacher leaders could catalyze the whole school towards improvement, by keeping current through research, reading, sharing information with teachers, arranging for in-service opportunities, becoming professionally involved with educational organisations, and acting as members of committees in the school system.

Though all the literature reviewed is not derived from the Lebanese culture, this literature underlies the conceptual framework that guided this study. This is because the research in this domain is null in Lebanon, as mentioned earlier. However, the researcher attempted to be careful and thoughtful when dealing with the arising issues and results.

Consequently, the concept of teacher leadership was investigated according to the conceptual framework shown in figure 2.2.

Figure 2.2: Conceptual Framework for Investigating Teacher Leadership in This Study

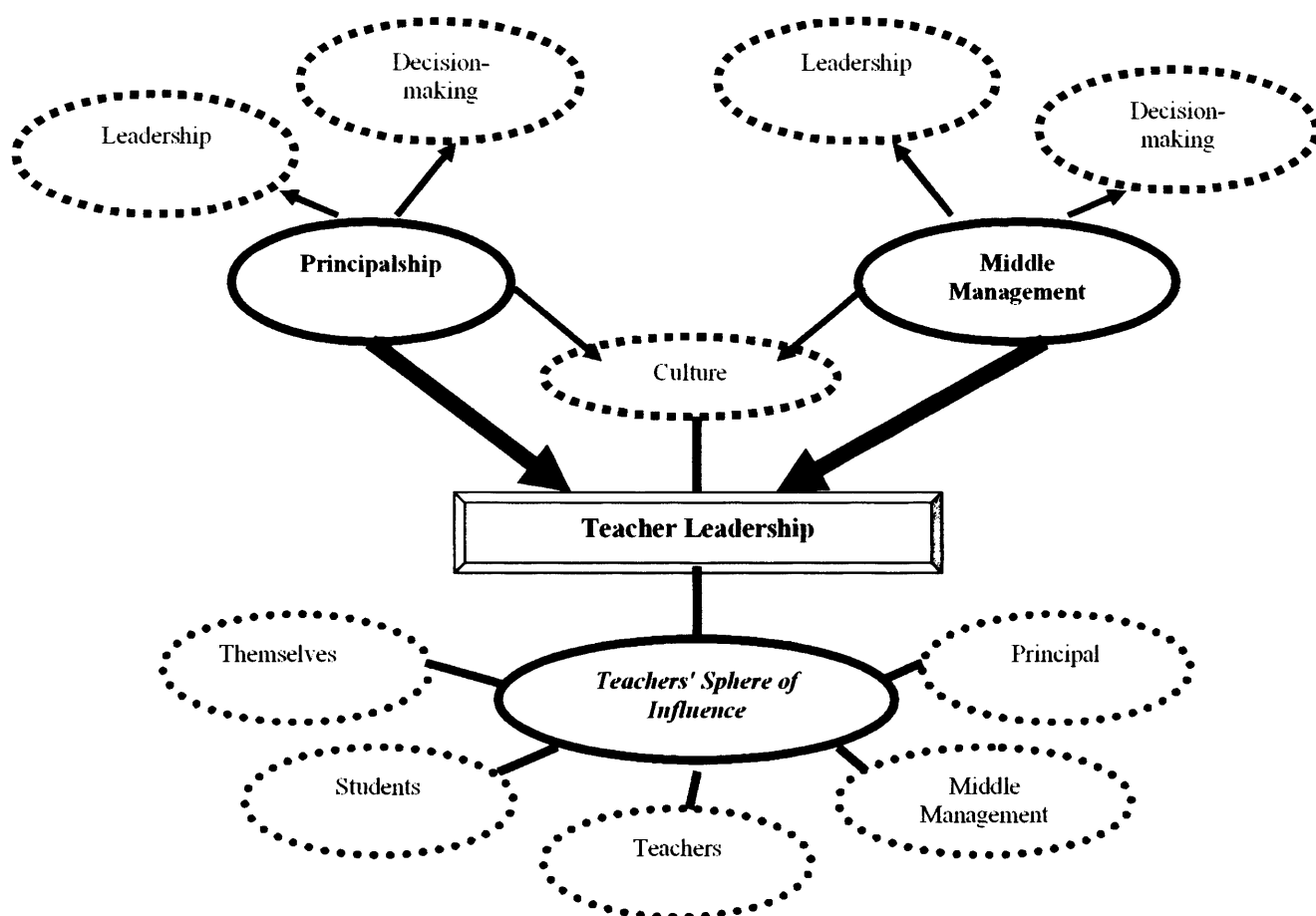


Figure 2.2 shows two types of circles dotted and solid. Solid circles include the three categories that are involved in the study: teachers, coordinators and principals. Items in dotted circles represent issues that were investigated during interviews with each category. Arrows, on the other hand, are issued from circles containing categories that hold formal leadership positions. These are mainly principals and middle leaders. Solid lines that join solid circles to dotted circles represent tasks carried by teachers who do not occupy formal leadership positions.

The above conceptual framework is self-illustrative. Teacher leadership (whether formal or informal) will be investigated from three perspectives: The principal, middle management and teachers' own sphere of influence. First, the type of principalship in school will be investigated in terms of principals' leadership style as well as their openness to share others in decision-making. According to Buckner & MacDowelle (2000), principals do play a major role in developing teacher leadership. Romanish (1991), explains that principals, in some schools, do block the way in front of teachers who seem to be willing to take leadership roles. Those are principles who adopt a traditional view of leadership (Senge, 1990).

It is expected that principals need to promote the work of teacher leaders and not feel threatened by their expertise. They ought to support potential teacher leaders when they try something new. They need to listen to their ideas with enthusiasm and give them opportunities to continue to learn. They should not be isolated from such teachers. They should open the door for their teachers to attend professional conferences and share with them decisions related to educational practices as they are the ones who know best about practices that would work and those that may not, as they lie at the heart of where education is taking place: The classroom! For this reason, communication is essential and crucial so as to pave the way for teacher leadership to occur. In fact, principals should build good interpersonal skills between teachers in their schools (Lieberman et al., 2000). Principals need to delegate responsibilities for their teachers and to value their contributions beyond those that affect students directly to include practises that enhance the field of education globally.

The type of leadership functions practised by the principal that are believed to be essential for establishing teacher leadership will be examined, which is assumed to bring about improvement. Some of these leadership functions include building norms of trust and collaboration, and supporting teacher development (Heller & Firestone 1995). Principals are called to demonstrate leadership that is both “...strong and shared...” and “...democratic and efficient...” (Wildy and Loudon, 2000, p.173).

Another role that needs to be carried by the principal is the creation and the shaping of a culture that supports and nourishes teacher leadership. The principal plays the role of a cultural leader (Weiss & Holland, 1994) who builds the school culture (Sashkin & Sashkin, 1993; Fiore, 2000) that supports teachers as “...reflective decision makers ...” (Sergiovanni, 1994, p.74). This approach of principals opens the door for teachers to offer input into school based decision-making processes.

As a result, teachers are expected to get empowered. With empowerment power is moved to employees so as to help them embrace a feeling of ownership over their jobs (Wellins et al., 1991) and has the effect of creating personal interests in improving the performance of the organisation (Byham & Cox ,1992).

Second, middle management in the school will be investigated, in a very similar approach to the one discussed above for the case of principals. Middle managers investigated in this study refer to subject leaders (coordinators) who seem to play a mediating role between teachers and

the principal in schools. In fact, according to Turner and Bolam (1998) and Denham et al. (2000), the roles and responsibilities of subject leaders have changed dramatically in the sense that they are carrying now tasks that once were attributed to the principal only. So in this study, the researcher will attempt to investigate the roles carried by such subject leaders (coordinators) in the selected private schools in Beirut and to examine the extent they are practising leadership in their schools as well as the extent with which they are promoting leadership roles for teachers with whom they work.

As reflected in Busher and Harris (1999) or in the National Association of Careers and Guidance (NACGT) of England and Wales (July,1999), subject leaders do contribute to the effectiveness of their schools by promoting professional development for their teachers , allocating resources for them and keeping them up to date with the educational practises taking place in agencies and associations in their communities. They are expected to share power with their teachers rather than holding it over them as exemplified in the work of Busher and Harris (1999). They are called to empower their teachers (Waugh & Punch, 1987; Howey, 1988 ; Wasley, 1991;Bellon & Beaudry, 1992; Boles & Troen, 1992). However this may not take place if they are themselves not empowered (Bennett et al., 2003). For this reason, how principals empower subject leaders will be investigated. This is being the case, the school culture / subcultures would be modified by subject leaders (Wise and Bush, cited in Bennett et al., 2003). Such a culture is expected to play a role in promoting or hindering teacher leadership (Hannay et al., 2001, cited in Bennett et al., 2003).

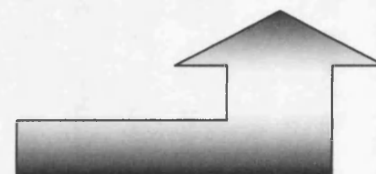
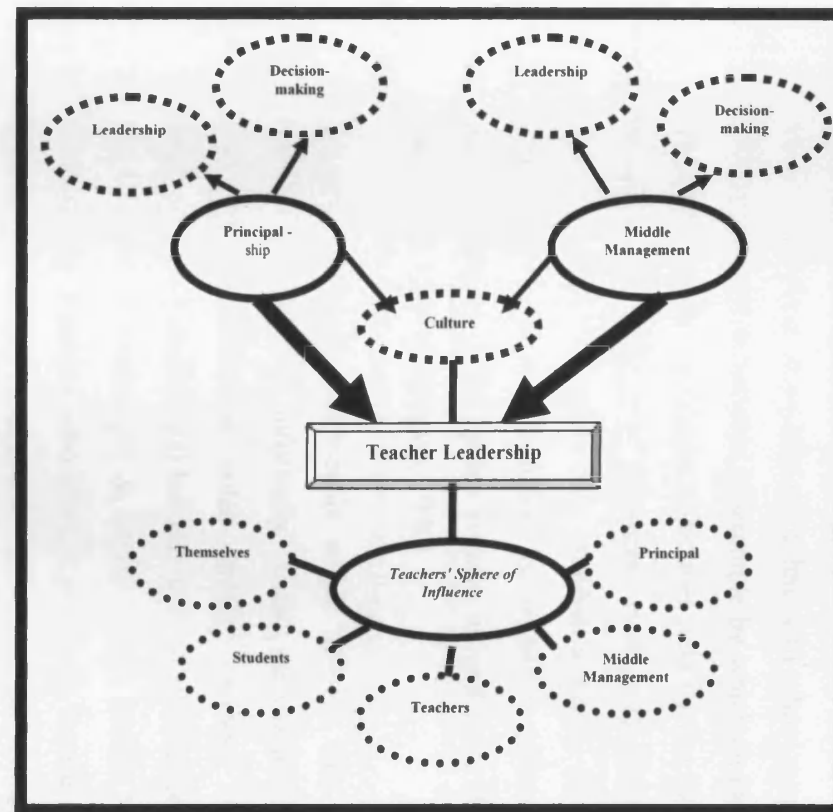
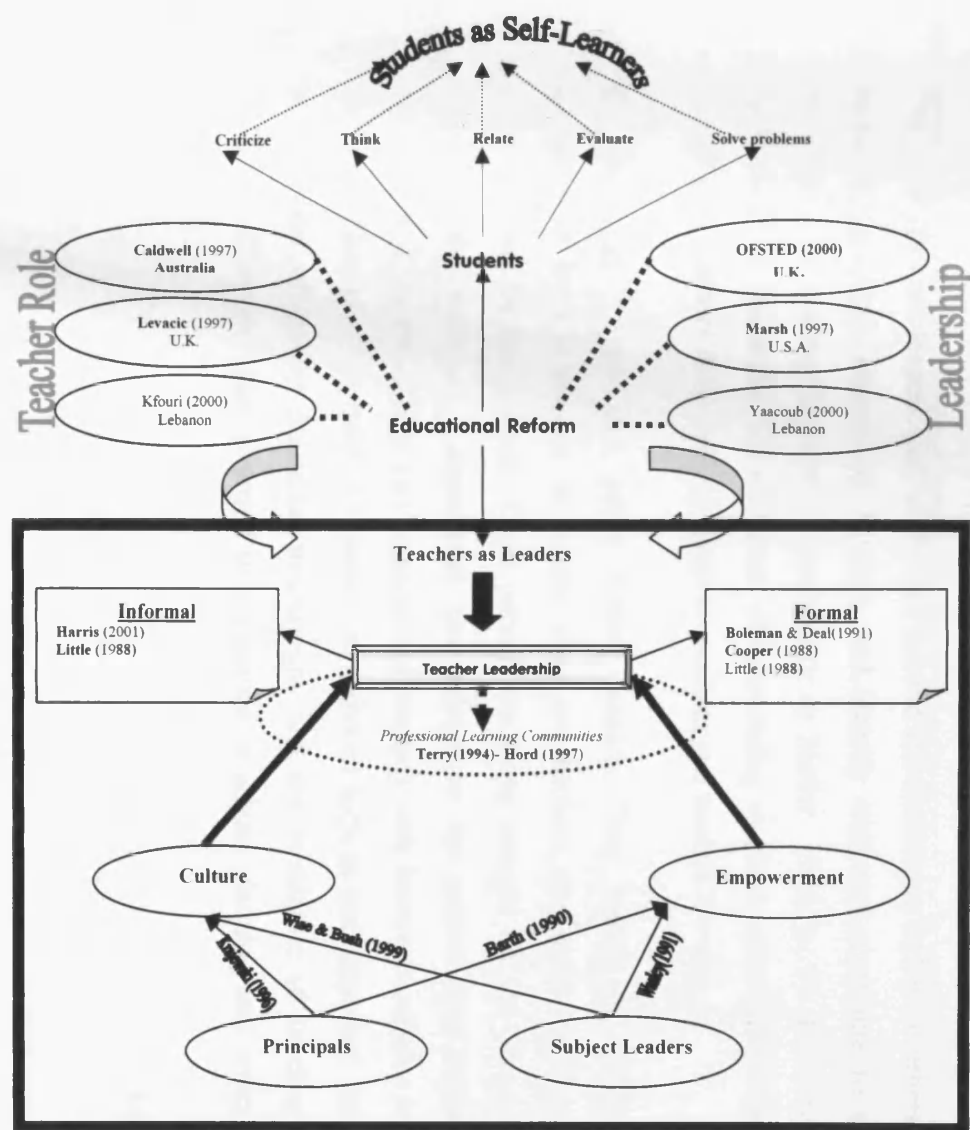
Third, the researcher will attempt to investigate the sphere of influence of teachers in selected private schools in Beirut, Lebanon. These include:

- 1- Tasks towards themselves: such as keeping up to date with professional activities in their communities, working on their personal professional growth...
- 2- Tasks towards their students: such as integrating disciplines into the curriculum, promote creativity into their classrooms, introduce real-life experiences into their classes,...
- 4- Influencing their colleagues: such as communicating to them successful educational practise, supporting and mentoring some of them, discussing problems, suggesting solutions...

- 5- Relationship with the principal: such as how teachers deal with the principal, the extent they are allowed to share and communicate their ideas, the extent they are encouraged to refer to them when they have/do not have problems....
- 6- Relationship with their subject-leaders: such as how these teachers deal with their subject leaders, the extent they are encouraged to have an input to their educational practises, the extent to which they are encouraged to be risk takers in their classes with their students, the extent they are encouraged by these leaders to communicate with the principal...

To summarize, the conceptual framework underlying this study (Figure 2.2) is derived from the conceptual framework that underlies the literature reviewed (Figure 2.1). Figure 2.3 attempts to show this relationship. As shown in this figure teacher leadership, whether practised by teachers who occupy formal leadership roles or not, will be investigated. The roles played by principals and subject leaders will be scrutinised in terms of the cultures/sub-cultures they create, their leadership skills and the extent they allowed teachers to participate in decision-making in their schools. In addition the sphere of influence of teachers (occupying formal leadership roles or not) will be investigated.

Figure 2.3: Relationship between the Conceptual Framework of the Study and the Conceptual Framework of the Reviewed Literature



Definitions of Terms in the Study

- **Leadership**: is defined as the process in which individuals may influence others so as to carry out tasks that are in line with school purposes (Patterson, 1993). It is “the process of persuasion or example by which an individual (or leadership team) includes a group to pursue objectives held by the leader or shared by the leader and his or her followers” (Gardner, 1990, p.1). Bolman and Deal (1997) assure that “...effective leaders help establish a vision, set standards for performance, and create focus and direction for collective efforts” (p.297). The ethical and moral concerns of leadership revolve around trust that is based in collaboration and consideration (Johnson, 1996).
- **Teacher Leaders**: individuals within schools that carry out leadership roles whether formally or informally. These individuals are not restricted to those carrying administrative roles (middle leaders, subject leaders, head of departments, coordinators) but also include all other teachers in the school settings (Barth, 1990; Katzenmeyer & Moller, 1996; Bohlin, 1999). Teacher leadership is practised by teachers who identify problems, create solutions, test premises and think innovatively (Vasques-Levy & Timmerman, 2000).

Teachers who are leaders lead within and beyond the classroom, influence others towards improved educational practise, and identify with and contribute to a community of teacher leaders” (Katzenmeyer & Moller, 1996, p. 6). In other words teacher leadership is concerned with providing teachers with chances to contribute to school decisions that relate to students and student learning.

- **Coordinators** : are also called subject leaders. They belong to middle management level in schools. In general, they are teachers who teach less than other teachers by few periods. These periods are being secured for the sake of managing the work of a department that relates to the subject they teach themselves. They are usually very experienced teachers with known excellence in teaching. They are responsible for additional activities such as staff appraisal, the development of quality assurance mechanisms and the evaluation of teaching programs. They are often required to participate in school planning and policy

development .Bush and West-Burnham (1994) explain that a middle manager is at the same time: a leader, a manager and an administrator.

- **Shared decision-making** : is a process of including those individuals at the school level in making educational decisions collaboratively, to enable those closest to the students to make the decisions regarding their education, and to ensure the participation of those people implementing the decisions, thereby fostering ownership.
- **Professional Learning Communities**: A professional learning community is defined as a school that embraces the concept of shared decision-making. In such a community, teachers and administrators (professionals) seek and share learning continuously and progressively to increase their effectiveness for students and then act on what they learn (Hord, 1997). The goal of their actions is to enhance their effectiveness as professionals so that students benefit (Astuto & colleagues, 1993). In a professional learning community, people are 'continually learning how to learn together' (Senge, 1990). Leadership in such organisations is decentralized, facilitative and exercised at all levels of the organisation (Creighton, 1999).
- **Distributed Leadership**: "a form of collective leadership in which teachers develop expertise by working collaboratively" (Harris, 2002a, p.2). Distributed leadership ensures that leadership is not restricted to one figure only in the school, usually the principal, but rather equally practised and made available to all the members of the school (Gronn, 2000).
- **Organisational culture**: is constituted of stable social meanings that form our beliefs and behaviours not in the present but over time (Deal, 1993). It is "...the way we do things.."(Deal and Kennedy, 1982, p.4) or the set of "values and symbols that affect the organisational climate" (Wren, 1999, p.543). According to Schein (1992), culture may be viewed as :
 - ...a pattern of shared basic assumptions that a group learned as it solved problems of external adaptation and integration, that has worked well enough to be considered valid and therefore to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (p.12).

INVESTIGATING TEACHER LEADERSHIP IN THREE PRIVATE K-12 SCHOOLS IN BEIRUT

CHAPTER III

METHODOLOGY

Introduction

The purpose of this chapter is to describe the research methodology used in the study, describe the sample selection procedures, explain the choice of the data collection instrument and its administration, and provide an explanation of the procedures used in analyzing the data. Issues that relate to the research methodology such as validity, reliability and ethical concerns will be also addressed.

This study was designed to investigate teacher leadership in three private schools in Beirut, Lebanon. During review of current literature on teacher leadership, issues regarding the importance of teacher leadership to sustain improvement in schools are frequently discussed. According to Ketzenmeyer and Moller (2001), the time for teacher leadership has come. This is because schools are being challenged (Leithwood, Jantzi & Steinbach, 1999). Teacher leadership is regarded as a tool to sustain improvement in schools (Brown et al., 2000; Cranston, 2000; Leithwood & Jantzi, 2000; Reynolds, 2000; Katzenmeyer & Moller, 2001; Wise, 2001; Jackson, 2002). As a result, several purposes underlie this study.

- The first purpose of the study was to explore the concept of teacher leadership as perceived by principals, subject leaders (coordinators) and teachers themselves.
- The second purpose was to examine practises carried by principals and coordinators to check whether such practises promote teacher leadership in their schools.
- The third purpose was to investigate the images constructed by teachers, coordinators and principals for themselves as leaders.

Based on the information found in the literature review, six questions were developed as the basis for research in this study. These are:

- 1- What do teachers, principals and coordinators understand by teacher leadership?
- 2- How do the educational practises carried by teachers in schools compare with practises attributed to teacher leaders?
- 3- Do the practises carried in schools by principals and coordinators promote teacher leadership?
- 4- What images do teachers coordinators and principals hold for themselves as leaders?
- 5- What advantages do teachers, coordinators and principals perceive for teachers playing leadership roles?
- 6- How are teachers prepared for leadership in schools?

The study was conducted in three selected private K-12 schools in Beirut. The basis of this selection has been discussed in chapter one and further clarifications will be discussed later in this chapter.

Research Methodology

The concept of teacher leadership has not been investigated in any earlier research conducted in Lebanon. So the researcher attempted to collect rich data so as to earn plural empathic understanding about this concept. The approach was intended to be contextual and interactive rather than being deterministic so as to interpret, describe and understand members' definitions of the concept. Prediction, control, generalisations and unveiling of truth were not themes for this study.

Most of the goals stated above fit into a conceptual framework that is commonly referred to as the interpretive paradigm of research. (Lincoln & Guba , 2000; Locke et al., 2000; Rennie, 2000; Schriver ,2001; Trochim ,2001; Babbie ,2002). The central concern of interpretative research is understanding human experiences at a holistic level (Babbie, 2002). The interpretive paradigm views reality as being subjective and socially constructed (Wildsmuth, 1995). The ontological assumption of such a paradigm is relativist which believes that reality is relative and multiple (Guba & Lincoln, 1994; Neuman, 1997). In such instances, the job of the researcher is to build informed understandings of such realities (Guba & Lincoln, 1994).

The epistemological considerations of the interpretive paradigm seem to focus on the fact that research can only unveil subjects' knowledge about the world (Guba & Lincoln, 1994; Neuman, 1997). It is only when the researcher succeeds at entering the reality/realities of those that are being studied that he/she may obtain deeper understandings (Guba & Lincoln, 1994). The methodological considerations to obtaining knowledge within this paradigm are hermeneutic or ideographic in which the researcher examines the social phenomenon in its natural context (Guba & Lincoln, 1994).

Although not restricted to the interpretive paradigm, qualitative research methods were employed to collect data. The reason is that the topic needed to be explored, as no study has been conducted in this domain, earlier in Lebanon. Variables cannot be easily identified, views of participants need to be elicited and theories need to be developed. The intention is to present a detailed view of the topic of teacher leadership.

The employment of interpretive research does not mean that the researcher may not use "numbers". In fact, there are ways of using numbers in interpretive research, just as there are ways within traditional research of using non-quantitative data. It should be kept in mind that what determines the nature of the research is not the type of data it deals with but rather the underlying ontological and epistemological considerations (Guba & Lincoln, 1994; Ross, 1999).

Constructing Trustworthiness (Validity & Reliability)

A very long debate has been taking place in the field of qualitative research about the usefulness of the concepts of validity and reliability for evaluating the quality of research (Cresswell, 1998; Seale, 1999; Crawford et al., 2000). The argument is purely philosophical and paradigmatic in nature. It springs out from the belief that the interpretive paradigm rejects the assumption that there is a reality that exists out there and is governed by unchangeable natural laws (Neuman, 1997). Consequently, it was believed that it doesn't make sense to be concerned with the "truth" with respect to an external reality and this is a primary concern of validity (Guba & Lincoln, 1994). As a result, a different set of terms has been employed by researchers to evaluate qualitative research which itself has been termed as "trustworthiness" (Lincoln & Guba, 1985). Lincoln and Guba's (1985, p.300) alternative terminology for judging qualitative research is listed in Table 3.1.

Table 3.1: Lincoln & Guba's (1985) Terminology For Judging Qualitative Research

Traditional Terminology for Judging Quantitative Research	Alternative Terminology for Judging Qualitative Research	Criteria
Internal validity	Credibility	Truth/Value
External validity	Transferability	Applicability
Reliability	Dependability	Consistency
Objectivity	Confirmability	Neutrality

A popular definition of validity is that: "An account is valid or true if it represents accurately those features of the phenomena, that it is intended to describe, explain or theorize " (Hammersley ,1987, p. 69). It addresses whether a study explains or measures what it is said to be measuring or explaining. It therefore deals with the appropriateness of the method to the research question (Mason,1996) .

The trustworthiness of the methods of data collection for this study will be addressed at this point. This would help the reader gain a global picture for the trustworthiness of the whole study, which will be addressed later.

The validity and reliability of semi-structured interviews has been addressed in the study conducted by Lythcott and Duschl (1990) who consider that:

The clinical interview method, and its modifications, have proved to be most fruitful for generating rich data. When used with a conscious effort toward sound argumentation, with attention to the warrants, and a directed effort to find the authority, the legitimacy in the backings for them, such data can yield defensible claims (p. 459).

Parallel to this, Miles and Huberman (1994) point out that spoken data is better than that collected by mere observation or any other form of field notes. They explain that every participant is "knowledgeable, close to the event, process or setting" (p.268).

The validity (credibility) of this research, as the literature of qualitative research indicates, has been addressed in terms of the transparency of how the researcher both collected and analyzed data . (Kirk & Miller, 1986; Miles & Huberman, 1994; Cresswell, 1998; Seale, 1999; Crawford et al. , 2000). The detailed presentation of the research process is expected to enhance the credibility of the study. This is manifested in the work of Crawford et al.

(2000) who argue that the closer the research report is to the actual situation, the more valid the information.

The construction of trustworthiness in a study takes place throughout all its stages. For this reason, at this point, it was decided to employ NVivo as a tool to facilitate data analysis. The employment of computer software has been acknowledged to increase the trustworthiness of a study, according to Richardson & Richardson (1991). It organizes data and make it more accessible for the researcher (Hesse-Biber,1996). How NVivo(which is the software used in this study whose features will be discussed in detail in later sections of this chapter) contributes to the validity of the research study lies in the fact that it allows researchers to perform accurate searches for issues and concepts in data at the prick of their fingers, minimizing therefore human error. This is confirmed by Welsh(2002) who says that using NVivo “ ... the quality, rigor and trustworthiness of the research is enhanced.” (p. 4). To further increase the credibility of this study, the method of peer debriefing was employed (Lincoln & Guba, 1985). It is a method which allows a peer “....who is a professional outside the context and who has some general understanding of the study to analyze materials, test working hypotheses and emerging designs, and listen to the researcher's ideas and concerns" (Erlandson et al., 1993, p. 140).

In fact, in qualitative research three types of validity can be discussed according to Johnson (1997). These are summarized in Table 3.2.

Table 3.2: Johnson’s(1997) Three Types of Validity in Qualitative Research

<i>Validity</i>	<i>Description</i>
Descriptive	refers to the factual accuracy of the account as reported by the qualitative researcher
Interpretive	refers to the degree that the participants’ viewpoints, thoughts, intentions, and experiences are accurately understood and reported by the qualitative researcher
Theoretical	refers to the degree that a theory or theoretical explanation developed from a research study fits the data and is, therefore, credible and defensible

Johnson(1997) suggests thirteen strategies to increase qualitative research validity. These are enlisted in Table 3.3.

Table 3.3: Johnson's(1997) Thirteen Strategies To Promote Qualitative Research Validity

<i>Strategy</i>	<i>Description</i>
Researcher acts as a detective at obtaining information from participants in the study	The researcher is inquisitive, searches for evidence, and develops understanding of data being collected.
Researcher gets involved in extended field work during his/her study	It is advisable that the researcher collects data in the field over an extended period of time.
The researcher is recommended to use low inference descriptors	The researcher is encouraged to phrase out accounts or statements provided by participants using direct quotations, for example.
Triangulation is recommended to be carried from different perspectives:	The researcher is advised to collect information about different events and relationships from different points of view. This could be achieved by asking different questions (data triangulation), seeking different sources and utilizing different methods (method triangulation) , involving different researchers in the same study (investigator triangulation) or even employing multiple theories to interpret data (theory triangulation).. This could lead to what is known by "corroboration" where different procedures or sources are in agreement.
→ Data triangulation	
→ Methods triangulation	
→ Investigator triangulation	
→ Theory triangulation	
Qualitative researchers are encouraged to seek participant feedback.	When the researcher discusses his/her conclusions obtained from a given interview or observation with the participant him/herself the validity of the study is increased. This is because participants may correct, in certain instances, incorrect interpretations or accounts reached by the researcher.
Qualitative researchers are encouraged to seek peer review.	It is recommended that the researcher discusses his/her findings with a peer who might not be involved in the study. This peer might challenge the researcher and confront him/her with questions that might trigger deeper thinking into obtained findings.
Negative case sampling is recommended.	Researchers are encouraged to investigate cases that disconfirm the researcher's expectations and tentative explanation.
Reflexivity must be present.	Researchers are invited to be reflective about possible bias that might have been introduced in the study by themselves, thus leading into fake conclusions and interpretations.
Pattern matching is suggested.	Patterning is suggested to be considered by qualitative researchers as it helps them predict results. These results may be compared with the actual ones.

Johnson (1997). Examining the validity structure of qualitative research.

To achieve greater descriptive validity in this research, several considerations were taken. First, the researcher attempted to employ the method of extended data collection, where she established a state of saturation for every posed question on a given participant. The researcher made sure not to move into the next question unless the participant had no more to say about a given idea. Second, the researcher employed a tape recorder to ensure the

factual accuracy of interviews as authentically as provided by the participants. This enabled her to report information as accurately as possible. Third, reflexivity was considered on the behalf of the researcher who attempted to analyze the content in micro-context as well as in macro-context, reflecting on the results critically compared with the pre-understandings of the researcher. The researcher also made sure to adopt an inquisitive approach to data collection and gently avoided giving her own opinion about posed issues, even when participants asked her to.

Another point was that, questions were administered in Arabic so as to ensure that the language may not forbid respondents from fully understanding the interview questions. However, respondents were given the freedom to answer in whatever language they felt at ease with (English/Arabic or French). In practice, almost all participants responded in Arabic, using frequently English terms. It was then translated to English by the researcher herself. Two other research assistants, then, translated the English verbatim back to Arabic. A comparison was made between the Arabic transcription and the tape, so as to ensure that no mistakes or misinterpretations were committed during translation. It is hoped that this practice may strengthen descriptive validity as it helps the researcher presents respondents' points of views as authentically as possible.

Validity was also strengthened by another mean. Teachers and subject leaders (coordinators) were first sent an e-mail (See appendix C) that told them about the study at hand and its nature. It invited them to participate in the study. In the cases where they responded to the e-mail, their names were listed on the letter that was sent, later on, to their school principals. This was made clear to them so that they would feel totally free to participate in the study or not. This helped participants be more relaxed during interviews, as they would have been the ones who showed interest in participating in such interviews. This is expected to increase both the quality and quantity of data collected.

The researcher has used low inference descriptors (which are quotations from interview scripts of participants) in order to present participants' ideas as authentically as possible parallel to interpretations offered by the researcher. This enables readers to judge for themselves the validity of such interpretations. This has the effect of strengthening both descriptive and interpretive validities of this study at hand. Interpretative validity, which is considered to be easily questioned in qualitative research according to Johnson (1997), as it

may be understood as a personal opinion, and not considered scientific research, was also increased by the employment of data triangulation. By this, the researcher asked almost the same question but with different wordings so as to make sure that what she got is what was intended on the behalf of the respondents. Another consideration taken by the researcher was to ask participants for feedback. The researcher made sure to state in her own words responses provided by the interviewees. This was done almost after each question in the interview schedule. The method of peer debriefing was also used, where the researcher discussed her work with another researcher in the same field yet outside the context of the study. This researcher had a general understanding of the nature of the study and the researcher attempted to review perceptions, insights, and analysis with this peer.

The third form of validity, theoretical validity, is the most difficult to ensure and to evaluate. First, it can be addressed in terms of the theoretical cohesion that characterizes the flow of discussion, analysis and argumentation in the research. In this sense, it is a form of assessment for the internal validity of the theoretical framework underlying the study. This is left for the reader to decide on it by him/herself, taking into consideration the literature reviewed and how it was discussed. Second, theoretical validity may be addressed in terms of thinking of an alternative theoretical approach to address the practicality of the theoretical framework of the study. In this sense, it is a form of external validity which is known to be easily questionable in social research (Johnson, 1997). It is hoped that the transparency with which the researcher presents the steps followed to carry out the study will help readers be the ones who judge this form of validity for themselves.

Readers of this study may also judge the transferability of this research for themselves. This is recommended by several researchers such as Lincoln & Guba (1985), Patton (1990) and Eisner (1991). Lincoln and Guba (1985) explain that “.. the responsibility of the original investigator ends in providing sufficient descriptive data to make such similarity judgments possible.” (p. 298). The naturalistic researcher maintains that no true generalisation is really possible. All observations are defined by the specific contexts in which they occur. For this reason, the researcher does not maintain that knowledge gained from one context will have relevance for other contexts or for the same context in another time frame (Patton, 1990). This is contrary to traditional research where it is the obligation of the researcher to ensure

that findings can be generalised to the population. In a naturalistic study the obligation for demonstrating transferability belongs to those who would apply it to the receiving context (Patton,1990). Consequently, the researcher attempted to present the research context quite thoroughly. She strived for the sake of collecting sufficient detailed “thick” descriptions of data in context and reporting them with sufficient detail and precision. It will be up to those who would like to ‘transfer’ the findings of this research to other contexts to decide whether this is reasonable or not.

Another point that strengthens transferability of this study includes purposive sampling. Purposive sampling explained in Patton (1990) is a method by which the naturalistic researcher seeks to maximize the range of specific information that can be obtained from and about that context by purposely selecting locations and informants that differ. How and why the sample was selected will be discussed soon in this chapter. However, it is important to mention that the researcher selected a balanced sample composed of principals, subject leaders (coordinators) and teachers for the purpose of addressing effectively the theoretical framework presented earlier in chapter two. A balanced sample is a sample that involves all categories with in the school that seem to impact the concept under investigation: teacher leadership. This is in accordance with the conceptual framework underlying this study. This is contrasted with random sampling, usually used in a traditional research, whose aim is to gain a representative picture through cumulative qualities.

The reliability of this research was addressed in terms of dependability. According to the literature, there can be no validity without reliability. In other words, there can be no credibility without dependability. In fact, demonstration of the latter is sufficient to establish the former (Lincoln & Guba ,1985).However, the pilot study that was carried addressed its dependability. In fact, it had the effect of corroborating data by making sure that the interview questions were understood the same way by the several participants in the study. The transcription and translation of tapes from Arabic to English, then the back translation of the English transcriptions into Arabic also contribute to strengthening the dependability of the study. This is recommended by Lincoln and Guba (1985). The choice of employing the Arabic language in conducting the interviews also contributes to the credibility of the research. The choice of the appropriate language and how it contributes to the credibility of a study has been discussed by Maxwell (1992). When the employed language is clear enough for the participants, it is expected that their responses truly reflect their beliefs about the

concept being investigated and better approximates it. Hence, the gathered information is most likely to be valid.

Finally, the objectivity of this research was addressed in terms of confirmability (Lincoln & Guba, 1985). As Schwandt (1997) manifests, it is important that the researcher links "...assertions, findings, and interpretations, and so on to the data themselves in readily discernible ways" (p.164). The transcription verbatim might be of great use in this area as it reveals that the data and its interpretation are not imaginary. In fact, it springs out of documents that have been double-checked once by the researcher herself and another time by a peer via the method of peer debriefing described earlier.

Participants and Sampling

The participants in this study were principals, subject leaders and teachers from three private schools in Beirut, Lebanon, so as to obtain information about teacher leadership. If teacher leadership were to be investigated, then it was very crucial to discuss it with teachers themselves who lie at the core of this concept. Coordinators are in continuous and direct contact with teachers. The literature has suggested that coordinators do really shape teacher leadership (Bennett et al., 2003). Principals are in control over their whole schools and their leadership styles seem to affect all kinds of existing leadership in the school (Buckner & MacDowelle, 2000).

Schools were chosen on the basis of the following factors:

- 1- The willingness of schools to participate in research studies and the facilities they would offer for the researcher.
- 2- School effectiveness and this is noted not only in terms of the reputation of the school but rather in terms of the achievement of its students at the Lebanese Baccalaureate official exams. In fact, such schools accomplished 100% success for its students over the last ten years.
- 3- Schools where teachers were actively participating in professional development activities in the Lebanese society, and this was supported and endorsed by the conferences, workshops and fairs, that are often held at the American University

of Beirut, which is the leading institution in this domain in Lebanon. Being a member of the committees at the American University of Beirut that organize such events, the researcher was able to ensure the selection of schools based on this criterion.

- 4- Schools were characterized by having their students participate and win in most of the competitions, activities and educational events taking place in leading educational institutions in Lebanon.
- 5- They were schools where head teachers actively claimed to be distributing leadership to its teachers.

Teachers and subject leaders (coordinators) were first sent an e-mail (See appendix C) that tells them about the study at hand and its nature. It invited them to participate in the study. In the cases where they responded to the e-mail, their names were listed on the letter that was sent, later on, to their school principals. The next step was to send school principals letters that explained who the researcher was, the purpose of the study, the requested permission to interview teachers, subject leaders and principals in their schools including themselves (See appendices C & D). In the letter, assurances were given for the anonymity of the school and all participants. Subsequent to the letter, some principals called the researcher by telephone to get more informed about the study.

Consequently, the sample was composed of 21 teachers, 21 coordinators and 9 principals, from three private K-12 schools in Beirut, Lebanon. The details of the sample appear in chapter four.

Ethical Issues

Ethical issues related to social science research are very important and have been much discussed (Punch ,1986; Bogdan & Biklen, 1992; Hollingsworth ,1993; Bartunek & Louis,1996; Evans & Jabucek,1996; Kingelmann,1996) . According to the literature (Cowles, 1988; Munhall, 1988; Raudonis, 1992; Bar-on, 1996; Josselson, 1996; McLeod,

1996; Smythe & Murray, 2000), the major ethical concerns of qualitative researchers include: benefit versus harm, confidentiality, and informed consent.

First, it is noted that research using interviews, as this study does, may cause harm to people or organisations as the job of the researcher is to elicit private information (Cowles, 1988). At least, derived information is momentous for the participants (Riesman, 1993). Cowles (1988) reports that participants many times regret answers they have given in interviews. When published, the research could harm those participants. Smythe and Murray (2000) suggested that it is the role of the researcher to discriminate and select those individuals whose participation in the study may not harm them. They explained this in light of the fact that many times individuals find themselves obliged to participate due to the fact higher authorities want them to do that. To overcome this ethical aspect in this research, the researcher sent e-mails to participants (as described earlier) asking them to respond to the sent e-mail if they were ready to participate in the study. These e-mails were sent prior to sending the access letter to the principal, in which the names of the teachers/subject leaders/principals were listed. In other words, participants had full choice to accept or reject participation in the study.

Second, personal data relating to participants was totally removed so as to protect the privacy of individuals participating in this study. This has been recommended by several researchers such as Munhall (1988) and Smythe & Murray (2000). The main ethical concern addressed in here is the confidentiality. However, this might conflict with Patton's (2002) statement that trustworthiness has to do with the extent interpretations provided in a study are grounded in data. This means that the details of what participants mentioned must be described. This could be problematic because Beirut is quite a small city and well-recognized schools in it are well known and limited in number. This is the problem of small communities as Grafanaki (1996) explains in his study. In searching for a compromise, the researcher decided to discuss confidentiality issues openly with the participants as recommended by Smythe and Murray (2000). For this purpose, the researcher asked every participant by the end of the interview whether there are parts of the interview that they would not prefer to have it published even under nicknames or pseudonyms.

Finally, informed consent has been considered essential in research that deals with human beings (Evans & Jabucek ,1996). As Kingelmann (1996) suggests, the dignity of participants must be secured. For this purpose Bartunek and Louis (1996) manifest that:

...prospective participants often do not have full knowledge . . . of the types of events that will unfold during a study. . . . Informed consent . . . must then reflect an awareness that such events cannot entirely be predicted. As a result, a revised view of informed consent seems warranted, in which consent is negotiated at different points in the research cycle. Informed consent is not something that can be handled once and for all at the beginning of a study (p. 58) .

For this reason, all participants of the study were fully informed about its purpose as well as how data will be used.

Construction of the Research Instrument

Among the several approaches for the collection of data within qualitative research, semi-structured interviewing was chosen to carry out the study. Interviewing which is considered to be among the oldest methods of data collection (Fielding, 2003) is quite a sophisticated technique (Frey & Oishi, 1995) which may generate very rich data if well employed (Fielding, 2003). An interview involves a conversation between the researcher who prepares a set of questions (interviewer) and another/others whose role is to provide answers for such questions (respondent(s)/interviewee(s)) (Frey & Oishi, 1995). Stewart and Shamdasani (1990) illustrate that interviews are employed in several circumstances among which are instances where the researcher wants to explore a concept in a given community. This further strengthens the appropriateness of the choice of this method of data collection.

Interviews may be structured or unstructured to various degrees (Bernard, 1988) and may be conducted individually or in groups (Fontana & Frey, 1994). Unstructured interviews are exploratory in which researchers "...deal with the topics of interest in any order and ... phrase their questions as they think best.." (Nicholas, 1991, p.31). Structured interviews involve questions whose order is pre-determined and where interviewer codes responses as they are given by the interviewee (Nicholas, 1991). Half-way between structured and

unstructured interviews lies semi-structured interviews in which the researcher often introduces the topic, then guides the discussion by asking specific questions employing elements of both structured and unstructured approaches with in this context (Bernard, 1988).

Several advantages are distinguished in the literature of the research interview. Following are some of them as described in the works of Kahn & Cannel (1968) , Orlich (1978), Bogdan & Biklen (1992), Fontana & Frey (1994), Breakwell et al. (1995), and Fielding (2003):

- 1- The respondent's feelings can be better revealed.
- 2- The respondent's responses may be discussed.
- 3- The respondent is given the opportunity for free expression.
- 4- Non-verbal behaviours can be observed and recorded by the interviewer.
- 5- The respondent may express personal information, attitudes, beliefs, and perceptions that might not have been obtained by a self-administered instrument.
- 6- It provides a higher rate of participation on the behalf of respondents.
- 7- The interviewer can follow up answers or probe for additional information to clarify answers.
- 8- Individuals who cannot read or write can participate.

However, careful attention must be taken when employing interviewing as a method for data collection. Asking the "right" questions can yield powerful information that is key to gleaning useful information from participants during interviewing. Table 3.4 summarizes the key issues raised in the literature regarding the considerations that need to be taken when carrying out interviews.

Table 3.4: What The Literature Says About Interviewing

<i>Description</i>	<i>Importance</i>	<i>Reference</i>
Questions must be clearly asked.	The interviewer must use words that make sense to the interviewees and that comes from the world of respondents. The language must not be an obstacle in front of maximizing the richness of data.	Kvale (1996)
Questions must be single and open ended.	One question must be posed at a time so that the respondents will keep focused all the time. Employed questions should not have pre-determined answers.	Patton (1987)
Questions about experience/behaviour must be dealt with prior to opinion/feeling questions.	Asking experience/behaviour questions prior to opinion/feeling questions help establishing rapport with respondents. Then they will be encouraged to express their feelings.	Patton (1987)
Questions must be funnelled from the general to the specific.	This in turn helps establish a better context for the interview and hence establish rapport with the respondent.	Cohen & Manion (1994)
Interviewer must probe and follow up questions.	When the interviewer probes and follows up questions, the richness of data increases.	Kvale (1996), Patton(1987)
Questions must be interpreted.	It is very important that the interviewer ask always for clarifications about the interviewee's statements so as to avoid misinterpretations on their part.	Kvale (1996), Patton(1987)
Sensitive questions must be avoided.	Very deep questions could result in terminating the interview as the respondents get disturbed.	Kvale (1996), Patton(1987)
Interviewer must keep control over the interview schedule.	It is important that the interviewer keeps the interview in line with the purpose of the research.	Kvale (1996), Patton(1987) Cohen & Manion (1994)
Rapport between the interviewer and the respondents must be established first.	This may be achieved in terms of the way the interviewer behaves. His/her recognition of the respondents, respect, communication skills and determine the extent of such rapport.	Kvale (1996), Patton(1987) Cohen & Manion (1994) Powney & Watts(1987) Apradely(1979)
The purpose of the interview must be clarified.	When the respondents are informed about the purpose of the study, they tend to demolish the feelings of threat and insecurity.	Cohen & Manion (1994) Douglas (1985)
Respondents must be informed about the recording procedure of data.	Videotaping, tape recording and other procedures, must not be employed with out the consent of the respondents. This is important for ethical issues.	Cohen & Manion (1994) Patton (1987)
The interviewer must be aware not to have his/her opinions, or curiosity affects his/her behaviour.	The interviewer must be objective as possible. This requires him/her to distinguish between what they hear and what they wish to hear. This in effect minimizes potential biases in interviews.	Cohen & Manion (1994) Kvale (1996)
The attributes of the interviewer contribute to the success of the interview.	The interviewer must be mentally alert and free from distraction; should listen carefully; and be able to listen and think at the same time.	Glesne and Peshkin (1992) Kreuger (1988)
Time management is an important factor for the success of an interview.	The interviewer must not spend lots of time discussing issues that are of less significance to the study keeping the minimal time for issues of greatest concerns.	Glesne and Peshkin (1992) Kreuger (1988)

Among the literature reviewed, Krueger's (1988) comprehensive list of the eight considerations to be carried during interviewing was given special respect in this study. These considerations appear in Table 3.5.

Table 3.5: Krueger (1988) Eight Considerations for Preparing Interview Questions

Consideration		Description
1	Open-ended questions must be employed.	What? How? Where? Which? Phrases such as "how satisfied" or "to what extent" must be avoided, as they tend to stifle participants' dialogue based on their experiences.
2	Dichotomous questions must be avoided.	These are questions that require closed answers such as "Yes" or "No". Such questions tend to limit the discussion & hence decrease the richness of data collected.
3	"Why?" must be rarely used.	"Why?" questions may cause respondents to tend to hide their feelings or veil their thoughts. They also provoke quick answers by the respondents. Instead the interviewer should ask about attributes, influences, and features.
4	"Think Back" questions seem to be helpful.	These are questions that take respondents to an experience and not forward to the future before completely covering a given idea at hand.
5	The types of questions employed must be varied.	Five types of questions are suggested: opening questions, introductory questions, transition questions, key questions & ending questions.
6	Respondents must be involved.	To achieve this, employ reflective questions, rating scales, and artefacts.
7	Questions must be focused.	Employing open-ended questions does not mean to ask questions that are not focused. In fact, if questions are not focused, then a lot of the derived information may not be useful.
8	Questions must be sequenced.	Questions must be sequenced from the general to the specific Stewart & Shamdasani (1990) suggest that important questions should be posed at the beginning while those of less significance must be asked by the end.

Taking into account the considerations listed in Tables 3.4 and 3.5, a semi-structured interview schedule was designed for each of the three categories: teachers, coordinators and principals (See appendix D).

The number of questions was twelve in light of what Stewart and Shamdasani (1990) recommend. The type of questions was semi-structured; open-ended that allows respondents to answer from a variety of dimensions. Questions were carefully selected and phrased in advance to elicit maximum responses by respondents.

Tables 3.6, 3.7 and 3.8 represent how the interview schedule relates to the key research questions posed earlier in this chapter.

Table 3.6: Linking the Interview Schedule of Principals to Key Research Questions

<i>Key Research Questions</i>		<i>Items Number in The Interview Schedule (See Appendix D)</i>
1	What do teachers, principals and coordinators understand by teacher leadership?	2,5,9,12
2	How do the educational practises carried by teachers in schools compare with practises attributed to teacher leaders?	2,8
3	Do the practises carried in schools by principals and coordinators promote teacher leadership?	3,4,6,7,10
4	What images do teachers ,coordinators and principals hold for themselves as leaders?	1, 11, 12
5	What advantages do teachers/coordinators and principals perceive for teachers playing leadership roles?	2,5,9
6	How are teachers prepared for leadership in schools?	3,4,8

Table 3.7: Linking the Interview Schedule of Coordinators to Key Research Questions

<i>Key Research Questions</i>		<i>Items Number in The Interview Schedule (See Appendix D)</i>
1	What do teachers, principals and coordinators understand by teacher leadership?	10,11,12
2	How do the educational practises carried by teachers in schools compare with practices attributed to teacher leaders?	1,2,5,9
3	Do the practises carried in schools by principals and coordinators promote teacher leadership?	2,6,7,8,9
4	What images do teachers ,coordinators and principals hold for themselves as leaders?	10,11
5	What advantages do teachers/coordinators and principals perceive for teachers playing leadership roles?	3,4,11,12
6	How are teachers prepared for leadership in schools?	2, 5,11,12

Table 3.8: Linking the Interview Schedule of Teachers to Key Research Questions

<i>Key Research Questions</i>		<i>Items Number in The Interview Schedule (See Appendix D)</i>
1	What do teachers, principals and coordinators understand by teacher leadership?	11,12
2	How do the educational practises carried by teachers in schools compare with practices attributed to teacher leaders?	1, 2, 5,7,9
3	Do the practises carried in schools by principals and coordinators promote teacher leadership?	2,3,4,5,6,8,9,10
4	What images do teachers ,coordinators and principals hold for themselves as leaders?	11,12
5	What advantages do teachers/coordinators and principals perceive for teachers playing leadership roles?	12
6	How are teachers prepared for leadership in schools?	5,7

Pilot Study

Questions were field-tested via an interview with seven principals, seven subject leaders and seven classroom teachers who did not belong to the schools that were selected for this study. However, this selected school was compatible with the schools involved in this study. This is in terms of the factors underlying the choice of schools chosen for the actual study and is described in detail in chapter four.

The same procedure that was followed with the schools involved in the study was employed in the pilot study. The details of this procedure are described in the following section. As mentioned earlier, questions were administered in Arabic. However, respondents were given the freedom to answer in whatever language they felt at ease with. Interviews were recorded with the same tape recorder machine and were transcribed by the researcher herself on the same day of each interview. As mentioned earlier, the interview verbatim was then translated to English by the researcher herself. Two other research assistants then translated the English verbatim back to Arabic. A comparison was made between the Arabic transcription and the tape, so as to ensure that no mistakes or misinterpretations were committed during translation.

The pilot study was useful in the following aspects:

- 1- Some questions were modified after the pilot study so as to get them more focused and clear. Starting the fourth interview, with each category, the interview schedule seemed to run smoothly with participants and the researcher found that responses to questions were satisfactory. The majority of modifications were related to the Arabic language used. Some of the Arabic words appearing in the interview schedule were replaced by simpler ones that better approximate the Arabic language used on daily basis “ informal Arabic”. This is opposed to that used in contexts of what is known as the “formal Arabic”.
- 2- The researcher found it very important to speak not only in Arabic but also to use English when communicating the major terms such as teacher leadership, decision-making and other terms. The reason is that these terms are most commonly used in English in the Lebanese schools.

- 3- The duration of each interview was noted and this helped the interviewer figure out the time she needed to request from the actual participants in the study.
- 4- It showed that translating the English verbatim back to Arabic was quite a useful method to ensure that the quality of data was not affected. However, it revealed also that a lot of time was needed in order to achieve the transcription of all the intended interviews.
- 5- The pilot study revealed the importance of having the questions prepared by the interviewer in the form of a grid table where a column is left blank. This column was entitled “Body Language”, so that the interviewer would jot down any bodily expression next to the question. Having this written on the same paper of the interview questions minimizes the instances where the interviewer will be distracted.
- 6- The pilot study also reflected that conducting the interview outside the working hours with in the school is favoured. The reason is that many times, the interview was interrupted by an outsider who came into the room where the interview was conducted to ask the participant questions that related to his/her position in the school. Another factor is that when students went down to the playground during their recess, the quality of tape recording was diminished. The minimal thing in this case is to ask the school principal to secure a place that is far enough from the playground and to ensure that the participants will not be interrupted during the interview.
- 7- At some instances the participants reversed the question towards the interviewer asking for example: “What about you? Do you agree with me?”. It is very important that the interviewer keep up his/her neutrality towards the issue discussed as this would result in bias in the study.
- 8- After each transcription, the researcher found herself saying: “ I should have asked after this response”. In fact probing answers is a skill by itself that directly affects the quality of data obtained.
- 9- Following the pilot study the data were manually analyzed and at the end of this process it was decided that it would be necessary to use a software package for the full study.

- 10- The pilot study revealed an important fact about interviews which is that it helps obtain higher rate of participation than other survey methods. The interviewer can explain and clarify questions, and probe by asking additional questions, to enhance the likelihood of obtaining useful responses from the interviewees.
- 11- At the beginning of an interview, interviewees seemed to give short and brief responses to posed questions. This is possibly related to the fact that they didn't feel at ease at the start of such an activity. However, with the progress of the interview, they started giving deeper and more detailed answers. Probably, because they became more relaxed and rapport with the researcher was established. This is an important issue that should not be given a blind eye. It follows that questions of maximum concern should not appear at the beginning of the interview, but rather at mid or end of the interview schedule. This seems to contradict with Stewart and Shamdasani (1990) who assert that important questions must be revealed first. Probably when the interview duration is long, then it is advisable to pose important questions first. This could be related to the fact that participants tend to get tired and sometimes bored by the end of a long interview. When this is not the case, leaving important questions seem to enrich the quality of obtained data.
- 12- Qualitative interviewing seems to be a tiring "thinking" process for both the interviewer as well as the participants. Although they expressed their delight to be interviewed, several respondents expressed, in humour that they'll need to sleep for two hours in order to relax. When asked about the reason, they expressed that they were thinking hard for forty-five consecutive minutes!!! In fact, the interviewer herself felt the same as they did.
- 13- By the end of some interviews, some participants asked the interviewer to delete some of their responses from the final script. They explained that they got motivated during their talk, which lead them to say things they wouldn't like to be attributed to them, even under nicknames or pseudonyms. The interviewer jotted down what statements they were referring to. In fact, two conflicting views, from the literature reviewed about research methods, arise at this point. First, Patton (2002) considers it very crucial to have all what was mentioned by the respondents in the final verbatim. He considers this as a threat to the trustworthiness of the research. On the other hand,

ethical issues and concerns insist on insuring that participants should not be harmed as a consequence of their participation in the research study. This is manifested in the works of several researchers such as Bar-on (1996), Cowles (1988), Josselson (1996), McLeod (1996), Munhall (1988), Raudonis (1992), and Smythe & Murray (2000). This has been discussed earlier in this chapter. Upon these two conflicting views the researcher decided to respect the privacy and the will of the participants in this study with out whom this study would not be realized. For this reason she decided to eliminate any statement they did not wish to appear in the final manuscript. However, such deleted statements were very few and were requested by only three participants.

Reflecting upon the above considerations derived from the pilot study, data was collected in the three selected private K-12 schools in Beirut, Lebanon. This will be described in the following section.

Carrying Out the Study

Having gained the permission of the principal (See section on participants and sampling, p.66), the selected teachers, subject leaders as well as principals were contacted so as to get an appointment to conduct the interview.

Step 1: The Setting

The researcher asked the participants to choose the setting in which he/she would like to have the interview conducted. Most of them chose their own places of work (offices or classrooms) It's important that the participants feel at ease in the setting they are being interviewed so as to maximize the quality and quantity of their responses.

Step 2: Establishing Rapport

The researcher started by introducing herself and the purpose of the interview. She tried to do that politely, friendly, as well as professionally. This introduction was important so that the researcher would build rapport with the respondents (Stewart & Shamdasani, 1990). The introduction was intended to be both neutral and serious (Silverman, 2000). This has the effect of having the respondents sense the importance of the study and to show that the researcher has no partisan interest in the outcome of the study. Sometimes the researcher would start by commenting on simple things such the weather; the pen that the participant

was holding or other simple things. Exchanging smiles or laughter took place in some instances. This helped break the ice between the two and set the stage for the interview to run smoothly. The researcher also noted how long the interview took.

Step 3: Addressing Confidentiality

The researcher restated the terms of confidentiality mentioned in the letter that was sent to them earlier (see appendix C). She explained that no body would get access to information as well as how their answers would be analyzed.

Step 4: Obtaining Informed Consent

The researcher explained what the interview entails and how the information from it will be used. She informed participants that she will be tape recording the session. She took a written permission from them to use some quotes in her paper. Some of them asked the researcher to show them what quotes she needs to use before publishing the paper and this was eventually respected so as to keep up the code of ethics.

The interviews were tape recorded after seeking the permission of the interviewees. In fact, Patton (1990) considers the tape recorder as being “indispensable” (p.348) for conducting interviews. The tape recorder was checked before any interview so as to ensure that it was functioning well.

Step 5: Conducting The Interview

The interviewer tried to be as flexible as possible so as to have the participants in this study express their ideas as freely as possible. She was aware that no two persons are alike and that every participant might react differently towards given issues. That’s why she tried to eliminate any preconceptions and avoid predictions during her course of work. Special attention was taken so as to ask participants to explain and elaborate on their ideas as well as to avoid unrelated topics. Krueger’s (1988) eight considerations and others that appear in Table 3.4 were respected regarding posed questions. The interviewer made some field notes during the interview in cases where there were special facial expressions of interviewees regarding posed questions. The reason is that such expressions may not be recorded by tape recorders. This is in line with Morgan (1988) who suggests that regardless of the method of data collection, the interviewer should make field notes. Although the questions were posed in Arabic, participants were encouraged to answer using the language they prefer in

answering. The reason is that Lebanese people use a mixture of three languages during their regular conversations: Arabic, English and French!

Step 6: Closing Up

The researcher tried to wind down the interview as opposed to ending it abruptly. She asked them if they had any questions about the project. She thanked them for their time, help and support. She also asked them about how they evaluated the interviewing experience and gave them information about how they can contact her.

Analysis of Data

Conceptual Framework

The end product of qualitative interviewing is a huge amount of word-based data that needs to be analyzed. Though a given research paradigm influences how data analysis and interpretation would take place, there is a common sequence of steps observed across a number of approaches to research (Miles & Huberman, 1994):

- Coding field notes derived from observations, interviews, or documentary evidence
- Taking into consideration the researcher's reflections
- Identifying patterns, themes, and relationships
- Conducting a more focused investigation in light of observed patterns
- Arriving at interpretations
- Verifying these interpretations

Though there are many ways to analyze informants' talk about their experiences (Spradley, 1979; Taylor & Bogdan, 1984; Mahrer, 1988), thematic analysis seem to be among the most recognized methods in qualitative data analysis (Benner, 1985; Leininger, 1985; Taylor & Board, 1984).

The steps followed for the sake of analyzing data thematically are described in Table 3.9.

Table 3.9: Thematic Analysis of Qualitative Research

<i>Step</i>		<i>Description</i>	
1	Data Collection & transcription	Audiotape may be employed for this purpose.	Spradley(1997)
2	Looking for patterns	Patterns of experiences can be listed using the transcribed interviews. This can come from direct quotes or paraphrasing common ideas.	(Aronson, 1992)
3	Classification	Data that relate to the already classified patterns need to be identified.	(Aronson, 1992)
4	Creating sub-themes	Data is further classified into sub-themes. Themes are the units provided by the created patterns such as "conversation topics, vocabulary, recurring activities, meanings, feelings, or folk sayings and proverbs".	(Taylor & Bogdan, 1989, p.131)
5	Identifying themes	Themes are identified by joining together "components or fragments of ideas or experiences, which often are meaningless when viewed alone".	(Leininger, 1985, p. 60)
6	Gathering sub-themes	Gathering sub-themes helps in the establishment of a comprehensive picture of information pattern. The interviewer may ask participants for their feedback.	(Aronson, 1992)
7	Making inferences	The interviewer may be able to make inferences from the interview by consulting again the reviewed literature.	(Aronson, 1992) (Taylor & Bogdan, 1989)
8	Developing a story line	The researcher relates the literature with his/her findings generating what is known as the story line of the research. This helps the reader to understand the process employed by the researcher.	(Aronson, 1992) (Leininger, 1985)

The product of qualitative data analysis is a theory which is grounded in the data collected. This is what Glaser and Strauss (1967) termed as "Grounded Theory". It is an inductive method of qualitative research that employs systematic procedures to generate theories whose concern is to unveil basic social processes. It is considered as one of the most popular and rigorous methods of deriving theories from qualitative data. Strauss and Corbin (1990) defined the grounded theory approach in terms of "a qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon" (p. 24). There are three basic elements of grounded theory, which are concepts, categories and propositions. These are detailed in Table 3.10.

Table 3.10: The Basic Elements of Grounded Theory

<i>Element</i>	<i>Description</i>
<i>Concepts</i>	Theories can't be built with actual incidents or activities as observed or reported; that is, from "raw data." The incidents, events, happenings are taken as, or analysed as, potential indicators of phenomena, which are thereby given conceptual labels. As the researcher encounters other incidents, and when after comparison to the first, they appear to resemble the same phenomena, then these, too, can be labelled as "pacing." Only by comparing incidents and naming like phenomena with the same term can the theorist accumulate the basic units for theory.
<i>Categories</i>	Categories are higher in level and more abstract than the concepts they represent. They are generated through the same analytic process of making comparisons to highlight similarities and differences that is used to produce lower level concepts. Categories are the "cornerstones" of developing theory. They provide the means by which the theory can be integrated.While coding; the analyst may note that, although these concepts are different in form, they seem to represent activities directed towards a similar process: keeping an illness under control.
<i>Propositions</i>	Propositions are generalized relationships between a category and its concepts and between discrete categories.

Corbin and Strauss (1990, p. 7)

Analysis involves three processes, as explained in Strauss and Corbin (1990). These processes are not linear and may overlap:

- 1- Open coding; where data is broken open to identify relevant categories. It is open process in which data is explored without making any prior assumptions about what might be discovered.
- 2- Axial coding; where categories are refined, developed and related. It facilitates building connections within categories thus deepening the theoretical framework underpinning analysis.
- 3- Selective coding, that aims at identifying central category that ties all other categories in the theory together. It seeks structural relationship between categories, which are often merged to form the theoretical structure of the analysis.

Glaser and Strauss (1990) claim that one of strengths of grounded theory is that it be "sufficiently general to be applicable to a multitude of diverse situations within the substantive area" (p. 237). Though the grounded theory is widely used in qualitative research, the conceptual framework described in chapter two guided this study. It followed that ordinary qualitative thematic analysis was employed.

Employing NVivo: Computer Software

A document-based qualitative research project presents a number of challenges such as managing the large set of data, keeping track of the analysis, searching and theorizing. The researcher is confronted with the task of making sense of "reducing the volume of raw information, sifting trivia from significance, identifying significant patterns, and constructing a framework for communicating the essence of what the data reveal" (Patton, 2002, p.432). Data analysis involves progressively exploring data, and comparing /contrasting its different parts so that a deeper understanding is established as more data is gathered and reviewed iteratively. In other words, the ability to retrieve data is crucial for analyzing it meaningfully. This is often accomplished by coding data. Coding, which involves labelling data in terms of themes or processes, allows for easy data retrieval (Rice & Ezzy, 1999; Patton, 2002). In fact, coding helps the researcher to deal with data labelled similarly as well as to retrieve data related to more than one label enabling thus the researcher to look for patterns, connections, or distinctions between them (Rice & Ezzy, 1999; Patton, 2002).

Coding may be carried either manually or with the aid of computer software (Rice & Ezzy, 1999; Weitzman and Miles, 1995). In fact, several researchers have recommended the employment of computer software in analyzing qualitative data such as Morison & Moir (1998) and Richards & Richards (1994). They are helpful at "organising massive amounts of data, as well as facilitating communication among members of a research team" (Merriam, 2002, p. 166). NUD*IST Vivo, simply called NVivo produced by QSR International was employed for this purpose in this research.

The choice of Nvivo was due to the fact that it is simple yet it yields rich analysis of data. It allows for importing documents directly from a word processing package and then to code these documents easily on screen. NVivo allows researchers to link and compare patterns within and across documents and the results can be saved, printed, or undone at will. Richards (1999) explains that NVivo is powerful at:

...recording and linking ideas in many ways, and for searching and exploring the patterns of data and ideas. It is designed to remove rigid divisions between 'data' and 'interpretation,' should that be the researcher's goal. It "offers many ways of connecting the parts of a project, integrating reflection and recorded data (p. 4).

However, it should be noted that the computer software was used by the researcher in order to help her sort, store and retrieve data. The conceptual processes that are needed to perform data analysis were carried out by the researcher, the same way it would have been done with manual coding of data. The main difference was that data exploration was facilitated by catalyzing the process of "locating coded themes, grouping data together in categories, and comparing passages in transcripts or incidents from field notes" (Patton, 2002, p. 442). NVivo was used to organise raw data obtained from interviews and link them using memos and databites with which codes (nodes) were created. Such nodes were edited any time with the evolution of the research.

Welsh (2000) in her research about using NVivo in the qualitative data analysis process assures that "qualitative data analysis software is often thought to be based on grounded theory approaches to data analysis in that theory will emerge from the data, and the software [Nvivo] often has "memoing" tools which facilitate theory building from the data" (p.4). Welsh (2000) confirms that the "memoing" in NVivo does urge the researcher to draw theory from data in a way that resembles a lot the strategies indicated by the grounded theory suggested by Strauss & Corbin (1990).

Opening up NVivo's Launch pad, the researcher starts by creating a project, which is the container of his/her data, ideas, and the links between its various components (Richards, 2002). Data is managed in terms of documents, nodes, and attributes that might be searched and retrieved very easily. Documents are word documents saved in rich text format (Richards, 2002). Nodes are codes of ideas, concepts, people, places, or any other category created within a project (Richards, 2002). Attributes help piling information about sources of

data, type of organizations, people involved in the research study, and websites (Richards, 2002). The project pad which opens next, allows the researcher to gain access to the most common activities associated with the package (Richards, 2002). Here, data may be explored, browsed, changed, linked, and coded.

Having organised data in manageable chunks, NVivo helps the researcher link such data using dataBites, doclinks, and nodelinks. Databites help the researcher link whatever selected text to a given document. Doclinks are links between the present project, an old project or simply a new project. Nodelinks are tools that enable the researcher to retrieve information coded at nodes (Richards, 2002). This helps the researcher approach data analysis with a more organised and well-planned manner.

The analysis of data of this research started by the end of the first interview conducted. This has been recommended by Maxwell (1996) and Merriam (2002) who warned researchers from accumulating data, causing the final analysis to be much more difficult.

Table 3.11 that follows summarizes the steps carried while using Nvivo in analyzing data.

Table 3.11: Using NVivo in Qualitative Data Analysis

<i>Step</i>	<i>Description</i>
1	Word files were saved in Rich Text Format (RTF) then they were imported to Nvivo.
2	Documents imported were labeled based on their nature (ex: interviews with principals, interviews with teachers..)
3	Data was coded using the computer software as 'nodes' and was revised line by line by the researcher. These codes were saved in Nvivo and were ready to be manipulated by the user of the software.
4	Upon revision, several codes were merged, created, or split into two or more codes. This helped improve the quality of the analysis.
5	Some quantitative interpretations in data analysis was performed using the matrix that displayed the results.

The researcher trained herself on using the Nvivo software using the websites:

<http://caqdas.soc.surrey.ac.uk/> and <http://qsrinternational.com>

as well as using the tutorials available in the software package. This took around five months of intensive work on this software prior to the treatment of actual data. Further details on using NVivo are available in appendix F.

INVESTIGATING TEACHER LEADERSHIP IN THREE PRIVATE K-12 SCHOOLS IN BEIRUT

CHAPTER IV

FINDINGS

The purpose of this chapter is to describe the data that has been collected through semi-structured interviewing. The data are presented by research questions, as described in chapter three. Discussions, implications and conclusions regarding these findings are offered in chapters five and six of this document.

Introduction to Data

Sample Size

The concept of teacher leadership was investigated in three private K-12 schools. A set of criteria was employed for the purpose of this selection. These have been detailed in chapter three. A sample was drawn from each of these three schools composed of three categories: principals, coordinators and teachers. The means of selecting participants have been fully described also in chapter three. Table 4.1 shows the composition of the sample involved in this research study.

Table 4.1: Composition of the Sample Involved in The Study

<i>SCHOOL A</i>			<i>SCHOOL B</i>			<i>SCHOOL C</i>		
Participants			Participants			Participants		
Teachers	Coordinators	Principals	Teachers	Coordinators	Principals	Teachers	Coordinators	Principals
7	7	3	7	7	3	7	7	3
Out of: (Total available per school)			Out of: (Total available per school)			Out of: (Total available per school)		
64	19	3	68	16	3	71	20	3

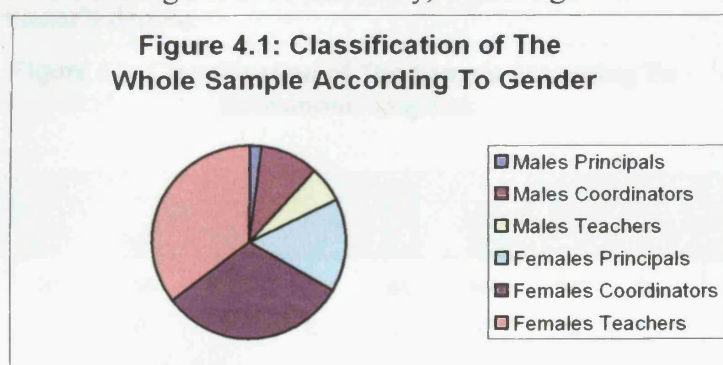
So the sample was composed of 21 full-time teachers, 21 full-time coordinators and 9 principals, from three private K-12 schools in Beirut, Lebanon. In other words, a total of 51

in-depth interviews were conducted in these mentioned schools. As mentioned earlier, coordinators are teachers who teach less than other teachers by few periods. These periods are used by these coordinators to manage the work of a department that relates to the subject they teach themselves. They are generally very experienced teachers with known excellence in teaching. Another note to be mentioned is that in Lebanon, schools integrate the three levels; elementary, middle and secondary; together in one school system. This explains why the number of principals interviewed per school was three.

Classification of Participants According to Gender

The classification of each sample from each school according to gender, as well as the classification of the whole sample according to gender is described in the Tables B1, B2, B3 and B4 of appendix B.

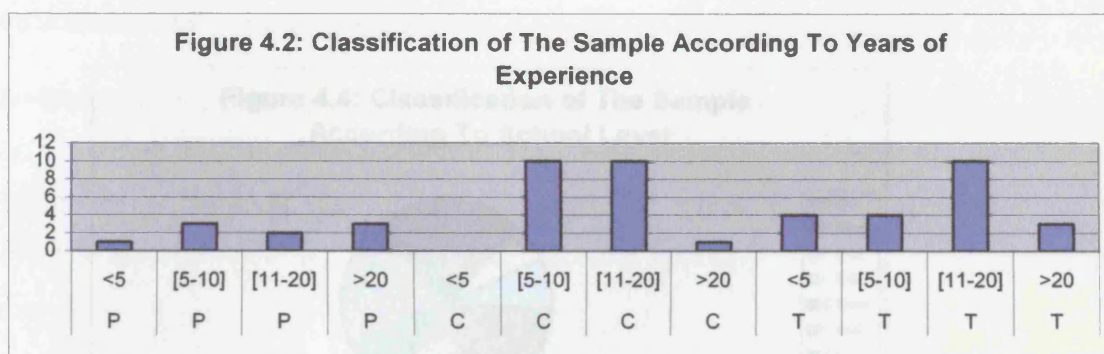
The above tables and corresponding graphs reveal the fact that most of those who were interviewed for the purpose of this research study were females. In fact, most of those who are enrolled in the education sector in Lebanon are females. The reason for this is purely cultural. Arabs in general and Lebanese in particular, stereotype education for females. In their opinion, females are more sympathetic and more able to respond to student needs than males can do. They believe that teachers need to act as surrogate mothers for their children. This is a task, which, in their opinion, cannot be easily accomplished by males. Another reason, which is also well known to any Lebanese individual, is that: "If you want to raise a family, you should not think of becoming a teacher". The responsibilities of raising a family are male concerns only according to the Arab culture in general. For this reason, few are those males who join teaching in schools. This is related to the relatively low salaries teachers earn in Lebanon. Data and graphs also reflect that the samples drawn from the three private schools were sharing a first commonality, which is gender.



Classification of Participants According to Years of Experience

The classification of each sample from each school according to years of experience as well as the classification of the whole sample according to this same criterion is described in Tables B5, B6, B7 and B8 of appendix B.

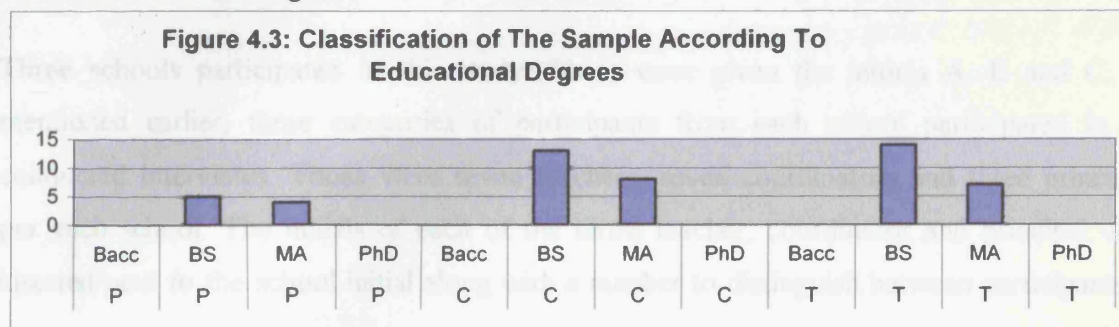
As the tables and the corresponding graphs show, the samples that were drawn from the three private schools seem to share a second commonality which is the number of years of experience with in the education sector.



Classification of Participants According to Educational Degrees

The classification of each sample from each school according to educational degrees as well as the classification of the whole sample according to this same criterion is described in Tables B9, B10, B11 and B12 of appendix B.

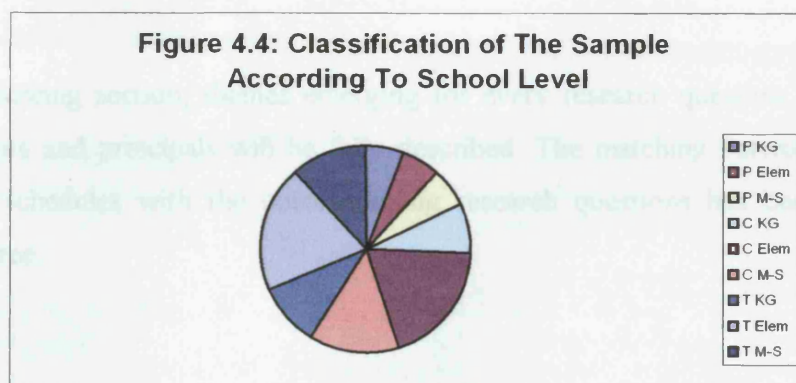
The above tables and corresponding graphs reveal the fact that in terms of the educational qualifications of teachers and coordinators, there is quite a lot of homogeneity between the three samples drawn from the three schools. However, regarding principals, school A seems to deviate slightly from the other two schools. In fact, all its principals are holders of bachelor degrees only, where as in the other two schools; two out of the three principals are holders of a master's degree.



Classification of Participants According to School Level

The classification of each sample from each school according to school level as well as the classification of the whole sample according to this same criterion is described in Tables B13, B14, B15 and B16 of appendix B.

Again the tables and the corresponding graphs reveal that samples share a third commonality, which is school level. Participants of each interviewed category from each school seem to be working with in the same level of the school system.



Finally, a summary of the demographics of participants per each school is summarized in tables B17, B18 and B19 of appendix B. These tables may be further used to confirm that samples from each school enjoy the commonalities mentioned previously as they allow for easy and accessible comparison.

Coding of Participants in this Study

Three schools participated in this study. These were given the initials A, B and C. As mentioned earlier, three categories of participants from each school participated in the conducted interviews. Those were seven teachers, seven coordinators and three principals per each school. The initials of each of the terms teacher, coordinator and principal were inserted next to the school initial along with a number to distinguish between participants of

the same group of the same school. This gives them a unique code. For example AT3 indicates a teacher of school A bearing the number three in the transcribed verbatim. CC5 would indicate the fifth coordinator of school C while BP2 refers to the second principal of school B, and so on. In other words, the first initial is that of the school, the second is that of the category of participants and the number stands for the number given for the interview in the interview verbatim.

Themes Emerging From Interviews

In the following section, themes emerging for every research question, posed to teachers, coordinators and principals will be fully described. The matching between the items of the interview schedules with the corresponding research questions has been already done in chapter three.

Research Question 1: What do teachers/coordinators and principals understand by teacher leadership?

The purpose of this question was firstly to gain some insights about what the term teacher leadership meant to teachers themselves, coordinators as well as principals. As mentioned earlier, the researcher attempted to earn plural empathic understanding about the concept of teacher leadership, as it has not been addressed earlier in Lebanon. To aid the analysis, the responses received per each category were recorded under specific themes in Tables 4.2, 4.3 and 4.4. It should be noted that data obtained from the three categories was analyzed separately and thus generated different emergent themes. This explains why theme labels seem to change between one table and the next under the same research question.

Emerging Themes From Teacher Interviews

Table 4.2: Themes Emerging From Teacher Interviews about the Concept of Teacher Leadership

	<i>Emerging Themes</i>		<i>Responses</i>			
	Categories	Sub-categories	<i>School A/7</i>	<i>School B/7</i>	<i>School C/7</i>	<i>Total /21</i>
1	Teacher leadership is related to classroom practices	☒ <i>impacting students</i>	4	7	7	18
		☒ <i>having the authorities of principals and coordinators vanish inside the classroom</i>	5	2	1	8
2	Teacher leadership is related to higher positions in the school with out moving up in the school hierarchy	☒ <i>becoming a coordinator</i>	6	6	0	12
3	Teacher leadership maybe practised outside the classroom	☒ <i>acting as role model</i>	0	1	7	8
		☒ <i>sharing educational practices with others</i>	0	0	4	4
		☒ <i>participating in professional growth events</i>	0	0	7	7
		☒ <i>trusting and respecting teachers</i>	0	3	5	8
4	Teacher leadership ensures school improvement	☒ <i>raising the morale of teachers</i>	7	7	7	21
		☒ <i>acquiring a sense of ownership over tasks they carry as a result of trust</i>	7	7	7	21
		☒ <i>becoming proper decision-makers</i>	4	3	6	13
5	Teacher leadership affects the school atmosphere	☒ <i>working harder to pay back trust invested in them by their schools</i>	6	5	6	17
		☒ <i>affecting student learning</i>	5	5	7	17
		☒ <i>getting encouraged to work harder</i>	7	6	6	19

Theme (1) : Teacher leadership is related to classroom practices

Teachers who considered themselves as leaders within the boundaries of their classrooms explained this in terms of affecting their students. Students who were affected by these teachers tend to love subjects taught by them and as a result they even go to the point where they would ask them about their opinion regarding issues that concern them.

“I am a leader in my classes because students are affected by my style in the class a lot. Students love my subject and even, they come and take my opinion regarding issues that relate to their personal lives.”(CT3)

Teachers also explained that authorities held over them such as that of the coordinator or the principal outside the classroom seem to vanish inside their classrooms, where only what they themselves believed to be pertinent to student effective learning was carried.

“ inside my class I am definitely a leader, I can do whatever I want to with my kids...whatever they tell me.. Inside the classroom, I can affect my students and I am the

one who decides on the best practices to be carried so as to ensure better teaching and learning...”(AT1)

“Inside my classroom, I forget all about authorities and restrictions of the school; when it comes to my belief that a given act may be helpful for the learning of a given child, I don’t feel that I need a command from anybody to tell me what to do...mm.. . At that moment I would act as an independent person...But this is with in the boundaries of my classroom and not outside it.”(BT7)

Theme (2) : Teacher leadership is related to higher positions in the school

Some of the interviewed teachers seemed to believe that no teacher may practice leadership unless she moves up in the hierarchy of the school system. This means that they need to become coordinators or supervisors if they are to practice leadership in their schools.

“it is only if I become ...ah...a coordinator that I will be playing a leadership role in my school...” (AT1)

“I like to move in to coordination. I have lots of ideas and I like to share them. I love to help other teachers and guide them well. With the position of the coordinator...mm... I will have the authority to affect others, to influence them, to share in decision-making, to shape curricula and assessment procedures...all of these might not be happen unless you are a leader, that is a coordinator or a supervisor...”(BT3)

It would seem necessary for some of those teachers to replace their coordinators if they are to play leadership roles.

“ A teacher has to comply with all what the coordinator decides: whether she likes it or not. A teacher is not often respected; a teacher is not often trusted;How can she become a leader with out replacing the coordinator?? This is impossible.”(AT3)

Theme (3) : Teacher leadership may be practised without moving up in the school hierarchy

Some teachers believed that teacher leadership has nothing to do with moving up in the school hierarchy. It is related to being influential in the school, acting as role model and thereby setting a good example for others.

“ It means... influencing others, affecting others, setting a good example for others...any teacher can therefore act as a leader ”(BT1)

Teacher leadership has been viewed also as an instance for sharing educational practices with others.

“I am a person who attempts to share successful practices with my colleagues and such colleagues really get motivated to try them out. Many consult me when doing that...I do consider my self as a leader in that sense...” (CT3)

Teachers who participate in professional growth events or contribute to curriculum development or assessment also considered themselves as leaders in their schools.

“ I am involved in curriculum development and assessment, I support the professional development of colleague teachers as well as new teachers, I organize workshops and conferences for teachers of other schools...though I am not a coordinator , I am a leader.” (CT7)

“ ... it is sort of ...ah.... having teachers set their own curriculato try out their own worksheets,...try out new ideas....”(CT4)

Some teachers discussed teacher leadership in terms of what the school should be offering to its teachers. According to this view, teacher leadership has been viewed as instances where the school opens chances in front of its teachers, respecting them, trusting them and allowing them to be responsible about the tasks they were carrying.

“it is about ...mm....opening the chances in front of teachers...mm....trusting them, respecting them, ...mm.....dealing with them passionately...”(CT2)

“it is about delegating some of the authorities enjoyed by coordinators or principals to teachers.”(BT2)

“ The school runs so many projects at a time. They delegate responsibilities to every teacher and try to support her in that so that she will acquire leadership skills in practice.....The delegation of such tasks ensures leadership of teachers in the school.”(CT6)

Theme (4) : Teacher leadership ensures school improvement

Responses from all interviewed teachers converged at one common theme, which is: Teacher leadership ensures school improvement. How teacher leadership improves the school was discussed from several perspectives. Some teachers considered teacher leadership to possess the effect of raising the morale of teachers, thus pushing them to be more creative.

“it ensures giving teachers morale, it’s motivating,.... more commitment,.... more involvement, more devotion,..... it causes them to have more sense of belonging to the school, and a sense of ownership over the school.....leading them to become more creative...this will improve their performance and hence the whole school will improve.”(AT1)

“ such teachers seem to be self-dependent, proactive and risk takers, constituting a bulk for positive change in the school towards better educational practices.” (BT6)

Teachers would tend to feel a sense of ownership over the tasks they are carrying out as a result of the appreciation and trust they would gain by virtue of exhibiting teacher leadership.

“when teachers are allowed to act as leaders, they would be given chances to participate in decision-making in the school, they would feel ownership over the school. This would motivate them to work more and this would reflect on their classes and students. This will boost their creativity to meet the needs of their students when they feel that they are in a place where they are valued and respected. Eventually, the whole school will mobilize towards securing better conditions of teaching and learning...the winner by the end is the student...”(AT2)

Hard work would be one pay-back teachers would tend to carry as a result of trust. They would become more powerful at solving problems they would encounter and would take the right decision, consequently.

“When teachers are trusted and are dealt with as leaders they tend to belong to their school. This encourages them to work harder and harder. They will become independent people, more powerful. Students are the ones who will benefit, because such teachers would be expected to be proper decision-makers and problem solvers. The result would impact the whole school....” (AT3)

Theme (5) : Teacher leadership affects the school atmosphere

Many teachers valued teacher leadership in terms of its ability at securing a positive learning atmosphere in the school. When teachers are treated as leaders, they would be trusted. As a result, teachers would try their best to show that they are worth that trust. That's why they would tend to seek any opportunity to learn. This would include their colleagues who would be also expected to get motivated to learn themselves. The school atmosphere would then tend to appreciate learning and knowledge.

“ When teachers are dealt with as leaders, they would be inclined to work more because they will believe that they have to pay back the trust of the school in them....ah...this would make them try new things always....looking through magazines....and books....yes...they will feel the importance of keeping up to date... they would feel the importance of sharing stuff with their colleagues... they would feel happy to be at school they would become involved in their own learning so as to enhance student learning...well...imagine how nice it would be , all school members will be involved in learning ...it will be a community of learners.” (AT6)

“A teacher who is allowed to practise teacher leadership in the school will tend to love that school, love creates a sense of belonging to the school, and this in turn would push her to work harder and harder. The end product is a different community and atmosphere that challenges teachers to give more and put more efforts, which in turn will be reflected on the students....It would be a very positive and stimulating school culture.... This atmosphere would lead teachers to deal with each other openly because all would feel responsible...they would share stuff and experiences for this purpose... Learning would be expected to be taking place at all levels of the schools.” (AT7)

Not only teachers would be motivated to learn. Students themselves will be affected by their teachers and would get also inclined to appreciate learning more.

“...it changes the school community and makes the school a place for learning, challenge and risk-taking. When teachers experience and create such a climate this will impact the students definitely. Students themselves will enjoy a climate of learning.” (BT7)

“...there is no doubt that students of teacher leaders are winners number one...they would mirror their teachers and adopt an appreciation of knowledge and learning.”(CT1)

By virtue of teacher leadership, the school would be more appealing to teachers. Teachers would come to those schools happy, motivated and encouraged.

“teacher leaders would come more cheerful to the school than others as they feel they are doing some thing in their schools, thus they generate an atmosphere of joy ...”(BT6)

“...If they treat me as a leader, I would come to school with a totally different attitude...I would feel happy to be a teacher....I would be cheered up a lot...”
(AT3)

Emerging Themes from Coordinator Interviews

Table 4.3: Themes Emerging From Coordinator Interviews about the Concept of Teacher Leadership

	<i>Emerging Themes</i>		<i>Responses</i>			
	Categories	Sub-categories	<i>School A/7</i>	<i>School B/7</i>	<i>School C/7</i>	<i>Total /21</i>
1	Teacher leadership may not be played by teachers who are not coordinators	☒ <i>restricted to teachers filling formal leadership roles</i>	4	2	0	6
2	Teacher leadership is related to classroom practises	☒ <i>related to tasks teachers may carry in their classrooms</i>	6	6	7	19
3	Teacher leadership is not limited to classroom practises	☒ <i>related to having teachers act as partners in decision-making in the school</i>	0	1	7	8
		☒ <i>related to having teachers act as professionals in the school</i>	0	2	7	9
4	Teacher leadership ensures school improvement	☒ <i>an instance that allows teachers to feel more trusted</i>	5	7	7	19
		☒ <i>a tool for to ensure more commitment to student learning</i>	7	7	7	21
5	Teacher leadership affects the school atmosphere	☒ <i>a morale raising issue</i>	6	5	7	18
		☒ <i>a sign of trust in teachers</i>	6	6	7	19

Theme (1) : No leadership is played by teachers who are not coordinators.

One sub-set of the interviewed coordinators elucidated that no teacher may act as a leader unless she is a coordinator in her school.

“.... Well all of them are not [leaders]...in many cases they have to follow what has been pre-determined for them. Teachers have to follow recipes in their classes...and these recipes are designed by us, the coordinators with a

green light from the principal...if you are not a coordinator, you are can not really be a leader in this school...”(AC3)

”..... teachers are fully busy carrying out the tasks drawn to them by us, the coordinators which emanates originally from the school principal and school policies. They can’t take proper decisions because power is localized at the top of the pyramid of the school, the principal as well as the level of coordinators. Very little contribution is left for teachers....believe me I wouldn’t be exaggerating if I tell you that they don’t have even a big say about what they do inside their classrooms...this is what makes me accept the position of a coordinator, though it is overwhelming in terms of tasks...but you do enjoy a leading role contrary to teachers who are not coordinators...” (AC7)

Theme (2) : Related to classroom practises

Some coordinators focused in their responses about leadership roles that teachers can carry in their classrooms, but never discussed the type or nature of roles they could carry out side it.

”...it [teacher leadership] would be limited only to specific tasks in her [the teacher leader] classroom only but not outside its boundaries.”(AC2)

” Teacher leadership in the class with the students is ok where a teacher may reflect managerial skills effectively with her students ...in this sense it is quite beneficial but not outside the borders of the classroom...other than this it would create problems..”(BC7)

Theme (3) : Not limited to classroom practises.

A sub-set of coordinators explained that teacher leadership is not necessarily limited to classroom practises and tasks. They are the professionals who would take decisions based on what they believe would work best with students as they are closest to them than any body else.

” Teacher leaders are the ones who argue with against suggestions based on their beliefs of what might work with their students and what might not. Those are the ones who can see clearly their objectives...I think they call it vision in education...yes, they have a clear vision of what they are doing and their vision springs out of the school vision. This makes them able to take effective

decisions and higher authorities may never neglect them as they speak out of student benefit. Teacher leaders even allocate materials themselves and for their colleagues...they share with other teachers what they have...they are influential in a positive manner...”(BC4)

”because of collaboration, open mindedness, they [teacher leaders] know how to react and respond, they are constantly giving workshops.... they share in decision making at the school level in a very effective manner..... They design and shape their curricula, assessment plans, professional development..... so teacher leadership is multi-dimensional...”(CC6)

Theme (4) : Ensures school improvement

Quite a large number of the interviewed coordinators considered teacher leadership as an effective tool for securing and ensuring school improvement. Many explained this in terms of the commitment that teachers would build towards their learning as well as student learning.

” Teacher leadership is very positive for the school because it secures better learning because it means responsibility and commitment. The whole idea of leadership is to go ahead...It is energy for the school. Energy provides momentum. Momentum provides progress and improvement. So it pushes the whole school forward. “(CC2)

Several interviewees related this commitment to trust. According to this view, trusted teachers tend to be more committed to students and student learning.

“.... When a teacher acts as a leader, she would be acting in a very responsible manner,this is because she would feel more trusted....so she would be engaged continually in learning ...she would tend to refine her learning ...ah....so that she would deserve to be described as a leader...this usually reflects perfectly on students...” (AC7)

Theme (5) : Affects the school atmosphere

Many coordinators described the school atmosphere to change positively if teacher leadership is allowed. They attributed this to the motivation that teachers would tend to feel when they are trusted and hence treated as professionals and leaders in their domain.

” Having teachers as leaders in the school will affect the whole school culture, the whole atmosphere.....Teachers will get more motivated, more competent, more encouraged, more pitched up.... Teacher leadership could be a very motivating concept for good teachers to stay in the career because it is a sign of trust in what they are doing”(AC4)

“ ...you know, it [teacher leadership]creates an atmosphere of support, trust and collegiality that dominates the whole school.....teachers would feel professional and their morale will be pitched upthey would have a good image about teaching and schools...this ultimately reflects on the whole school atmosphere...”(CC6)

Emerging Themes From Principal Interviews

Table 4.4: Themes Emerging From Principal Interviews about the Concept of Teacher Leadership

	<i>Emerging Themes</i>		<i>Responses</i>			
	Categories	Sub-categories	<i>School A/7</i>	<i>School B/7</i>	<i>School C/7</i>	<i>Total /9</i>
1	Teacher leadership is restricted to classroom practises only	☒ <i>a source of conflict outside the classroom</i>	1	0	0	1
2	Teacher leadership maybe practised in and out of the classroom with out moving up in the school hierarchy	☒ <i>related to influencing others</i>	1	3	3	7
		☒ <i>related to having teachers as leaders of their students</i>	2	2	3	7
3	Teacher leadership ensures better learning	☒ <i>a source of vision for teachers</i>	3	3	3	9
		☒ <i>a force that results from the power of trust that pushes teachers to act as risk takers</i>	2	2	3	7
4	Teacher leadership affects the school atmosphere	☒ <i>an instance that allows teachers to feel more trusted</i>	2	3	3	8
		☒ <i>a source of well-being to teachers</i>	1	2	3	6

Theme (1) : Restricted to classroom practises only.

Only one principal considered teacher leadership as being restricted to classroom practises. This principal considered teacher leadership as a source of conflict outside it, as it ruins school hierarchy.

” Yes sure inside her class with her students but not out side it. Although she didn’t choose the book or the curriculum, she is the one who knows what information to give at what instant. Her opinion is imposed on her students. But they can’t be and should not be leaders out side their classrooms. This could create a conflict.....there is a hierarchy that need to be respected; we can not allow some people to cancel others.....”(AP1)

Theme (2) : Maybe practised with out moving up in the school hierarchy.

Seven out of the nine interviewed principals considered teacher leadership as possible to be practised with out having teachers to be promoted into higher positions in the school hierarchy. They stressed the leading role that must be played by teachers in classrooms to be effective, yet did not restrict it to classroom practises.

” Leadership can spring from anywhere in your school.... It is not related to a position that you fulfil..... It has to do with the extent that you can influence other people..... and this is not a certificate that you earn in order to start influencing people... So it is not necessary that the principal is a leader.... a principal may at times be a leader and at other times, a follower. A teacher can act as a leader, and the principal could be the follower of that teacher.... ...”(CP3)

” Teachers are leaders with in their classrooms. They can implement whatever they would like to try out. They have initiative, they are proactive and risk takers as well....they also affect their colleagues.....they might also influence their coordinators....”(BP1)

Theme (3) : Ensures better learning.

All interviewed principals converged at the same theme that teacher leadership ensures better student learning. Some of them attributed this to the clearer vision they would possess.

” ... Teachers are in direct contact with students all through the hours of the day, so if they act as leaders they would tend to influence their learning process more, because they would be more visionary..”(AP2)

Interviewed principals explained that teachers who act as leaders tend to feel that they are trusted. Trust has the effect of generating a greater tendency for teachers to act as risk-takers and hence reflect more responsibility and a greater ability at managing their classes.

” One of the functions of the teacher is to act a role model whether we like it or not...The children either want to be like their teacher or want to be nothing like their teacher....This is how it is...at all levels...Teacher leadership ensures appropriate classroom management, effective management of the time

for the sake of learning, providing a message to those students....Such teachers are expected to function better in the classroom, because they enjoy the power of trust.”(CP1)

Theme (4) : Affects the school atmosphere.

Most of the interviewed principals assured that teacher leadership ensures a better school atmosphere. It tends to make teachers feel happy at their schools.

” Teacher leadership is very positive in the school because if you are always going to be told what to do, here you start getting bored...every time I try something new they don’t accept it, so let me stick to the old methods I have...at least if they ask me to change I’ll not feel sad because I would not be witnessing the loss of any efforts of mine....Teacher leadership is therefore crucial for the survival of teachers in the career....It’s a mean for letting teachers feel happy at their schools..”(CP2)

Interviewed principals attributed the feeling well-being that teachers may enjoy to the element of trust in their schools.

” ...teachers who enjoy it [teacher leadership] tend to feel that their school is a nice place to stay in...they would get very motivated to implement new things...they would feel that their effort in their school is appreciated...but this is nothing but a payback for trust that we make sure that they feel.... If trust you teachers, you can trust yourself that you are working for achieving a good school climate which evidently reflects on students. ” (CP3)

Implications for cultural differences among the three schools according to research question 1:

Data derived for the first research question helped in the building up of the portrait of the cultures of schools A, B and C. First, though principals of school A did not declare this, the majority of its teachers and coordinators restricted teacher leadership to classrooms or to teachers occupying formal leadership positions such as that of a coordinator. They were not able to consider a possibility of having teachers, who are not coordinators, to act as leaders

outside the boundaries of their classes. This could be an indication of the rigid hierarchy governing the educational practises in this school. There seem to be no room for teachers to contribute to school decisions, nor to the professional activities that might take place in it. This is contrary to collaborative cultures described by Fullan & Hargreaves (1991).

Teachers of school B also explained that in order to act as a leader in the school, you need to become a coordinator. However, coordinators and principals of this school considered that there is a possibility for teachers to share in leadership outside the classroom, such as acting as professionals in the school. These conflicting views regarding the participation of teachers in leadership leaves the reader unsure of what the culture of school B looks like.

Finally, in school C, there seems to be a close harmony between the responses of the three categories involved in the interviews. All teachers, coordinators and principals considered that there is a very big room for teachers whether they were coordinators or not to participate in leadership out side their classes. They seem to comprehend teacher leadership in its wide meaning which include influencing others, acting as role models, and carrying professional roles in their schools. These are indications of collaboration in the school culture according to many studies such as Little (1982) , Rosenholtz (1989) and Fullan & Hargreaves (1991).

Research Question 2: How do the educational practises carried by teachers in schools compare with the practises attributed to teacher leaders?

Through this research question, it was intended to ascertain the extent to which educational practises carried by teachers in schools approximate to the practises that are generally attributed to teacher leaders according to the literature. In this instance, coordinators described their own educational practises in their schools. In fact, as discussed earlier, one of the purposes of the research is to investigate teacher leadership even if it were related to any formal position such as that of the coordinator. To aid the analysis, the responses received per each category were recorded under specific themes in Tables 4.5, 4.6 and 4.7.

Emerging Themes from Teacher Interviews

Table 4.5: Themes Emerging From Teacher Interviews about Teachers' Practises in Schools

	<i>Emerging Themes</i>		<i>Responses</i>			
	Categories	Sub-categories	<i>School A/7</i>	<i>School B/7</i>	<i>School C/7</i>	<i>Total /21</i>
1	Teachers carry tasks with in the classroom	☒ <i>teaching and other school routines</i>	7	7	7	21
2	Teachers carry tasks towards their coordinator	☒ <i>referring to coordinators in the details of what they do</i>	6	0	0	21
		☒ <i>referring to coordinators only very moderately</i>	1	7	7	15
3	Teachers carry tasks towards the principal	☒ <i>discussing any issue with the principal</i>	0	0	6	6
		☒ <i>discussing any issue with the principal via the coordinator</i>	1	7	1	9
		☒ <i>discussing parental issues only with the principal</i>	6	0	0	6
4	Teachers share in decision-making at the school level	☒ <i>asking teachers to participate in decision-making but their opinions are often neglected</i>	6	0	0	6
		☒ <i>allowing teachers to really share in decision-making</i>	1	1	7	9
5	Teachers carry tasks towards their professional growth	☒ <i>having teachers conduct workshops</i>	1	1	7	9
		☒ <i>encouraging teachers to tailor professional growth events in the school based on their needs</i>	1	1	7	9

Theme (1) : Tasks with in the classroom.

All interviewed teachers mentioned the common daily tasks that are often attributed to teachers in any school. These tasks included teaching and following up with all what related to students.

“I teach, I have recess duties, what else, that’s it...I prepare lesson plans, set objectives...”(AT1)

“I am a teacher whose whole time is devoted for planning, teaching and following up students.”(BT3)

Theme (2) : Tasks towards the coordinator.

Some of the responses explained that teachers would not carry any activity in the school unless the coordinator agrees on it. Coordinators of such teachers would follow them in the tiny details of what they do. Some of those teachers related this detailed follow up to distrust in them.

”she [The coordinator]wants to see every single detail. She urges me to tell her about anything before I do that thing, and she would get upset if I don’t do that.....she doesn't trust what I'm doing.....this is a school policy: coordinators should follow up every detail of our work”(AT3)

“....., the coordinator is watching out the details of what I’m doing in class.”(AT5)

Some other teachers explained that they moderately referred to their coordinators. For example, they had to secure their signatures on tests or sheets they needed to administer to their students. Then, they would have to show them student results after those tests are corrected. Some other instances are purely consultation issues or issues that relate to professional development. Again some teachers here attributed this freedom in work to trust embedded in them by the school.

“Mainly tests, grade distribution and results of tests. I don’t refer a lot back to the coordinator. I am trusted to do whatever I want to do in my class.”(BT2)

“....., the role of the coordinator is restricted to administrative work mainly and professional development. “ (CT2)

Theme (3) : Tasks towards the principal.

Many teachers explained that their interaction with the principal is limited to administrative issues or issues that relate to parents, student results or very big problems.

“Only when I have problems with students or parents.... Actually she would send after me ...this is the only instance where she would remember me ...[she laughs]..”(AT4)

” Only when the issue relates to parents I do refer to the principal such as behavioural problem, a severe academic problem...They are limited cases some how.”(BT3)

Some teachers explained that their interaction with the principal takes place only through their coordinators.

”, the coordinator bridges the gap between the principal and us. We rarely talk to the principal. The coordinator is the voice of the principal with respect to us.”(BT4)

” ...I don’t feel that my work interests the administration. Only the results of students but I think that my coordinator carries on this role. When I have problems with the coordinator, the head of the division, parents...I feel that I need to revert to her, but I don’t feel that she listens effectively to me because all these whether the coordinator, parents or the head of the division are much more important than me...I’m just a teacher.”(AT3)

Some teachers explained that their interaction with their principals is not limited to parental issues but those principals also follow up some of their activities.

“....authorization issues, case of a parent, or a student,...and in case of issues that require budgeting.... The school runs so many projects and by virtue of these projects she would send after us to discuss the progress of our work...so as to provide support....or take an idea of what’s going on...” (CT3)

Theme (4) : Sharing in decision-making at the school level.

Some teachers explained that they are involved in decision-making in the school, only apparently. Though they are asked to report their opinions about several things in the school, these opinions are never considered seriously.

“ I am apparently involved in taking decisions that relate to selection of textbooks, curriculum design, and student field trips, but in practice what ever I say is meaningless...always what the coordinator wants is what will happen.... They laugh at us when they ask us to write our opinion about such things ...actually they never discuss what we have noted with them.... they

just want to vent our steam by asking us about our opinions that they never take into account....”(AT4)

Other teachers considered themselves as participants in decision-making at the school level through their coordinators.

“ ...so as a teacher I am involved in almost everything in the school through the coordinator who takes into account our opinions regarding book selection, curriculum development, activities, workshops....my coordinator is different from other coordinators, he really asks for our opinion and discuss it with us, then with the principal, then back to us with what the principal brought about....Most coordinators of other departments in this school do not do this, they ask for their teachers’ opinion, but never take it really seriously... ”(BT5)

...being a person who deals with me professionally, I would refer to her [the coordinator] a lot....but this springs out of my self...she doesn’t urge me to do so, though this is not parallel to school regulations ...She would always ask me about what I believe to be better to be done and would most of the times accept it and encourage me to try it....she would motivate me to talk about my experience in front of colleagues of my department....This is not a common practise with other coordinators...She believes in all her teachers and makes them feel that...the principal wouldn’t oppose this coordinator because she is a very efficient coordinator and has proven excellence in her work.....that’s why they accept whatever she does as long as they are satisfied with her departmental outcomes....(AT6)

Some teachers explained that they shared fully in decision-making in their schools and there are no restrictions for that.

“ I am stimulated in this school to work harder by virtue of the fact that they do involve teachers in every single decision to be taken in the school, ... this let you feel that you are not isolated....you have full access to any body in the school from the principal to the janitor...”(CT6)

” I am involved in designing curricula, sharing with other teachers,...I take decisions for what I feel best for students in terms of instructional procedures and assessment plans...the principal encourages us to do that..”(CT7)

Theme (5) : Tasks towards their professional growth.

Some of the interviewed teachers explained that among the tasks they carry in their schools is the promotion of their professional growth as well as that of some other colleagues or even teachers of other schools.

“ ...and among the things that stimulate me tremendously to work more is the fact that the school allows for professional growth of its teachers in so many ways...you know....the school runs so many projects at one time ...I participate in handling workshops for other teachers whether colleagues, more experienced than myself or novice ones...I participate in conducting workshops for teachers of other schools...I participate in regional conferences ...the school supports us in that....”(CT4)

“ The school provides so many opportunities for us to grow professionally. First we are encouraged to self reflect about our pitfalls in educational practices and thereby depicting the topics that we need to have workshops for.... mm.... Attending these workshops is an opportunity to grow, ...yet more growth...ah.... is secured by having us giving workshops for other teachers...The school secures so many projects such that every body may hold a responsibility and become accountable...this stimulates us to work harder and harder because of the school trust in us...”(CT2)

Emerging Themes from Coordinator Interviews

Table 4.6: Themes Emerging From Coordinator Interviews about Teachers' Practises in Schools

Emerging Themes			Responses			
	Categories	Sub-categories	School A/7	School B/7	School C/7	Total /21
1	Teachers who are coordinators carry tasks with in the classroom	<input checked="" type="checkbox"/> <i>teaching and other school routines</i> <input checked="" type="checkbox"/> <i>teaching a lesser number of periods if a coordinator</i>	7 7	7 7	7 7	21 21
2	Teachers who are coordinators carry tasks towards their colleagues	<input checked="" type="checkbox"/> <i>preparing teachers of their departments to carry classroom tasks effectively</i> <input checked="" type="checkbox"/> <i>promoting the professional growth of teachers of their departments</i>	7 7	7 7	7 7	21 21
3	Teachers who are coordinators carry tasks towards the principal	<input checked="" type="checkbox"/> <i>referring to the principal in tiny details of the work (They related this to distrust)</i> <input checked="" type="checkbox"/> <i>referring to the principal only once per semester (They related this to trust)</i> <input checked="" type="checkbox"/> <i>referring to the principal only when they feel they need so (They related this to trust)</i>	7 0 0	0 7 0	0 0 7	7 7 7
4	Teachers who are coordinators share in decision-making at the school level	<input checked="" type="checkbox"/> <i>having coordinators participate in decision-making only because principals are overwhelmed with school issues</i> <input checked="" type="checkbox"/> <i>having coordinators fully participate in decision-making but under strict supervision</i> <input checked="" type="checkbox"/> <i>having coordinators participate in decision-making because of the true belief of the school in delegation</i>	3 5 0	6 1 0	0 0 7	9 6 7

Theme (1) : Tasks with in the classroom.

All interviewed coordinators described that they carried routine teacher work on a daily basis. This included teaching, assessing, and following up with students. However, they had fewer teaching periods than other teachers who were not coordinators.

” ..as a coordinator I have a very few number of periods deduced from the total number of periods that is usually allocated for any teacher...so basically I am responsible about a class, following it up like any other teacher...however I carry some extra load...”(BC3)

” The post of a coordinator is nothing but a teacher who is responsible for other teachers’ work in addition to her own classroom, her own students, her own preparation, ...”(CC6)

Theme (2) : Tasks towards their colleagues.

All interviewed coordinators described the tasks they were carrying towards their colleague teachers. Such tasks focused mainly on preparing teachers to be ready to handle classrooms as well as promoting their professional growth.

” My tasks as a coordinator include professional growth of colleague teachers, alignment between all sections of the same grade level , evaluation of the students and promoting group work amongst teachers of my department..”(BC7)

The gross amount of tasks that I need to carry out confronts the greatest obstacle in my work. Tasks required from the coordinator are getting tremendously more and more. I think that there should be a clear description of tasks that coordinators require to carry They are semi- principals and complete teachers.... Coordinators are sandwiched between two layers in the school and no body is recognizing how pressured they are...(BC1)

Theme (3) : Tasks towards their principals.

One sub-set of the interviewed coordinators described that they were followed in detail by their principals. Such coordinators would have to write detailed reports not only of what they have carried during the week, but also prior to that week, describing what they intend to do. If the principal agrees, then they would carry it out. Later they would have to describe why some of the intended tasks were not carried. Some of this sub-set considered this to be a sign of distrust on the behalf of the school.

” I have a table that I fill ahead of each week, telling the principal what I will be doing during the week. I have also reports about teachers that I submit nearly each week about my teachers. I meet with the principals to report about curricula, progress of teachers...I can say that I report every thing. The principal suggests the monthly plan before each month. If I have additional points I would have to discuss them with her before I decide to list them on the plan or sure carry them out..... If I don't perform some of the tasks that I was supposed to carry, I will have to justify why I couldn't carry them....this makes me feel many times that the principal doesn't trust coordinators enough to let them work out things on their own...” (AC5)

Another sub-set of interviewed coordinators explained that they considered themselves free regarding their relationship with their principal. Such principals trusted them and delegated most of the things that related to their departments to them. Such coordinators would report only their activities once per semester focusing only on student results.

” Coordinators are bridges between the teachers and the principal...They are very well trusted individuals in the schools..... Generally, all the academics of the department is totally delegated to us [coordinators]. We refer back to them only with big changes. For example I want to change the books of my department. I conduct the study with my teachers and then I present a report to her. If I want to hire a teacher, I interview the teacher and make a report and then handle it to the principal. If I want to buy resources I have to discuss this with them. I can say that I refer back to the principal with administrative work such as budgeting but not the academics of my department. The only academics where they would get involved in is student results and this is rare and happens where there is a very big problem with test scores. “(BC3)

A third sub-set described that the follow up of the principal was minimal and they attributed this to the trust offered by such principals. They are fully delegated in their school and would refer to the principals not because they had to but because they liked to.

” Usually we [coordinators] report the achievements of the department in the end of the year report....They do trust us in what we are doing.... I owe this to her [the principal]. It includes a self-evaluation of the tasks I have achieved and recommendations for the following year as well as a general evaluation of teachers whom I’ve worked with. I have a weekly meeting with teachers and we take very detailed minutes of those meetings and we do handle a copy of them to the principal. The agenda of such meetings is partly set by me and partly by the teachers of my department.....but I would pass by her 5 minutes daily probably to tell her about a nice event or to get from her an advice for a certain problem...but I am not obliged to do that at all...” (CC5)

Theme (4) : Sharing in decision-making in the school.

Most of the coordinators considered themselves as being effective participants in the decision-making taking place in the school. However, some described such decision-making to be strictly supervised and guided by the principal, others considered it to emanate from

the fact that principals were very much overwhelmed with tasks and hence pressured with time. However, some of the interviewed coordinators explained that they were totally delegated by their principals.

” ...actually the principal is so much pressed with time and tasks and for this reason, she delegates a lot of the decision-making to us [the coordinators] ...so I am the one who has the final say about book selection, curriculum design, field trips of students....what concerns the principal is the result ...and because of this most of the educational decisions at school are taken by us [the coordinators]...”(BC6)

”coordinators in this school are like regular teachers...they are all respected and trusted and for this reason they are all welcome to share in decision-making that takes place in the school...However, coordinators still have a larger room because they meet more frequently with the principal because they represent the voice of the principal with respect to teachers...so coordinators are in effect the ones who take most of the academic decisions related to their departments but we are highly encouraged to take into consideration teachers’ says and suggestions...”(CC2)

....so though my ship is going opposite to the winds of the school policies, I can’t but go on...because I can’t do except what I believe in...I can’t supervise a department where the dominating atmosphere is inspection...I believe in motivation which may not be secured unless teachers feel safe...the atmosphere I provide as a coordinator is basic I think...it determines the levels of motivation on the behalf of the teachers....(AC3)

Emerging Themes from Principal Interviews

Table 4.7: Themes Emerging From Principal Interviews about Teachers’ Practises in Schools

	<i>Emerging Themes</i>		<i>Responses</i>			
	Categories	Sub-categories	<i>School A/7</i>	<i>School B/7</i>	<i>School C/7</i>	<i>Total /9</i>
1	Teachers carry tasks with in their classrooms.	☒ <i>teaching and carrying out other school routines</i>	3	3	3	9
		☒ <i>acting as role models for their students</i>	3	3	3	9
2	Teachers share in decision-making in the school.	☒ <i>discussing their suggestions with their coordinators only</i>	3	3	0	6
		☒ <i>discussing their suggestions not necessarily through their coordinators</i>	0	0	3	3

Theme (1) : Tasks with in the classroom.

All interviewed principals described lots of tasks carried by teachers in the school. Most of these tasks centred on the activities teacher carry in their classes. They have been considered as more knowledgeable people about their own curricula and acting as role models for their students.

” Teachers are the leaders of their classrooms...they are the ones who lead their students in every single aspect that relates to the curriculum .. and to their overall aspects of learning...”(AP1)

” ...whether they like it or not, teachers play the role of guiding their students towards acquiring the skills and knowledge of the subjects they teach...they also inspire them by acting as role models ...”(BP4)

Theme (2) : Teachers share in decision-making in their school.

Many principals considered that it is the role of the school coordinators of each particular department to involve their teachers in decision-making. They didn't consider this to be their duty; not even partially.

” ...we do expect coordinators to share decisions that they take with their teachers especially those that relate to their classes and even to the whole department...”(AP2)

” ...so by virtue of the fact that all teachers have a say about scholastic issues in their departments with their coordinators, teachers would be sharing in the decision-making taking place in the school via their coordinators...”(BP1)

However three principals considered participation of teachers in decision-making to be their duty and not only restricted to their coordinators.

” It's a school policy that coordinators should share their teachers in all their tasks, and we have adopted the cyclical coordination procedure to ensure that teachers are really sharing in decisions that are taken in the school via their coordinatorsBut as a principal I am supposed to make sure that every

teachers' voice is heard, for this reason, we do interact a lot with teachers so as to encourage them to suggest their ideas....”(CP2)

Implications for cultural differences among the three schools according to research question 2:

Data derived for the second research question contributed to the portrayal of the cultures of schools A, B and C. In fact, data here further expands the primary thoughts about these cultures presented based on data of the first research question.

Teachers of school A who are not coordinators carry out tasks in the school that are restricted to routine teaching and following up with students. They do nothing more than this. Not only this, even with these tasks, they have to gain the permission of their coordinators. Principals of this school confirmed this but they called it 'discussing' tasks with coordinators. Teachers do not have direct access to their principals. Coordinators themselves have to gain the consent of principals on tasks they intended to carry at least one week before. Both teachers and coordinators attributed this to the lack of trust in them by their schools. Trust being a major element of collaborative school cultures (Fullan & Hargreaves, 1991; Rozenholtz, 1989), pushes the researcher to consider the culture of this school to be a non-collaborative one.

The culture of school B shares some elements of that of school A. Teachers in this school do not have direct access to their principals and should refer to their coordinators in issues they need to discuss. However, they are more free and are not obliged to refer to coordinators except with tests and student results. They have the freedom to implement whatever pedagogy they are inclined to in their classes, provided that parents are not disturbed. Teachers don't seem to be working together for common goals, partnership, and shared leadership. They do not seem to cooperate nor compete against each other. This is not an element of collaborative cultures described by Lieberman and Miller (1984), McLaughlin and Yee(1988), Rosenholtz (1989) and Stallings (1987).

Finally, based on data derived for this research question, there is a stronger belief that the culture of school C is a collaborative one. Teachers equal to the coordinators, have direct access to their principals. They all believe that they are trusted in what they carrying as tasks

in their schools. The tasks they carry are not restricted to routine teaching and following up their students, but rather go beyond to have them conduct workshops and help other teachers. They have a say in designing the professional growth activities that target them. Not only this, but as explained earlier, coordination in school C is cyclical. This helps in the creation of an atmosphere of collegiality as explained by interviewees.

Research Question 3: Do the practises carried in schools by coordinators and principals promote teacher leadership?

Through this research question, it was intended to enumerate the practises carried by coordinators and principals in schools so as to distinguish the extent these practises do support teacher leadership. Teachers described the tasks they carried towards their coordinators and principals. Coordinators described the tasks they carried as teachers as well as how they related to their teachers and principals. Principals described tasks carried by both the coordinators as well as teachers. To aid the analysis, the responses received per each category were recorded under specific themes in Tables 4.8, 4.9 and 4.10.

Emerging Themes from Teacher Interviews

Table 4.8: Themes Emerging From Teacher Interviews about Practises Carried by Principals and Coordinators in Schools

	<i>Emerging Themes</i>		<i>Responses</i>			
	Categories	Sub-categories	<i>School A/7</i>	<i>School B/7</i>	<i>School C/7</i>	<i>Total /21</i>
1	Practises carried by the coordinator	<input checked="" type="checkbox"/> <i>detailed follow up (distrust)</i> <input checked="" type="checkbox"/> <i>partial follow up (trust)</i> <input checked="" type="checkbox"/> <i>minimal follow up (trust)</i>	5 1 1	0 7 0	0 0 7	5 8 14
2	Referring to the principal	<input checked="" type="checkbox"/> <i>restriction to parental issues</i> <input checked="" type="checkbox"/> <i>not restriction to parental issues</i>	7 0	7 0	0 7	14 14
3	Leadership skills of the coordinator	<input checked="" type="checkbox"/> <i>authoritarian leadership style</i> <input checked="" type="checkbox"/> <i>shared leadership style</i>	6 1	3 4	0 7	9 12
4	Leadership skills of the principal	<input checked="" type="checkbox"/> <i>authoritarian leadership style</i> <input checked="" type="checkbox"/> <i>shared leadership style</i> <input checked="" type="checkbox"/> <i>no clear leadership style</i>	7 0 0	0 0 7	0 7 0	7 7 7

Theme (1) :.Practises carried by the coordinators

Among the interviewed teachers there were some teachers who described their activities to be tightly supervised by their coordinators. This included tiny details and aspects of their work.

“...I have to refer back to my coordinator in every single aspect of my work....I need to gain her consent prior to any tiny thing...this reminds me of the English song...Every breath you take, Every move you make , Every step you take, the coordinator is watching you.....”(AT5)

Many related this to the fact that their coordinators did not really trust them in what they do.

“According to the school, we are supposed to revert to the coordinator in every single aspect of work, they don't trust us enough to let us work on our own.....but my coordinator doesn't have a lot of time, that's why she doesn't follow every step we take....lucky me....”(AT7)

Some teachers explained that they referred back to their coordinators only for tests and assessment issues. Others added to this, curriculum issues and some administrative tasks. Many of these teachers explained that their partial referral to the coordinator springs out of the trust of such coordinators in them.

“Mainly tests, grade distribution and results of tests....they trust our work in other things”(BT3)

“..I refer to the coordinator in case of administrative tasks, and to ensure same objectives across all grade levels. I refer also to the coordinator in case of tests and student results.”(CT3)

Theme (2) :Practises carried by the principals

Many of the interviewed teachers explained that they would not refer to their principals except in administrative issues, parental issues as well as very big problems. Other issues are usually discussed with the coordinator.

” Problems with students where parents are involved may not be solved with out the principal because parents would not hear me as I am just a teacher! I have little authority or power... Teachers are helpless.... So this is the only instances where I have the principal interfere in my work.... yeah...nothing else.... every thing else is dealt with the coordinator...”(AT5)

“Almost nothing, the coordinator bridges the gap between the principal and us. We rarely talk to the principal. The coordinator is the voice of the principal with respect to us.”(BT4)

Other teachers explained they had lots of things to discuss and carry with their principals.

” I refer back to my principal in so many cases ...if you want me to give you examples I would say..... salary issues, student issues, even curriculum issues....every thing that I want to.... I can even call her at home. ”(CT7)

Theme (3) : Leadership skills of the coordinator

All interviewed teachers said a lot about leadership skills of coordinators while attempting to describe how often they related to them in schools. Many teachers considered coordinators as the main obstacle confronting them in their work. They explained this in terms of her/his inability to reflect intelligence at bringing all members of the department to work in the same direction, or her/his inability to communicate effectively. Coordinators who were effective at communication were valued a lot by their teachers.

” ...I think that one of the biggest obstacles that confront me with my coordinator is that she is not intelligent emotionally....She lacks the interpersonal skills that enable her to deal effectively with me and my colleagues...She doesn't know how to make us work collegially together....on the contrary she boosts the spirit of competition among usthis is very negative because you tend to become less open to others, less ready to share, less able to communicate....you would tend to hide what you have because you would feel that what you have is what makes you significant in the school....”(AT5)

” The coordinator who can lead me to grow should be good at communication and not force his ideas on teachers. Teachers know better because they are on the ground level with the students....When coordinators understand this concept well, I think they are better able to build their teachers...Fortunately, my coordinator is quite understanding and is an effective listener and I think

that by virtue of these characteristics, he is getting able to put out the best of me....” (BT3)

Others explained that coordinators who were not constructive with their teachers confronted a problem to them. Those were coordinators who would bypass their teachers very easily and very often in practices that relate to their classes and students.. They were coordinators who did not provide good images of their teachers in front of the principal, nor in front of other colleagues.

“For a coordinator to be effective, she has to be constructivist with her teachers the same way we are asked to be constructivist with students. The starting point must be what the teacher has in mind and not what the coordinator wants to say. Another point is that she needs to take the opinion of her teachers in all aspects of their work. She should realize that if the teacher is not convinced in what she is doing, she will not be able to do it well and the right way. A third point is that the coordinator must reflect a positive image about the teacher if she was really good. I don’t feel that my coordinator speaks neither well about me nor about my colleagues. We all have the impression that the coordinator communicates inappropriate things about us so as to let the administration realize more her importance in school. This is not my opinion alone but it is the opinion of several colleagues...As far as my coordinator is concerned, she is totally opposite to what I have described, as a result, I am seeking the instant where I can change my whole career...I came to hate this career...”(AT3)

”I believe that I can not grow and feel that I am part of the community of the school unless I am supervised by a good coordinator. In my opinion, a good coordinator is above all a teacher herself..... this will make her down to earth with her teachers..... She should be also open to communicationyou can’t grow unless you give out what you have inside you....mm...in that sense, she should be constructivist..., flexible a lot, ...able to listen effectively, understanding, gives feedback effectively, able to give alternatives when needed.... If she is authoritarian, and I mean by this unable to listen, unable to communicate and gives orders to be followed, I think my whole career as a teacher will be ruined....I think most of these features are available in my coordinator...”(BT5)

Another group of interviewed teachers valued highly their coordinators as being there to support, to deal with them on one to one basis, and to help develop their skills by virtue of caring and sharing. Many stressed the importance of having that coordinator to be enjoying all the leadership skills of a true leader.

“....Coordinators are needed for evaluation purposes. They help teachers know more about themselves. I do actually invite my coordinator to come and visit my classroom because I know that her feedback is going to be positive because she is a positive person with teachers..... I don't feel that she sits there to write judgments about me. Once a teacher feels that the coordinator is judging her, she wouldn't want her to be in her classroom. She deals with us on equal basis and not by being on top of us. She's hand in hand with us. She invites us to her class....She would say: Well come and see what I'm doing with my kids...I would tell her you could have done this and this...It's an equal relation ship and I think this what makes a great coordinator. Equality with teachers makes great coordinators be great. It's not some body that is sitting on top of you, who comes to your class, look at your walls, look at your board, listens to your lessons and starts writing. I don't want somebody like that in my class.....and I wouldn't benefit or grow on the hands of such a person...”(CT4)

” I would grow professionally and become independent if I work with a good coordinator. A good coordinator must bemm..... a hard worker,mm.....organized, has to have leadership skills...teachers need to be helped by that coordinator so the coordinator must be able to deal with all types of people. She should be communicative,visionary, good listener...mm....., equitable and should posses a sense of humour..... She should be professional in her work. She should be a leader because a leader creates leaders....The objective of achieving a goal must be above personal aspects. To be a leader requires that you should be ready for being disliked by some people. You'll have to cope up with that because you can not please every body.....”(CT5)

Theme (4) :Leadership skills of the Principal

The leadership skills of the principal were among the factors that teachers discussed while describing their relations with their principals. Some teachers considered their principals as being authoritarian who do not reflect any leadership abilities such as listening carefully,

communicating effectively, trusting or even respecting their teachers. They considered that type of principal as being not ready to allow for sharing in decision-making and not even ready to praise teachers when they do well.

” To help a teacher grow, the principal should allow her to participate in decision-making...I believe...She must reflect trust in her and let her feel that she believes in her potential...so she needs to be humanistic, and above all to be respectful.... she should listen effectively Praise me when I do good job,.....Respect is reflected sometimes in tiny acts , for example, if you are talking to her, she should not allow your discussion to be interrupted and should avoid letting you feel that you have been talking to yourself...Teachers need to feel respected in the school. Principles are ought to secure respect for their teachers by listening well to them. I don't feel that respect in my school...I feel that decisions spring out of the principal solely and our jobs as teachers is to fulfil those orders...many times I have to do things I don't believe in or I don't have any idea about why I am doing it...this ruins a teacher and inhibits her growth....”(AT4)

However, teachers seemed to have a say about praise itself. Though they wished to be praised by their principals, they described that such praise would not please them if it were done for the purpose of staying on good terms with them. Praise has been viewed as a reward of real good deeds. Such principals were described as being lacking the emotional intelligence, which characterizes leaders.

“My principal keeps on giving me a lot praise; I'm not that person who likes to be praised all the time....I do like praise when I feel it's fit...Not every time I need to hear that you are creative, you are doing a good job...I do mistakes too and every one does...This is very childish , and I am a structural person...When I do something important I get upset if I don't get praised but when I do regular things and get praised I also get upset.....as if these are means that contribute towards keeping a good relation with me...This is emotional intelligence which my principal lacks, because simply she's not a leader.....Every time, every time a praise.....it gets redundant and meaningless and boring....I think she lacks the emotional intelligence that makes her know that not all people may be dealt with the same...for every person, there is a key.... I think she is not filling her position...I don't feel that she is a leader for this school...This is being the case, I don't feel

that I am benefiting from her. She doesn't allow for any sharing in decisions yet she wants us to be on good terms....I feel I am working alone and all alone.....This frustrates me....and I think if she was a true leader, she would have enhanced my professional growth tremendously..."(AT1)

Other teachers explained that within their school system, teachers were not allowed to contact their principals except through their coordinators. They described that they were very much isolated and even tend to feel that they were on different planets. Teachers considered such principals to be ineffective, and considered them not to possess clear leadership styles.

" An effective principal must be involved in teacher stuff and not leave every thing for the coordinator. For example, she must be informed of who is attending workshops and who is not. She must reward effective educational practices of teachers. A narrow-minded person tends to make the principal narrow minded. When the principal lacks a wider vision of things, she will get lost in details. She must be able to communicate effectively with every body and be available to do that.... unfortunately, I know nothing about my principal, she is on a different planet and she sends messages from her planet via the coordinator....the messenger of the principal...I think this is because she's not clear about what leadership style she is carrying....don't you think so?" (BT1)

" If the principal is to contribute to the growth of her teachers, she must be there in the school , she must be friendly with the teachers, be close to the teachers, barriers must be eliminated A principal who is on a different planet, showy, creating barriers between her and the teachers would make her very ineffective. She should reflect appreciation to her teachers also. She should live up their sorrows and cheer up their victories... I don't think that my principal is acting this role, I don't know what type of leadership this is ...She's not visible at all...she plays no role in my growth ...the coordinator is the gap filler between teachers and her....I don't think this is healthy enough...teachers need to communicate with the principal and feel that she is there to push them and motivate them..."(BT5)

A third sub-set of teachers considered their principals as true leaders who were able to demonstrate all the skills of leaders. These principals were characterized by their teachers as

being highly effective at bringing about all teachers to participate in decision-making in their schools.

” Principals who build their teachers to become professionals have to be objective and professional themselves. They should have an open door policy.....ready to listen and communicate effectively...they should act as a role model for their teachers... they should be hard working Treating people inequitably and based on favouritism such as paying teachers differently or allowing some of them to talk while others not, makes such principals very ineffective. So being really professional and being a true role model I believe that our principal has a strong impact on us, she is a true leader by all means....this pushes us to really put the maximum that we can....this makes us feel that we are growing..”(CT5)

” Leadership is also a big part of a principal. Motivation is also important because it boosts the whole school. Poor communication between the principal and the staff tend to make principals ineffective....I believe that teachers would become effective leaders if they are treated as leaders...I think that this is what makes me really motivated to work harder in this school....the principal deals with me and with other teachers on these basis, because she enjoys true leadership characteristics...” (CT6)

Emerging Themes From Coordinator Interviews

Table 4.9: Themes Emerging From Coordinator Interviews about Practises Carried by Principals and Coordinators in Schools

	<i>Emerging Themes</i>		<i>Responses</i>			
	Categories	Sub-categories	<i>School A/7</i>	<i>School B/7</i>	<i>School C/7</i>	<i>Total /21</i>
1	Practises carried by the coordinator	<input checked="" type="checkbox"/> <i>detailed follow up</i> <input checked="" type="checkbox"/> <i>partial follow up</i> <input checked="" type="checkbox"/> <i>minimal follow up</i>	6 1 0	0 5 2	0 0 7	6 6 9
2	Referring to the principal	<input checked="" type="checkbox"/> <i>restriction to parental issues</i> <input checked="" type="checkbox"/> <i>not restriction to parental issues</i>	6 1	7 0	0 7	13 8
3	Leadership skills of the principal	<input checked="" type="checkbox"/> <i>authoritarian leadership style</i> <input checked="" type="checkbox"/> <i>shared leadership style</i> <input checked="" type="checkbox"/> <i>no clear leadership style</i>	2 2 3	0 2 5	0 7 0	2 11 8

Theme (1) :Practises carried by the coordinators

One group of the interviewed coordinators explained that they were in full control and in full picture of what their teachers were carrying in classes.

” I know every single thing my teachers are doing in their classes and with their students. We do prepare every thing and in details together. Details of what they are supposed to carry in classes are given to teachers.”(AC7)

”and to be honest, you might think of partial and supervised delegation of tasks to coordinators, but for sure there is no similar delegation to teachers...so in fact although acting as a coordinator is very tiresome as compared to teaching, still I prefer to be a coordinator because I can not, in fact, imagine having a coordinator limiting my areas of choice and creativity.....as a coordinators we do limit the choices and the creativity of teachers, because we have very little or almost no delegation of tasks, they have to follow strict procedures designed by us [the coordinators] which emanate in practice from the principal...”(AC4)

However, another group of coordinators described how they gave their teachers a lot of freedom in their work, and attributed this to the fact that their teachers were trustful, but still coordinators expected them to follow the details of the assessment procedure and student results. When things also have to do with the image of the school in front of parents, coordinators had to interfere in the details of what their teacher were doing. Some of these coordinators considered this style of dealing with teachers as encouraging to let them involve their coordinators more in what they were actually doing.

” . I don’t authorize my self to be the one who gives orders about the flow of the work. I do share the teachers every thing, yet I need to know the items, the correction of tests, the sequence of work in the class....If I don’t look at all these details, I’ll fail as a coordinator. I give a lot of freedom for the teacher in the domain of the type of methodology to be employed by the teacher. The personality of the teacher plays an important role in this place. But evaluation wise and content wise I have to know about every thing that is going on. I don’t attend classes of my teachers a lot because I do trust them and I trust what they are giving their students in the class. I monitor their work through the assessment of students.....also any handout that will be seen by parents must be fully revised by me...”(BC2)

” When you reflect to the teachers that you are primarily concerned about students and that you are not following them up because you trust them, they rush to you telling you all about the problems that they encounter.....so by this

I really know a lot about what teachers are doing in classes, but I don't urge them to do that ...it springs out of themselves and I feel it's a pay back to the respect and trust I provide to them..”(BC3)

A third sub-set of coordinators explained that they followed up minimally with teachers. They considered their teachers as professionals and believed that they had to free them, trust them, and deal with them professionally if they wanted them to work better.

” The specifics of teachers are doing is not important to me and I don't want to know them. We believe in teachers and trust them and our belief makes them work more professionally. Following her on daily basis ruin teachers and make them very narrow-minded.”(CC6)

” I don't know the details of teacher work and I don't want to. I love to leave quite a large room of freedom for teachers. What concerns me most is that all teachers are fulfilling the set objective in the way they prefer it and find it suitable to them. If you do not work with teachers on professional and trustful bases you would never get the result that you would love to see.What I know also is student results. Other things I feel strongly that they should be left for teachers, other wise we will be putting them in a very small corner.”(CC7)

Theme (2) :Practises carried by the principal

All interviewed coordinators explained that they were able to communicate with their principals regarding any issue that concerned them. Principals had no restrictions to what they liked to discuss.

“...so she even allows for home phone calls, if we feel that a given issue need to be discussed immediately or urgently with her....she is very open to any topic we would like to discuss...” (CC6)

Theme (3) : Leadership skills of the principal

Some coordinators considered their principals as lacking the effective leadership skills needed to promote their work in the school. Many discussed the importance of trust and respect. Others focused on some other overall leadership skills.

” Trust & mutual respect are sure important elements that the principal must be securing to the coordinators.. There should not be annoying and detailed follow ups for coordinators. Trust must be dominating. Respect is very important.. They should be understanding also...If a coordinator does not fulfil a requirement for some reason, this should not be an occasion to hurt her....In such instances you test whether the principal ship is understanding and respectful to you... All conflicts and misunderstandings must be resolved...otherwise the work will not be fruitful. No objective might be achieved and school effectiveness might get endangered.... Delegation means delegation and not to tell the delegated person what to do in every single step ...this would not be called delegation...”(AC3)

” ...what is so significant about this school is that they throw the ball into your playground,...they push you to handle a responsibility of whatever type....they stand by to be ready to support you if you ask them to but they would not interfere unless you ask them to...this is really a sign of trust and respect on the behalf of the principal and to pay this back you will have to work so hard....I think they are very bright to use this strategy with all teachers because they are the winners by the end as they let us feel owner ship over those tasks because of their trust in us...”(CC4)

One coordinator described how the trust she received from her principal made her grow into an effective leader.

“A turning point in my life was when I taught in another school where it’s the principal who really pushed me towards leadership and I’m very grateful to him in what I am. That principal after one year of teaching at his school told me I’m sure you will become a school principal....He said you are a leader....He chose me to be the head of a department for four schools ...imagine ..my experience at that school was only one year where as that of another one in the department was 25 years, yet he chose me.... He reflected so much trust in me and I had to work so hard to be at the level of his expectationsHe made me carry a lot of responsibilities...and this was very motivating to me and it made me grow into an effective leader. I think delegation, trust, and support of the principal brought about the leader in me.....unfortunately this is not the case in my school right now, they do delegate a lot to us [the coordinators], but it springs out only of their [principal] lack of time to carry the tasks themselves....so they don’t live up the moments with you...all what concerns them is the result...”(BC3)

Some coordinators described their principals as being non-equitable and they tend to deal with coordinators on unequal basis. They considered them as authoritarian principals.

” It kills me when the principal deals with coordinators subjectively..... When she likes a coordinator she would allow her to interfere in things that are not related to her department. That coordinator would be involved in very critical decision making at the whole school. However, if she dislikes a coordinator, she would neglect everything that comes from that coordinator irrespective of its quality. This is very unprofessional.....these are authoritarian principals who really block the way in front of dealing with teachers or coordinators as professionals...”(AC7)

Some principals were described as being far from effective leadership skills, yet were not described as being authoritarian. Some labelled that with ambiguous leadership skills.

” ...I think that the principal need to be more visionary, she needs to be more communicative, more equitable.... her delegation of authorities must not spring out of her lack of time but rather of her belief in delegation and her vision of delegation as a tool to bring about teachers who are independent and self-reliant...I think she knows nothing about all these terms....She has no clear leadership style....”(BC3)

Finally, some coordinators described their principals as being true leaders, who were visionary, emotionally intelligent, able to communicate, trust, respect and delegate.

” ...as a matter of fact , we can’t neglect the fact that because our principal is a true leader who believes in others, who is visionary, who is emotionally intelligent,...who is trustful and respectful....because of all these leadership features embedded in her, we [coordinators] are also leaders....as a result we do mirror her skills of dealing with people and according to this, we do deal with our teachers in our departments accordingly...you see...mm.. it’s a circle, if you are treated as a leader, you will treat others as leaders...because she delegates a lot to us, we tend to delegate similarly....”(CC4)

Emerging Themes from Principal Interviews

Table 4.10: Themes Emerging From Principals Interviews about Practises Carried by Coordinators and Principals in Schools.

<i>Emerging Themes</i>			<i>Responses</i>			
	Categories	Sub-categories	<i>School A/7</i>	<i>School B/7</i>	<i>School C/7</i>	<i>Total /9</i>
1	Practises carried by the coordinator	☒ <i>full delegation of tasks to teachers</i>	2	2	3	7
		☒ <i>partial delegation of tasks to teachers</i>	1	1	0	2
2	Referring to the principal	☒ <i>open door policy for teacher concerns</i>	1	0	3	4
		☒ <i>open door policy for teachers but under coordinators' umbrella</i>	2	3	0	5

Theme (1) :Practises carried by the coordinator

Some principals considered coordinators to be responsible to delegate responsibilities for their teachers. They are expected to train teachers to become leaders by such delegations.

” The school is responsible for developing the leadership skills of its teachers via the coordinators who are supposed to equip teachers with the skills needed to become independent. But this can not take place except by having teachers really cooperating and following guidelines provided to them by their coordinators...”(BP1)

” Coordinators play a role at paving the way towards having teachers act as leaders....this is done by sharing them and delegating tasks to them...but in this school we monitor this process by opening so many chances for teachers to participate in leadership and we don't leave it solely for coordinators...”(CP3)

Theme (2) :Practises carried by the principal

Some principals explained that they were welcoming teachers to discuss any issue related to their classes or the whole school but they favoured this to happen via school coordinators.

” I make sure that there is no obstacle between teachers and the principal. I have no problem with what ever issues they want to talk about, however, many times I would refer them back to those concerned in the issue. Many times, this is the coordinator. In such cases, I would ask the coordinator later on about the issue.”(AP3)

” Mostly they refer to us with issues that have to do with parents so that we might help them deal with them. With other issues they often refer to their coordinators or the supervisors of their levels. “(BP1)

However, some other group of principals explained that they endorsed an open door school policy, whereby teachers are welcome to discuss with their principals whatever issues they wished.

” My door is open for all teachers for any topic at any time and I have no restrictions about what they may wish to discuss.”(CP3)

Implications for cultural differences among the three schools according to research question 3:

Data derived for the third research question helped in the building up of the portrait of the cultures of schools A, B and C. Teachers of school C explained that they felt free to implement new ideas and pedagogies. They engage in professional dialogue with colleagues; share ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom issues. They described their principals as featuring helpful, trusting, and open staff relationships. There do not seem a distinction between teachers who are coordinators and those who are not. Collegiality seems to dominate, where coordinators do not follow up the details of teacher work. All of these are indicators of collaborative school cultures according to the literature (Sergiovanni, 2001).

Teachers of school A are followed up by their coordinators in the details of their work. Teachers do not work together but rather with the coordinator. However, their work with the coordinator is not a collegial one in which they would engage in a professional dialogue with them but rather to memorize the list of orders and tasks they are supposed to carry in **their classes with their students**. Teachers are dealt with on different basis than coordinators. Coordinators have direct access to the principal but teachers don't. Anything they need to discuss in the school should go through the coordinator first. All of these characteristics lead the researcher to confirm the non-collegiality dominating in school A.

Finally, in school B, though teachers are not followed up in minute issues such as that of school A; they don't seem to engage in collaborative activities as that of school C. Teachers seem to be comfortable in this school but are not really collaborating among each others. This further pushes the researcher not to consider its culture to be a collegial one.

Research Question 4: What images do teachers/coordinators and principals hold for themselves as leaders?

This research question intended to portray the picture of the leader embedded in teachers/coordinators and principals as drawn by themselves and for themselves. To aid the analysis, the responses received per each category were recorded under specific themes in Tables 4.11, 4.12 and 4.13.

Emerging Themes From Teacher Interviews

Table 4.11: Themes Emerging From Teacher Interviews about Teachers' Self-Images as Leaders

	<i>Emerging Themes</i>		<i>Responses</i>			
	Categories	Sub-categories	<i>School A/7</i>	<i>School B/7</i>	<i>School C/7</i>	<i>Total /21</i>
1	Teachers not considering themselves as leaders at all	<input checked="" type="checkbox"/> <i>following very strict rules</i> <input checked="" type="checkbox"/> <i>lacking trust in the school</i> <input checked="" type="checkbox"/> <i>lacking communication in the school</i>	3 3 3	2 3 2	0 0 0	5 6 5
2	Teachers considering themselves as leaders in their classrooms only	<input checked="" type="checkbox"/> <i>having external authorities vanish inside the classroom</i> <input checked="" type="checkbox"/> <i>teachers whose shy personality prevents them from playing leadership roles outside the class</i> <input checked="" type="checkbox"/> <i>having the principalship only obsessed with student results, not worrying thus about other practises</i>	4 0 0	5 0 6	1 1 0	10 1 6
3	Teachers considering themselves as leaders in their schools as a whole	<input checked="" type="checkbox"/> <i>having teachers contribute to school decisions</i> <input checked="" type="checkbox"/> <i>having teachers impact the educational practices of their colleagues</i> <input checked="" type="checkbox"/> <i>having teachers participate in professional growth events</i>	0 0 0	0 0 0	6 6 7	6 6 7

Theme (1) : Teachers not considering themselves as leaders at all.

One sub-set of the interviewed teachers did not consider themselves as leaders at all; not even within their classrooms. They explained this in terms of the strict rules they had to carry even in their classes and some of these teachers related it to the lack of trust in their schools.

” Leader! Are you kidding!! A person who is not allowed to give feedback to the school regarding its decisions, who is not allowed to have any input into such decisions, who is not respected, who is not trusted, who is not allowed to communicate his/her ideas effectively, who is dictated about what to do in class, who is not appreciated....would never be considered as a leader..”(AT7)

” ...no I am not a leader ...I have no effect on anybody in this school, not even on my students because I have to impose on them what is imposed on me by the coordinator...”(AT4)

Theme (2) : Teachers considering themselves as leaders in their classrooms only.

Another sub-set of teachers explained that they considered themselves as leaders within the boundaries of their classrooms. Even though the school might impose on them what to carry

even in their classes, they usually referred back to what they believed is best for their own children.

” No, sure no, I am not a leader except with my students whom I lead because of their love to me.....so whatever the school tries to tell what to do, by the end I do what I believe is appropriate for my kids in the class...”(AT2)

” Only inside the class room, but outside it never, and I struggle and quarrel a lot for that....my coordinator is most of the times upset from me because I work as I like in my class and not as she likes....I work out of my belief of what works better with my students... Number one is the student, number two is parents, number three is the principal, number four is the coordinator [she laughs] and the teacher has no number...she’s nothing, she’s not important...May be if all teachers die at the same moment they will feel our importance.”(AT3)

One teacher explained that though her school encouraged her a lot to practise leadership in the school, yet because of her shy nature and personality, she was not inclined to play leadership role except with in her own classroom.

” No, because I tend to be on the side lines because this is my personality. I lack leadership skills though they push us a lot towards leading roles in the school. I am not very motivated. If you like I would consider my self as a leader inside my classroom only where I act as a facilitator. By nature I like sitting back and observing than leading.”(CT1)

Some teachers believed that their school was neither with nor against practising leadership in the classroom. In such schools, student results were the most important issues.

” Yes, I am a leader for my students because I influence them very well. I work on my self, I am a risk taker, and I strive for the best of my students...My principal know nothing about me, she is only concerned with student results which she receives from the coordinator.....”(BT6)

Theme (3) : Teachers considering themselves as leaders in their schools as a whole.

Some of the interviewed teachers considered themselves as leaders with in the whole school. They were able to suggest their ideas openly at the school level, practise leadership with in their classrooms with their students, and even affect their colleagues.

” Leadership to me in terms of being bossy is rejected by me. I would consider my self a leader in terms of being able to suggest my opinions and I feel that I often do affect or shape decisions to be taking place. I am a leader in my classes because students are affected by my style in the class a lot. Students love my subject and even, they come and take my opinion regarding issues that relate to their personal lives...I am a person who attempts to share successful practices with my colleagues and such colleagues really get motivated to try them out. Many consult me when doing that. “(CT3)

” ...I think I am also a leader to my students, I’m their ideal and I am what they look up to... To my colleagues, I try to emulate what I believe is the best to be and hopefully they like what they see...I do affect them, I share what I do in class with them and they consult me a lot about such things, I do contribute a lot to workshops, and I am a contributor to the decisions that take place in the school...so I believe I am a leader in this school...”(CT4)

Emerging Themes From Coordinator Interviews

Table 4.12: Themes Emerging From Coordinator Interviews about their Self-images as Leaders

	<i>Emerging Themes</i>		<i>Responses</i>			
	Categories	Sub-categories	<i>School A/7</i>	<i>School B/7</i>	<i>School C/7</i>	<i>Total /21</i>
1	Teachers who are not coordinators do not consider themselves as leaders in their schools	<input checked="" type="checkbox"/> school culture doesn't allow this <input checked="" type="checkbox"/> delegation of tasks is only because the principal has no time to carry these tasks	1 0	0 1	0 0	1 1
2	Teachers who are not coordinators consider themselves as leaders in their schools	<input checked="" type="checkbox"/> they enjoy leadership skills <input checked="" type="checkbox"/> they share their teachers in decision-making	6 1	4 3	7 7	17 11

Theme (1) : Coordinators not considering themselves as leaders in their schools

Only two of the interviewed coordinators were not ready to consider themselves as leaders in their school. One of them related this to the school culture, while the other related it to the

fact that when delegation is due to lack of time, a person would not get motivated, especially, when he/she is not appreciated.

” Leadership is a big responsibility.. its success is attributed to the group where as its failure is attributed to you...I don't think that I am a leader because many times when things run in a way different from what I wish it to be.. I find my self saying ..Let them do what they want to do ,,I don't care.. If I am to consider myself as a leader I should not behave that way.... And you would say this except when you feel that your word is not heard...When the culture of the school promotes competition rather than cooperation, you feel that every person is working to prove him/herself rather than working for the goal of the school...when there is no clear vision for coordinators for what the school is heading to, you can't talk about leadership anymore...”(AC1)

Some coordinators explained that when delegation springs out of the trust of the principals in what they were carrying as tasks, then that would be a motive for them to work more.

” ...No , not really , I don't think that I am a leader in this school, because there is no enough motivation. They do delegate a lot of power to us but it is due to that they are stressed and under pressure. They do give us freedom as coordinators to work in our departments, but the problem is that they don't appreciate us well, they don't show up with our events a lot..”(BC3)

Theme (2) : Coordinators considering themselves as leaders in their schools

Most of the interviewed coordinators portrayed themselves as leaders. The self-images portrayed by such coordinators centred on the effective leadership skills they practiced. These included the ability to generate leaders themselves, share their teachers in decisions, affecting others, and motivating others.

” Yes I am satisfied enough. I am a leader because my theory of leadership springs from the belief that an effective and real leader would ultimately generate leaders. If you observe the teachers of my department you will notice they are leaders.....They are leaders because they are responsible, they are allowed and encouraged to bring about their ideas and implement them , they

are effective contributors to the decisions taken in the department....So by virtue of building and promoting leadership of others, I think I am a leader.”(BC2)

” A leader is a role model for her/his teachers, affecting them positively, supplying them with the right tips/advises...Because a leader has more authorities, she should be helping them a lot, I mean to share them with almost all decisions taken in the department of such a leader. I think that I fulfil all that description. I am a leader because I am not a person who gives orders but rather obtain acceptance of things from people whom I work with.”(AC4)

Emerging Themes From Principal Interviews

Table 4.13: Themes Emerging From Principal Interviews about Their Self-Images as Leaders

	<i>Emerging Themes</i>		<i>Responses</i>			
	Categories	Sub-categories	<i>School A/7</i>	<i>School B/7</i>	<i>School C/7</i>	<i>Total /9</i>
1	Principals not considering themselves as leaders in their schools	<input checked="" type="checkbox"/> <i>they were lacking leadership skills</i>	1	0	0	1
2	Principals considering themselves as leaders in their schools	<input checked="" type="checkbox"/> <i>they are the ones who make decisions</i>	1	0	0	1
		<input checked="" type="checkbox"/> <i>they enjoy leadership skills</i>	1	3	3	7

Theme (1) : Principals not considering themselves as leaders in their schools

Only one out of the nine interviewed principals did not consider herself as a leader. She attributed this to the fact that she lacked the skills of the leader, which includes communication, vision, and other social skills.

” Not 100%. I have some leadership skills but I do lack others. In terms of planning and preparation, yes I’m a leader. In terms of communication, I am not a leader. In terms of social skills I am not a leader.....so there’s no so called semi-leader...so that’s why I don’t think that I am a leader....the most important part of a leader is not embedded in me...” (AP3)

Theme (2) : Principals considering themselves as leaders in their schools

Eight out of the nine interviewed principals considered themselves as leaders in their schools. One of them attributed this to the fact that she is the one who carried decision-making in the school.

” To be a leader is to act as a role model...Yes I think I am a leader. By the end I am the person who carries out decisions. “ (AP1)

Others considered themselves as leaders because they shared others with them in decision-making, or some social skills they enjoyed, and trusted, respected and cared for their teachers.

” I am instructional leader because I am closely involved in the development of curriculum and training of teachers, and their evaluation, in the analysis of the results...I provide vision, set objectives, set plans to make those objectives, I don't take decisions separately, but rather always as part of a team, I reflect respect to my teachers, I reflect trust in them, I encourage them and always let them feel that I'm there to provide any situational assistance....I am a leader in that sense...”(CP1)

” A leader is a good decision-maker, visionary, posses social skills, have an initiative, accepted by others so as to be able to affect them. I believe that I do posses many of these skills. My teachers have accepted me as a leader. They even come for an advice even when not related to the school because that they Know that I care (BP3)

Implications for cultural differences among the three schools according to research question 4:

Data derived for the fourth research question helped in the building up of the portrait of the cultures of schools A, B and C. All members of school C were able to consider themselves as leaders in the whole school except one which attributed this to her shy personality. Only principals and coordinators of schools A and B considered themselves as leaders in their schools. Even one of the principals of school A did not consider herself as a leader.

Referring to the works of Lieberman & Miller(1984), Stallings (1987),McLaughlin and Yee(1988), Rosenholtz (1989) ,Johnson (1990), Deal and Peterson(1990) , McLaughlin (1993) and Sergiovanni (2001); the reader would get inclined to further consider the culture of school C to be collaborative and that of A and B to be non-collaborative. This is because school C seem to be constituted of a community of leaders where leadership is shared.

Contrary to this are schools A and B where leadership seems to be a privilege for those who occupy formal leadership roles.

Research Question 5: What advantages do teachers/coordinators and principals perceive for teachers playing leadership roles?

The purpose underlying this question was to distinguish the importance of having teachers play leadership roles in their schools as perceived by the different parties in the school. To aid the analysis, the responses received per each category were recorded under specific themes in Tables 4.14, 4.15 and 4.16.

Emerging Themes From Teacher Interviews

Table 4.14: Themes Emerging From Teacher Interviews about the Advantages of Teachers Carrying Leadership Roles in the School

	<i>Emerging Themes</i>		<i>Responses</i>			
	Categories	Sub-categories	<i>School A/7</i>	<i>School B/7</i>	<i>School C/7</i>	<i>Total /21</i>
1	Teacher leadership promotes school improvement	<input checked="" type="checkbox"/> <i>secures trust which a premise for risk taking</i>	6	7	7	20
		<input checked="" type="checkbox"/> <i>provides motivation for teachers which is reflected on students</i>	7	7	7	21
2	Teacher leadership creates student leadership in the school	<input checked="" type="checkbox"/> <i>secures student trust in their teachers</i>	0	1	1	2
3	Teacher leadership ensures teacher satisfaction in the school	<input checked="" type="checkbox"/> <i>creates sense of belonging to the school</i>	6	6	7	19
		<input checked="" type="checkbox"/> <i>generates a more positive school culture</i>	4	3	4	11
4	Teacher leadership has the effect of making higher authorities more powerful	<input checked="" type="checkbox"/> <i>pushes teachers to discuss things more openly with their principals as a result of trust</i>	1	1	1	3

Theme (1) : Teacher leadership promotes school improvement

All interviewed teachers considered teacher leadership as an effective tool for improving the school. Many explained that this is because it secures motivation for teachers which results from the sense of trust they would tend to feel in their schools. This trust pushes them towards trying out new ideas and hence they tend to act as risk-takers. Teachers will turn into learners themselves; colleagues will be effected, and the whole school will be involved in learning. The end product is better learning on the behalf of students.

” Teacher leadership is very important because it improves teaching in the school. With teacher leadership, teachers will be encouraged more to try out new things with more confidence as they feel they are well trusted. Therefore students will have larger chances to learn much more effectively..”(BT5)

” Teacher leadership is very positive for the school. Teacher leaders impact student learning because they are continuously learning since they are themselves continuously learning....so the whole school would become learning....it becomes a community of learners....a learning organization...a very big step towards securing and ensuring school improvement...”(CT5)

Theme (2) : Teacher leadership creates student leadership.

Some teachers explained that teacher leadership is a strong key towards securing student leadership. This has been attributed to the fact that students mirror their teachers.. These teachers explained also that students often trust teacher leaders more than teachers who are not.

” Teacher leadership is very positive for students.... Students will tend to trust a teacher leader more than a non-leader teacher... They tend also to be proud for having that leader as their teacher. This often leads them to work harder for the sake of pleasing that leader sometimes and in other times they work for the sake of resembling that teacher. Teacher leaders act as role models for their students. So students often reflect their teachers, thereby acquiring leadership skills themselves....”(CT3)

Theme (3) : Teacher leadership ensures teacher satisfaction in the school.

A large number of the interviewed teachers explained that teacher leadership has the effect of securing teacher satisfaction in the school. This has been related to so many factors such as the tendency of such teachers who are dealt with as leaders to love their schools, feel that they were trusted. This has the effect of securing motivation and enriching the school community.

” A teacher who is trusted to practice teacher leadership in the school will tend to love that school, love creates a sense of belonging to the school, and this in turn would push her to work harder and harder. The end product is a different community and atmosphere that challenges teachers to give more and put more efforts which in turn will be reflected on the students.”(AT7)

“Teacher leadership is very positive for the well-being of a teacher. It makes her feel more involved in the school, in her classes,.... she would feel emotionally relaxedbecause

...because ...she is taking her own decisions and not receiving them from somebody else. Her performance will be enhanced a lot. I would be very upset, for example, if the curriculum were given to me and this would hinder me a lot....mm... You need to be satisfied while carrying on an activity.....In that case, you will attribute the success to yourself and really get motivated to look more for new things...” (CT2)

Theme (4) : Teacher leadership has the effect of making higher authorities more powerful.

Very few teachers explained that teacher leadership has the effect of rendering school principals more powerful. This is because when principals share their teachers with responsibilities, they tend to discuss things with them more openly, enabling them, thereby, to be informed more about what’s going on in the school.

” Some schools would avoid it [teacher leadership] because of power conflict as some principals might think that when teachers behave as leaders, they would be sharing them the cloth of power...On the contrary, when teachers share the responsibilities they would turn their coordinators and principals much more powerful because they would be held responsible and accountable for so many things in the school...”(BT2)

“ ...If they [principals] get aware of how much they will be in full control over their schools, how often their teachers would refer to them in issues that concern them, how many things they would know ...if they allow their teachers to act as leaders.....they would become more powerful, yet loved by their teachers....” (AT3)

Emerging Themes from Coordinator Interviews

Table 4.15: Themes Emerging From Coordinator Interviews about the Advantages of Teachers Carrying Leadership Roles in the School

	<i>Emerging Themes</i>		<i>Responses</i>			
	Categories	Sub-categories	<i>School A/7</i>	<i>School B/7</i>	<i>School C/7</i>	<i>Total /21</i>
1	Teacher leadership promotes student improvement	<input checked="" type="checkbox"/> <i>secures clearer vision for teachers</i> <input checked="" type="checkbox"/> <i>makes teachers more critical in their work</i>	6	6	7	19
2	Teacher leadership ensures teacher satisfaction in the school	<input checked="" type="checkbox"/> <i>ensures an atmosphere of trust, respect and motivation</i>	5	4	6	15
3	Teacher leadership creates student leadership in the school	<input checked="" type="checkbox"/> <i>secures student trust in their teachers</i> <input checked="" type="checkbox"/> <i>makes teachers more influential</i>	3	2	5	10
			4	5	6	15

Theme (1) : Teacher leadership promotes school improvement

Almost all interviewed coordinators considered teacher leadership as being an effective tool for promoting school improvement. Many attributed this to the fact that teacher leaders acted

out of a clear vision. They were also self-evaluative and critical enough with the tasks they carried.

” Teacher leaders are the ones who can make proper decision-making that promote better teaching and learning in the classroom....this would have the effect of improving the school tremendously..”(AC6)

” A teacher leader is powerful and can take initiative because something has been put in her hand and she will not have to go back to somebody else...she will feel ownership and she grows....if she keeps on asking for every thing she wants to do she will feel diminished. All these characteristics will be reflected on students and learning will be enhanced, the school would grow to become a very effective school...that’s why I think our school is quite an effective one....”(CC3)

Theme (2) : Teacher leadership ensures teacher satisfaction in the school.

Some of the interviewed coordinators considered teacher leadership as a tool for securing teacher satisfaction as result of respect, trust and motivation. This leads the whole school atmosphere to change positively.

” Having teachers as leaders in the school will affect the whole school culture, the whole atmosphere.....Teacher will get more motivated, more competent, more encouraged, more trusted, and more pitched up....”(AC4)

” teacher leadership represents the potential energy that might be stored in a teacher....this energy is stored due to respect, trust, encouragement and appreciationyou know energy transforms from one form to another....so this stored energy transfers into joy ,...into happiness....it has the effect of boosting the school atmosphere...”(CC4)

Theme (3) : Teacher leadership creates student leadership in the school

A very large number of the interviewed coordinators explained that teacher leadership was an effective tool to implement and promote student leadership. They related this to the fact that students were very much affected by such teachers as they were influential, so they acquired more trust in them.

” Leadership is positive to the school because as I said leaders create leaders...Teacher leaders will be able to create student leadership which is highly needed in light of the changes and

needs of the society....this is a consequence of having students respect those teachers more, trust them more and get influenced by what they say and do more...”(BC3)

” Teachers who act as leaders would end up turning their students into leaders because students really mirror their teachers...wouldn’t it be wonderful to have our students independent and mature?” (CC7)

Emerging Themes From Principal Interviews

Table 4.16: Themes Emerging From Principal Interviews about the Advantages of Teachers Carrying Leadership Roles in the School.

	<i>Emerging Themes</i>		<i>Responses</i>			
	Categories	Sub-categories	<i>School A/7</i>	<i>School B/7</i>	<i>School C/7</i>	<i>Total /9</i>
1	Teacher leadership promotes school improvement	<input checked="" type="checkbox"/> <i>teachers become more visionary</i> <input checked="" type="checkbox"/> <i>teachers become more risk-taking</i>	3	3	3	9
2	Teacher leadership creates student leadership in the school	<input checked="" type="checkbox"/> <i>teachers who are leaders create leaders</i> <input checked="" type="checkbox"/> <i>teachers become more influential</i>	3	3	3	9
3	Teacher leadership ensures teacher satisfaction in the school	<input checked="" type="checkbox"/> <i>teachers enjoy trust which binds them more to their schools</i>	0	1	2	3
4	Teacher leadership makes principals more powerful	<input checked="" type="checkbox"/> <i>teachers tend to refer more to their principals</i>	1	0	0	1

Theme (1) : Teacher leadership promotes school improvement

Responses from all principals converged at the same theme that teacher leadership ensures school improvement. This has been attributed to the fact that teachers would become independent responsible people. They would be inclined to try out new things and would get more visionary.

” It is positive to the school, because leadership implies a form of being independent. A community of independent teachers raises the standards of the school. They will be able to look for the good for their students on their own and not wait to be spoon fed about that. This will catalyze the learning process of their students...”(AP2)

” with teacher leadership students will be learning more. This is due to the fact that their teachers will have better vision for what is being taught and learned and those teachers would be also bringing new things to such classes. It is expected that teacher leaders are risk takers.”(CP3)

Theme (2) : Teacher leadership creates student leadership.

Many principals valued the importance of teacher leadership at promoting student leadership. They relied on the belief that leaders create leaders and that such teacher leaders tend to be more influential in their classes.

” Those teachers would be role models for their students, more influential... they would have their eyes always open, they are always motivated, moving around, flexible ..all of these will be absorbed by students, and therefore we would expect student leaders to emerge as a result....”(CP3)

” Students of a teacher leader are much more significant than students of non-leaders. Teacher leaders influence their students more. Students would mirror those teachers.....So they tend to get out of their classes as leaders them selves. In fact leaders create leaders..... Such students would get out independent, have learned how to learn and are ready to face life challenges more effectively than other students.”(BP3)

Theme (3) : Teacher leadership ensures teacher satisfaction in the school.

Some of the interviewed principals explained that teacher leadership possess the power of rendering teachers more satisfied in their schools. This is because of the trust accompanied with teacher leadership which tend to bind teachers more to their schools and students.

” Teacher leadership primarily secures so many things for the school. First, teachers themselves would feel more trusted. Trust gives them a sense of belonging to the school. This in itself would tend to motivate them to work harder for the sake of better student learning....because they would feel that they are at their homes when they are at school”(CP3)

”it [teacher leadership] would let them... it would give them more sense of belonging on the behalf of the teacher.....they would come cheerful to their school and they would create a positive atmosphere in their school..”(BP1)

Theme (4) : Teacher leadership makes principals more powerful.

One principal mentioned the power of teacher leadership at making principals more powerful in their schools. This has been related to the tendency of teacher leaders to refer more often to their principals.

” It’s very positive if communication is effective in the school, so that things could be discussed openly in the school. This doesn’t minimize the power of the principal. On the contrary, the principal will win the skills of so many other people in the school. By this, teachers would be motivated even more to involve the principal in things going on.”(AP3)

Implications for cultural differences among the three schools according to research question 5:

Data derived for the fifth research question did not add or subtract from the information built so far about the cultures of schools A, B and C. This is because this research question addressed the beliefs of participants in the advantages accompanying teacher leadership rather than their practises. In fact almost all interviewees considered the establishment of teacher leadership in schools to have a positive impact on school culture and to provide teacher satisfaction and enhance student learning. So those are just beliefs and not practises from which the researcher can further build the pictures of cultures of those schools.

Research Question 6: How are teachers prepared for leadership in schools?

The purpose of this question was actually dual. It was intended to distinguish the extent to which schools are aware of the fact that leadership skills may be acquired and thereby, investigate the opportunities they are offering for their teachers to achieve that. To aid the analysis, the responses received per each category were recorded under specific themes in Tables 4.17, 4.18 and 4.19.

Emerging Themes from Teacher Interviews

Table 4.17: Themes Emerging From Teacher Interviews about the Opportunities Offered by Schools For Teachers to Acquire Leadership Skills

	<i>Emerging Themes</i>		<i>Responses</i>			
	Categories	Sub-categories	<i>School A/7</i>	<i>School B/7</i>	<i>School C/7</i>	<i>Total /21</i>
1	School is unaware of this concept, yet its policies block the way in front of providing opportunities for teachers to acquire leadership skills.	<input checked="" type="checkbox"/> <i>teachers are expected to follow very strict rules</i>	6	1	0	7
		<input checked="" type="checkbox"/> <i>teachers are not allowed to participate in decision-making</i>	6	4	0	10
		<input checked="" type="checkbox"/> <i>teachers are not trusted or respected in their school</i>	5	1	0	6
2	School is unaware of this concept and is neutral towards it.	<input checked="" type="checkbox"/> <i>as long as any teachers' acts don't upset parents, then the school has no problem</i>	1	6	0	7
		<input checked="" type="checkbox"/> <i>the leadership style of the coordinator of the department determines whether teacher leadership will flourish or not</i>	1	5	0	6
3	School recognizes the importance of opening chances for teachers to acquire leadership skills.	<input checked="" type="checkbox"/> <i>school considers teacher leadership as a criterion of teacher effectiveness</i>	0	0	7	7
		<input checked="" type="checkbox"/> <i>school pushes teachers to participate in leadership via the great number of opportunities it opens up for its teachers</i>	0	0	7	7

Theme (1) : School is unaware of this concept, yet its policies block the way in front of providing opportunities for teachers to acquire leadership skills.

One group of the interviewed teachers considered their school to be unaware of the concept of teacher leadership; however school policies and procedures confronted an obstacle confronting its establishment as they inhibited trusting relationships in the school.

” Teachers who are required to follow strict rules drawn by principals and coordinators, which they have no input or say into it would never act as leaders. As long as principals and coordinators do not allow for sharing teachers in their decisions and do not allow them to communicate effectively their ideas to them, no teacher leadership may emerge in the school. Can I keep a student during recess with out permission? no, so say hello to teacher leadership...Can I go and visit a student with out taking permission? no, so say hello to teacher leadership.... Can you change the percentage of a quiz or even drop quiz with out permission? no, so say hello to teacher leadership.....Can I bring a cake for my class to celebrate a result or something similar? no, so say hello to teacher leadership....Every thing needs a permission and many times it would be refused in a very negative manner.....at any rate, teacher leadership is one planet, and they are on a different planet.....”(AT7)

” Teachers are supposed to follow very strict directions provided by principals and coordinators. Soyou are not given room to share in decision-making. You will have to try to bypass your coordinator and reach the principal if you want to acquire a leadership role. Coordinators block the way in front of teachers from achieving such roles. It’s similar to the survival of the fittest.”(AT4)

Theme (2) : School is unaware of this concept and is neutral towards it.

Some teachers explained that their school was unaware of any of the issues that relate to teacher leadership, yet they would not oppose it as long as it doesn’t conflict with the well being of parents.

” Unfortunately, in my school parents are above any issue. For this reason, you find them encouraging us to go for workshops and try to implement what we hear in our classes. However, if it happens that one parent complains about a change, they ask you to terminate whatever you have initiated. Parents represent a red line that you should not touch. They

should be always pleased and happy about what the school is doing. So the school is ready to sacrifice teacher leadership, for parents' sake., this is because they are unaware of it "(BT2)

Some teachers also explained that though their school was unaware of teacher leadership concepts, they are neutral to it, but the leadership style of the coordinator is the most important factor that would determine whether such leadership would be in effect or not.

" Teachers who belong to departments that are characterized with coordinators who are leaders possess leadership skills and they are teacher leaders. However, those who belong to departments whose head is authoritarian are often non leaders....So there is no policy in the school that pushes coordinators to deal with teachers as leaders, because they are unaware , I think , about this concept...the type of the coordinator and his character and type of leadership she plays, would determine this..."(BT5)

Theme (3) : School recognizes the importance of opening chances for teachers to acquire leadership skills.

Some of the interviewed teachers assured that their schools were very aware of teacher leadership and considered it as one criterion for teacher effectiveness. They open lots of chances for teachers to join the circle of leadership at such schools.

" You cannot stay in this school with out becoming a leader. They value it very high. Last year for example, I was having some personal problems so I was called by the principal where she asked me about what's going on with me and that she expects me to have an initiative and have a say in school decisions. They run so many projects that any teacher can find a place to practise and acquire leadership skills...they make sure that you are involved in at least one of those projects and they do support you a lot ...so you grow to become a leader.."(CT2)

" Most teachers are leaders in this school. It's a school policy that teachers should be independent and are requested to have a strong initiative. They emphasize that policy in practice by running so many projects in the school so that every member in the school would have a room for getting enrolled in leadership. Teachers are held responsible and accountable for such roles. Any thing you do shows up by the principal. Teachers are encouraged to be the best they can be. According to the school the best of what a teacher can be is to be a leader in her domain."(CT4)

Emerging Themes from Coordinator Interviews

Table 4.18: Themes Emerging From Coordinator Interviews about the Opportunities Offered by Schools for Teachers to Acquire Leadership Skills.

	Emerging Themes		Responses			
	Categories	Sub-categories	School A/7	School B/7	School C/7	Total /21
1	School is unaware of this concept, yet its policies block the way in front of providing opportunities for teachers to acquire leadership skills.	☒ <i>teachers are expected to follow rigid school hierarchy and bureaucracy</i>	5	1	0	6
		☒ <i>teachers are not allowed to participate in decision-making</i>	5	1	0	6
2	School is unaware of this concept and is neutral towards it	☒ <i>as long as any teachers' acts don't upset parents, then the school has no problem</i>	2	6	0	8
		☒ <i>the leadership style of the coordinator of the department determines whether teacher leadership will flourish or not</i>	1	6	0	7
3	School recognizes the importance of opening chances for teachers to acquire leadership skills.	☒ <i>school considers teacher leadership as a criterion of teacher effectiveness</i>	0	0	7	7
		☒ <i>school pushes teachers to participate in leadership via the process of cyclical coordination and several other opportunities</i>	0	0	7	7

Theme (1) : School is unaware of this concept, yet its policies block the way in front of providing opportunities for teachers to acquire leadership skills.

Some coordinators confessed that their schools were unaware of issues that related to teacher leadership. However, school policies and requirements inhibited teachers from playing such roles. Justifications included the rigid school hierarchy and bureaucracy which prevents them from having a say in what takes place in the school.

” They [teachers] are not able to establish what they have inside them... because there are a lot of restrictions that would make the teacher think a lot before trying out new ideas... Teachers should do lots of calculations before that...If we are to assume leadership, it would be limited only to specific tasks in her classroom only but not outside its boundaries...a teacher has no say in any thing in the school...there are so many obstacles that would confront this and it is not intentional, really...when the leadership style in the school is hierarchal, automatically the leadership in front of lower levels of the school pyramid will be inhibited....”(AC2)

” ...but I don't think that the school is aware of this concept. The school should promote chances and instances where teachers may show to what extend they can lead, to what extend they can be held responsible, to what extend they can solve problems...It's a matter of providing them with chances...the school seems to be unaware of the importance of this thing and if it happens that a teacher tries to play a leadership role, there are so many obstacles that

would confront her and these are very many...the coordinator...the principal...even school policies and routine....you know leadership for teachers is an educational decision that the school should have a vision of, if it wants it to be established in the school...”(AC3)

Theme (2) : School is unaware of this concept and is neutral towards it.

A sub-set of the interviewed coordinators explained that though their school was unaware of issues that related to teacher leadership, school policies did not inhibit it except in well-known instances. These were two types of instances. The first was related to parents. It was very important that parents are not bothered or annoyed. The other was related to the leadership style of the coordinator.

” Well, I am not sure if they are aware of this concept, but I am acting as a leader in my department and with my teachers. The principal has set of tasks that she wants me to carry on. She doesn’t ask about the process but rather about the result. Some coordinators might act as dictators to fulfil those tasks, others might act as leaders. Being concerned with the result, I don’t think the administration is encouraging or discouraging leadership but is rather neutral towards it.”(BC7)

” I am a coordinator who believes in teacher leadership and encourages teachers to adopt it. I push them to try out things they believe in and provide them with the support needed to carry that out, but this doesn’t spring out of the school policy...the school is totally unaware of it....as a coordinator I am encouraged to practice leadership. This springs out of their inability to cope with the so many tasks the administration is supposed to carry. For this reason they have allowed a room for us to share them their authorities.Teachers who would like to practice leadership are not inhibited unless a parent complains about her practices....“(BC4)

Theme (3) : School recognizes the importance of opening chances for teachers to acquire leadership skills.

One sub-set of coordinators explained that their school was aware of the importance of teacher leadership. Because of this the school works hard to secure the opportunities for all teachers to play leadership roles. This takes place by securing a lot of projects so that every teacher carries a responsibility and is supported by the principal in that. Another issue is emphasizing the collegiality between coordinators and teachers and minimizing the distance between them. This is made so by allowing cyclical coordination in school. By this, the coordinator of a given year will be supervised by another colleague the other year. This helps the establishment of trusting relationships among members of the school.

” I am a friend to my teachers and not superior to them in no aspect except that I report what we have decided together to the school principal. We enjoy mutual trust in this school..... At any rate, coordination is cyclical in the school. This year I am the coordinator; the next year my colleague is the coordinator and so forth. This pushes us to really deal on collegial basis yet do that professionally.”(CC1)

” Leadership is highly appreciated, valued and encouraged in the school. They actually push every member in the school and not only me or other coordinators to practice it but rather all other teachers. They have so many projects running that every school member is encouraged to practice leadership in some kind of area. The administration encourages us to take a very active role in the making, in the shaping, in the forming of the curriculum and the assessment policies.”(CC3)

Emerging Themes From Principal Interviews

Table 4.19: Themes Emerging from Principal Interviews about the Opportunities Offered by Their Schools for Teachers to Acquire Leadership Skills.

Offered by Five Schools for Teachers to Acquire Leadership Skills.						
	Emerging Themes		Responses			
	Categories	Sub-categories	School A/7	School B/7	School C/7	Total /9
1	Teacher leadership is expected to be built by coordinators.	<input checked="" type="checkbox"/> coordinators must model effective leadership skills	3	3	3	9
		<input checked="" type="checkbox"/> coordinators must share their teachers in decision-making	3	3	3	9
2	Teacher leadership is a responsibility of the principal.	<input checked="" type="checkbox"/> school adopts cyclical coordination	0	0	3	3
		<input checked="" type="checkbox"/> school secures so many projects so that teachers may practise leadership	0	0	3	3

Theme (1) : Coordinators are responsible for building teacher leadership in schools.

One sub-set of the interviewed principals considered the establishment of teacher leadership as a coordinator task. Coordinators in these schools were expected to train teachers to acquire leadership skills. This could be by modelling leadership skills them selves. These include: listening well and communicating effectively with them. Coordinators are also expected to share their teachers in decision-making and delegate tasks to them.

” Coordinators in schools are expected to distinguish and develop teacher leadership in the school. They are supposed to train teachers on all the tasks that they carry themselves. They should delegate tasksThey should be able to listen well to them because only by listening they can guide them to attain leadership. They should communicate well

.....Another point is that they should share their decisions that relate to their classes and even to the whole department.”(AP2)

” The school helps build teacher leadership via the coordinators. Coordinators are there to make sure that a concept is being given in a parallel way. But every teacher should be working differently context wise. Those coordinators who understand and carry this are usually able to generate teacher leadership. They ought to supply teachers with some freedom so that they might grow.(BP3)

Theme (2) : School is supposed to offer teachers with chances to acquire leadership skills.

One sub-set of the interviewed principals considered the school to be responsible for training teachers at acquiring leadership skills. They explained that they relied on two things, adopting cyclical coordination, which has been fully described earlier, as well as running so many projects at a time. By this every teacher may carry out a responsibility. All these principal initiated structures in the school help its members build together trusting and respecting relations.

” The school should secure so many learning projects so that every teacher has a place in this school to practise leadership and she/he is pushed and encouraged to do that. Every teacher should be given a responsibility and is supported to succeed in it....we don't rely solely on coordinators to promote teacher leadership in teachers, principals and the school policy should secure that...”(CP3)

” Like I told you, leadership skills are embedded in every single human being in this life. Every person has the potential to lead provided that you provide that person with a room to acquire and practice such skills. In my school, the coordination is cyclical, every year one of the teachers is the coordinator, so this is an excellent place for him/her to practice leadership. Moreover, we do ask and urge our coordinators to come up with decisions based on their team or department, and we do have so many projects taking place in the school all through the year. All these are invitations for teachers to practice teacher leadership. With all these opportunities I do believe that the majority of teachers in this school are leaders, trust each others, respect each others..... and I think that's why this school is considered as an effective school.”(CP3)

Implications for cultural differences among the three schools according to research question 6:

Data derived for the sixth research question helped in the building up of the portrait of the cultures of schools A, B and C. In fact, it gave the researcher insights to the role played by principals in shaping their school cultures. According to the derived data, school A inhibits the foundation of teacher leadership in it by virtue of the detailed follow up and the strict rules it puts on its teachers. Principals expect their coordinators to build leadership skills in their teachers yet at the same time ask them to follow them in the details of their work.

Not only this, they follow coordinators in the details of their work and ask them to report what they intend to do and seek permission for that. This leads the researcher to believe that principals of this school do not distribute leadership and take no effort to do so. They do not seem to support a shared sense of purpose and networks of professionals who share problems, ideas, materials, and solutions. Contrary to this they contribute to the segregation among school members who occupy formal leadership roles and those who don't. Thus, the culture of school A may be described as being a non-collaborative one according to several studies such as that of Fullan and Hargreaves (1991).

As for school B, the researcher finds herself more inclined to consider its school culture as being non-collaborative and 'ambiguous' though it doesn't put strict rules to be followed by its members. The reason underlying this belief relates to the fact that teachers in this school are not allowed to participate in decision-making at the school level. They are not allowed to communicate openly with school principals even in vexing problems unless they discuss it first with their coordinators. Though they are left free to work out whatever they wished to carry in their classes, this doesn't indicate that collegiality is happening and taking place. What makes the researcher say so the fact that principals did not create the structures with in which collegiality and professional dialogues may take place. The feeling of well-being may not be always attributed to the fact that collegiality and collaboration are taking place.

Finally, data derived for this research question helped the researcher provide confirmation about the collegial culture of school C. In this school the principals considered themselves as being the ones responsible for ensuring the existence of instances within which teachers may practise leadership. For this reason they have initiated the structures within which

teachers can share in decision-making and leadership. These structures included workshops, professional events, conferences, committees and others. Collaborative relationships are enabled by recognizing the varied roles served by individuals of the learning community and trusting relationships built by the principals.

Conclusion

Data collected from the three parties of the school seem to provide very rich information regarding school cultures in which teacher leadership may be established and nourished. The interviews conducted with teachers and coordinators helped the researcher gain plural empathetic understanding of several cultural aspects of their schools. First the sphere of influence of teachers whether they occupied formal leadership roles or not was detected via their responses. The sphere of influence of teachers and coordinators of school A seems to be very limited. In fact, in this school teachers and coordinators seem to act as controlled technicians or robots that have been computerised to function in accordance to school cultural norms.

Teachers and coordinators of school B, however, seem to enjoy a less limited sphere of influence. They seem to act as semi-autonomous professionals who are freed in their work that relates to students as long as it doesn't conflict with parents' will. Teachers and coordinators of school C seem to be acting as professionals within an overarching culture of trust and respect. Finally, the interviews conducted with principals helped explore the beliefs they held towards teachers acting as leaders as well as the efforts they were putting in order to impact their school cultures and hence turn them into ones where teacher leadership is valued.

However, despite all of the above the collected data from the three interviewed categories seem to converge at some issues and diverge at others. This will be recapitulated per each category of the interviewed sample.

Teachers

First, most teachers considered teacher leadership as a mandatory practise with in the classroom, a tool for improving schools and possessing an effect at ensuring a positive school atmosphere. However, teachers of schools A and B restricted it to higher formal positions in

the school. Second, the tasks attributed to teachers of school C do not seem to localize the sphere of influence of teachers within the classroom. This is contrary to teachers of schools A and B where the sphere of influence of such teachers doesn't seem to go beyond the boundaries of their classrooms. Teachers of school A seem to be strictly followed up by higher authorities (coordinators) in the school hierarchy. Teachers of school B seem to be less bound to such authorities, while teachers of school C seem to be the least bound. Third, teachers of school C were able to describe themselves as leaders in their schools. The majority of teachers of schools A and B did not. Fourth, teachers of both schools A and B considered their school to be unaware of the concept of teacher leadership; however, those of school A claimed that school policies blocked the path in front of the establishment of teacher leadership. Teachers of school B considered such policies to be neutral against the establishment of teacher leadership. Conversely, teachers of school C assured that school policies paved the way towards the establishment of teacher leadership.

Coordinators

First, most coordinators from the three schools considered teachers to be the leaders of their classrooms. Most of them also considered teacher leadership to be a positive contributor to the school atmosphere and a catalyst for school improvement. However, coordinators of school C were the only ones who did not limit it to classroom practices. Second, the sphere of influence of coordinators in all schools seem to expand beyond classrooms and reach the level at which they impact school decisions. However, coordinators of school A were less reluctant to ensure this last point and attributed it to authoritarian forms of principalship. Despite this, the majority of all interviewed coordinators exhibited a self-image of a leader for themselves. Finally, parallel to teacher responses, coordinators of both schools A and B explained that their school was unaware of the concept of teacher leadership. However, coordinators of school A considered their school policies to block the way in front of the establishment of teacher leadership especially those who do not fill formal leadership positions. Coordinators of school B described that their school policies were neutral towards the establishment of teacher leadership. The policies of school C, according to its coordinators, seem to promote teacher leadership effectively.

Principals

First, all principals of the three schools confirmed that teacher leadership ensures better student learning. The majority of these principals considered it to be a positive contributor to the school atmosphere; has the effect of creating student leadership in schools and did not restrict it to classroom practices. Second, principals of schools A and B explained that teacher leadership might take act only through coordinators. However, principals of school C assured that teacher leadership is one of the tasks that principals should carry on in schools. This is in line with their statement of their belief in delegation of tasks to teachers. Principals of schools A and B, on the other hand, explained that such delegation need to be fully supervised by coordinators.

INVESTIGATING TEACHER LEADERSHIP IN THREE PRIVATE K-12 SCHOOLS IN BEIRUT

CHAPTER V

ANALYSIS OF DATA

Introduction

The purpose of this study was to examine teacher leadership in three selected private K-12 schools in Beirut, Lebanon. Data from 51 semi-structured interviews conducted with teachers, coordinators and principals from these schools was derived. The purpose of this chapter is to present discussions, implications and conclusions regarding these findings that have been fully described in chapter four.

Analysis, Synthesis and Discussion of Research Findings

Research Question 1: What do teachers/coordinators and principals understand by teacher leadership?

The purpose underlying this research question was to gain plural empathic understanding about the concept of teacher leadership, which has not been addressed earlier in Lebanon. Following is an analysis of data derived for this research question compared with the views of other research carried out on this topic.

Interviews conducted in this study have shown that, theoretically speaking, participants realize the importance of not having leadership restricted to single figures in schools. Leadership has been attributed by most interviewed teachers, coordinators and principals to be an inevitable practice in classrooms. There seem to be an implicit realization that improving instruction requires an emphasis on the complex idea of distributing leadership so that multiple individuals at different levels of the organization would share it. It is viewed in terms of cumulative activities of a broad set of leaders, both formal and informal; within the school (pp. 89-95). It has been also related to effective learning practises and as a tool to secure school improvement. In most cases, this has been attributed to the fact that teachers,

because they have daily contacts with learners, are in the best position to make critical decisions about curriculum and instruction.

This is very much parallel to the literature reviewed earlier such as the work of Katzenmeyer and Moller (2001) and Gehrke (1991) who considered teacher leadership as an inescapable role for teachers in classrooms.

Another common emerging theme from the interviewed participants is that teacher leadership has a very strong potential for creating a positive school culture (p.90). Positive school culture has been discussed in the literature reviewed in terms of exhibiting the core values of collegiality, performance, and improvement that engender quality, achievement, and learning (Deal and Peterson, 1998). This has been attributed to the fact that teacher leaders share a common ethos of caring and concern and commitment to help students. This pushes them to pour their hearts into teaching. In such an atmosphere, teachers exhibit a passionate professionalism and enjoy extensive opportunities for collegial dialogue, problem solving, and community building. The culture encourages teacher commitment to continual instructional development and design. This reinforces a climate of dedication to excellence and allegiance to learning. The end product is the creation of a professional learning community where school culture becomes a motive for every member of the school to learn (p.92). In other words, most of the interviewees, of all categories, considered teacher leadership to be an essential classroom practise that has the effect of improving learning and the school as a whole by ensuring a culture of learning and collegiality.

However, there have been some other different perspectives in conceptualizing teacher leadership in the same school as well as across the three selected schools. For example interviewed principals seem to have a strong belief in teacher leadership minimally at the classroom level and would consider it to be taking place inevitably (p.99). Their definitions of teacher leadership seem to reflect a lot of parallelism with those cited in the literature reviewed. They talk about teachers as being agents of encouragement for their colleagues the same way as Wasley (1991) describes them. They describe teacher leadership as essential in classrooms and a vital aspect outside it. This is parallel to teacher leadership definitions that appear in the works of Katzenmeyer and Moler (2001) or Gehrke (1991). They address teacher leadership in terms of collaboration among teachers in a very similar manner to that of Boles and Troen (1994) and Little (2000).

Principals go further to consider teacher leaders as the ones who affect the culture of their schools. Their description of teachers acting in this sense seem to overlap effectively with that of teachers described in the work of Lieberman et al. (2000). Such practises enable them to promote their own professional growth as well as that of their colleagues; a point that is well discussed in the work of Sherill (1999). One of the consequences of having teachers more inclined to grow professionally is to adopt an ethos of care for their own learning as well as that of their colleagues and students. They describe that the end product is to create an atmosphere of continuous learning that dominates the school culture. They describe professional learning communities in schools without naming it in most cases. This is also similar to the literature on teacher leadership, which considers it as a tool for the creation and promotion of teacher leadership. Examples include Katzenmeyer and Moller (2001) as well as Silins and Mulford (2002). The result is a belief in the fact that teacher leadership would provide chances for school improvement. Again this is a point that has been cited in the literature of teacher leadership in the work of Crowther et al. (2000).

However, principals of schools B and C seem to share a lot of commonalties. The principals of school A, on the other hand deviate from those of the other two schools. The principals of school A seem to have no clear vision that teacher leadership may be practised out side the boundaries of the classroom, and only attribute teacher leadership to higher positions in the school such as coordination. This unclear vision of teacher leadership in school A, could be related to the definitions provided by coordinators as well as teachers in this same school. Referring back to Table 4.3 of this document, the reader may note that four out of the seven interviewed coordinators of school A declared that teacher leadership may not practised except if the teacher was a coordinator and none of them accepted teacher leadership beyond classroom practices. This might be also related to teacher interviews where six out of the seven interviewed teachers of school A restricted teacher leadership to teachers who are coordinators. This can be noted in Table 4.2, which also shows the impact principals have on the culture of schools and the values then held by staff in that school.

Similarly there seem to be quite a remarkable alignment between the definitions provided by principals, coordinators and teachers about teacher leadership in school C. In fact, Tables 4.2, 4.3 and 4.4, show that all interviewed principals, coordinators, and teachers assured that teacher leadership may be practised within and outside the classroom. Probably the clear

vision of teacher leadership in this school guided its entire members to adopt this same vision. An issue that poses itself yet it might not be addressed at this stage is the relation between the leadership style of principals and the adoption of the vision of teacher leadership by members of the school at all its levels. This could be related to the literature reviewed on principals as the ones who create organisational cultures. In fact, the findings seem to converge with the works of Romanish (1991) and Senge(1990) where the culture created by principals seem to promote teacher leadership.

In between schools A and C lies school B. Tables 4.2, 4.3 and 4.4, show that principals seem to adopt a clear and focused vision of teacher leadership that is quite similar to the one reviewed in the literature of teacher leadership. However, that vision does not seem to be the same one adopted by either their coordinators, or their teachers. This can be related to McLaughlin (1993) and Huberman (1990) who explain that departmental subcultures do exist in schools and seem to be more dominant than that created by the principal.

In fact, only one of the seven interviewed coordinators seems to accept leadership roles for teachers beyond the boundaries of the classroom. Parallel to this, six out of the seven interviewed teachers in this school seem to relate leadership roles with higher positions in the school hierarchy such as acting as a coordinator or a principal. Again questions arise about the discrepancy that exists between the vision of teacher leadership on the behalf of the principals of school B as compared to that of their coordinators and teachers.

Table 5.1: Comparison between Teacher Leadership Definitions Cited in the Literature Review Versus Definitions Obtained From The Interviewed Sample

Characteristics	Original Author	Appearance in Harris & Muijs (2002)	School (C)		School (B)		School (A)		TOTAL					
			P	C	T	P	C	T	P	C	T	P	C	T
Teacher leadership is concerned with empowering teachers	Smylie (1995)	p.3	0/3	0/7	0/7	0/3	0/7	0/7	0/3	0/7	0/7	0/9	0/21	0/21
Teacher Leadership is about influencing colleagues.	Wasley (1991)	p.4	3/3	7/7	7/7	3/3	3/7	1/7	1/3	2/7	1/7	7/9	10/21	9/21
Teacher leaders may practice leadership outside their classrooms.	Katzenmeyer & Moller (2001)	p.4 - 6	3/3	7/7	7/7	3/3	1/7	0/7	2/3	1/7	0/7	8/9	9/21	7/21
	Gehrke (1991)	p.4- 5- 6												
	Ash & Persall (2000)	p.6												
Teacher leadership results in the generation of a professional learning community with in the school site.	Katzenmeyer & Moller (2001)	p.4 - 6	3/3	7/7	6/7	3/3	5/7	5/7	2/3	6/7	6/7	8/9	18/21	17/21
Teacher leadership is about collaboration among members of the school community.	Boles & Troen (1994)	p.4	3/3	7/7	6/7	3/3	3/7	1/7	2/3	2/7	0/7	8/9	12/21	7/21
	Harris (2002)	p.5												
	Little (2000)	p.6												
	Silns & Mulford (2002)	p.8												
Teacher leaders help build a constructivist culture in their schools.	Liberman et al.(2000)	p.6- 7	3/3	7/7	6/7	3/3	5/7	5/7	2/3	6/7	3/7	8/9	16/21	17/21
Teacher leaders are the ones who get involved in the professional growth of other teachers.	Sherill (1999)	p.6	3/3	7/7	7/7	2/3	4/7	3/7	1/3	2/7	1/7	6/9	13/21	11/21
Teacher leaders may carry on tasks that are often carried by senior leaders.	Barth (1999)	p.6	0/3	7/7	0/7	0/3	7/7	0/7	0/3	7/7	0/7	0/9	21/21	0/21
Teacher leadership ensures school improvement.	Rozenholtz (1989)	p.7	3/3	7/7	7/7	3/3	7/7	7/7	3/3	5/7	7/7	9/9	17/21	21/21
	Crowther et al (2000)	p.9												
	Leith-wood & Jantzi (1990)	p.8												
	Louis & Marks (1998)	p.9												
Teacher leadership negates hierarchical models of management.	West et al.(2000)	p.8	1/3	0/7	0/7	0/3	0/7	0/7	0/3	0/7	0/7	1/9	0/21	0/21
Harris & Muijs (2002)-English National College for School Leadership (NCSL)			Data Derived From Interviews with 7 principals, 21 coordinators, 21 teachers in three-selected private K-12 schools in Beirut, Lebanon.											

Note: In Lebanon, schools integrate the three levels; elementary, middle and secondary; together in one school system.

This explains why the number of principals interviewed per school was three.

Table 5.1 shows that many of the definitions of teacher leadership available in the literature seem to match with the descriptions of teacher leadership offered by participants in the conducted interviews. These include considering teacher leadership as not being limited to classroom practises but rather has to do with influencing others. There seems to be an agreement on the fact that teacher leadership has the potential of creating collegial cultures in schools whose end product is the generation of professional learning communities. All coordinators explained that they were carrying tasks that were once attributed to senior management. This is parallel to Blandford (1997), Dinham et al.(2000), Glover et al.(1998) or Kemp and Nathan(1989) whose work has been discussed in the literature review.

In fact, there seem to be a strong belief in teacher leadership as possessing the potential of improving schools. However, the same table shows that none of the participants explicitly mentioned empowerment as a tool for achieving this type of leadership, and only one participant addressed the hierarchal models of management as an obstacle confronting its establishment.

The above data contributes to the portrayal of the culture of each of the three schools. The rigid hierarchy governing the educational practises in school A that seems to prevent teachers from contributing to school decisions or to its professional activities pushes the researcher to consider its culture as a non-collaborative one. This is similar to non-collaborative cultures described by Fullan and Hargreaves (1991). Teachers who do not occupy formal leadership roles in the school do not have a say in any of its activities. Though principals claim that teachers do contribute to these via their coordinators, this does not seem to be the case as discussed by teachers and coordinators themselves.

As for the culture of school B, though they are freer in choosing their educational practises with their students, they too do not have a say in school decisions even the ones that impact them directly. Again in this school coordinators who are teachers occupying formal leadership roles seem to be dominant over teachers who do not occupy such roles. There seems to be a kind of well-being in the way teachers look at their school. However, this feeling of well-being does not seem to spring out of collegiality but rather out of the non-focused and the non-directive freedom they enjoy.

Finally, the members of school C seem to have an input to school decisions irrespective of the fact that they occupied formal leadership roles or they did not. Teachers seem to have joint work that reinforces collaboration and affords teachers the time to interact around problems of practise, fostering relationships characterized by openness and trust, and developing a shared purpose that is centred around student learning. These are indications of collaboration in the school culture according to many studies such as Little (1982) , Rosenholtz (1989) and Fullan and Hargreaves (1991).

Research Question 2: How do the educational practises carried by teachers in schools compare with practices attributed to teacher leaders?

Through this research question, it was intended to gain some information about the tasks teachers were carrying in schools so as to compare them with those attributed to teacher leaders according to the literature.

Several tasks have been attributed to teachers in schools. These include very common tasks such as teaching, preparing lesson plans, following up with students, carrying on playground duties, assessing students and other tasks. Those are common teacher practises that teachers whether acting as leaders or not often carry. All interviewed teachers; coordinators as well as principals have mentioned these tasks. However, all interviewed teachers added to the above list tasks that they carry towards their coordinators (p.102). Themes regarding this issue seem to be very polarized when schools A and C are compared. Again school B seems to be somewhere in the between the other two schools (p.102).

As might be noted from page 102, teachers of school A seem to be tightly bound to their coordinators. They may not perform any task unless they refer back to their coordinators. This is a school policy that needs to be fulfilled. Teachers of School C seem to be on the other extreme of the continuum of freedom of teachers in their classrooms. Such teachers are treated equally to their coordinators and they seem to deal with each other on equal basis. This is again the school policy that guides school members towards this strategy. Teachers of school B seem to be semi-bound to their coordinators. Except with tests, test results and parental meetings, teachers are free to carry on the educational practices they would like to. They are freer than teachers of school A but more bound to their coordinators than teachers of school C. In fact, practises carried by coordinators of school C seem to closely

approximate the roles suggested by the National College for School Leadership in England, NCSL (2003), which suggest that coordinators are expected to distribute leadership in their departments.

However, one teacher of school A gave a response that differed from the other responses of its category. This teacher explained that her coordinator gave her a lot of freedom in her work although this was opposite to the school policy, which urges coordinators to follow up with teachers in every single detail. She explained that this springs out of her belief that teachers should be given the freedom to decide their own educational practices. By this, she explains, teachers are more likely to work harder, be optimistic, and feel a sense of professionalism (p.105). Parallel to this, a quotation extracted from the interview script of the coordinator described by this teacher reflects similar meaning (p.110). This difference of perspective between subject areas shows that sub-cultures do exist within the framework of the school culture as a whole. This idea will be further discussed soon. This has been discussed in the literature reviewed for the purpose of this study. The reader may refer back to the works of McLaughlin (1993) , Hargreaves (1996) and Sawyer (2001).

In fact, the power of culture as a director for the practises carried by school members is quite reflected in the responses of all interviews yet this particular interview reveal the fact that variations at departmental levels may exist. It seems that departments can represent an important context for teacher leadership to be in effect. It is not meant here to generalize but rather to pose some points that might be further explored in other research studies.

Coordinators describe the tasks they carry themselves in their schools. According to all interviewees, coordinators carry very heavy loads in addition to the tasks they carry as classroom teachers. They explain that many of the tasks they carry, have been once attributed to senior leaders of their schools (p.109-110). This is in the same direction of the literature reviewed on subject leaders that appear in chapter two. In fact, Blandford (1997) explains that the role of middle managers is becoming increasingly more complex, varied and demanding; Dinham et al.(2000) admit that the scope of the tasks for which subject leaders are responsible is quite complex; Glover et al.(1998, cited in Bennett et al., 2003) explains that the work of subject leaders in schools is becoming more and more crucial.

Some of those tasks seem to overlap with those described and carried by teachers themselves while others don't. In terms of basic classroom practices, such tasks seem to overlap with those of teachers who are not coordinators. Examples include, preparing lesson plans, teaching, and assessing students. However, these interviewees explain that they are the ones who supervise the process of rewriting curricula that is usually carried by classroom teachers. They explain that they design assessment plans in light of what they view to be essential for better student learning. They explain that they allow their teachers to contribute to such practises. They initiate new programs, visit their colleagues in their classrooms to guide them towards better teaching performances. They also participate in professional development programs of their teachers. This is achieved by participating in conferences presentations and workshops, so as to help their colleagues acquire the skills needed to help students reach high standards. To summarize, Table 5.2 describes a framework into which tasks carried by interviewed coordinators may fit.

Table 5.2 : Tasks Carried by Interviewed Coordinators of the Three Selected Schools

<i>Task</i>	<i>Description</i>
Common classroom practices	These include tasks that teachers who are not coordinators also carry. They include teaching, following up students, assessing students, etc...
Improving learning and teaching	They act as proactive agents who are risk-oriented. They conduct workshops and hold conferences for the purpose of improving teaching and learning. They actually get involved with educational institutions outside the school for the purpose of creating and sustaining communities of continuous learning in their schools.
Establishing school desired culture or generating departmental sub-cultures	Coordinators seem to catalyze the realization of the culture embossed in the school vision in certain instances. However, in some instances, they seem to generate their own departmental sub-cultures.
Evaluating teachers and students	Coordinators spend a lot of time analyzing student results so as to come up with suggestions to improve learning. They also visit classroom in a dual attempt to assess student learning as well as teacher performance.

A comparison between Tables 5.2 and 2.5 shows lots of overlaps. Table 2.5 reflects tasks attributed to coordinators according to The National College for School Leadership in England, NCSL (2003). Attributes extracted from Table 2.5 that seem to overlap effectively with those of Table 5.2 include: focusing on teaching and learning, generating positive relationships, improving the environment, providing time for collaboration, engaging in the community and evaluating and innovating.

Teachers and coordinators also carry tasks towards their principals. As can be noted from Table 4.6, teachers of schools A and B seem to converge at the same theme: They don't have direct relationships with their principals. On the other hand, teachers of school C all mention that they are carrying tasks by which they refer back to their principals directly. Teachers of schools A and B explained that their coordinators acted as bridges between them and their principals. With very severe situations, where parents would be involved, those principals might send after those teachers to discuss arising issues. This can inhibit the establishment of teacher leadership according to the works of Lieberman et al. (2000) and Ash(2000).

The literature explains that one of the major barriers towards establishing teacher leadership in schools is the isolation of teachers from principalship and from each other as well as the hesitation of heads of departments (and here coordinators) from promoting a link between teachers and their principals.

It seems that coordinators in these schools seem to be blocking the way in front of the establishment of teacher leadership. In other words the leadership style of those coordinators play a crucial role at deciding whether teacher leadership would be allowed in these schools or not. This is because they constitute the link with the principalship, so they act as mini-principals with respect to their teachers. If they allow for sharing in decision-making; if they believe in communication; if they delegate tasks to their teachers, then teacher leadership would be in effect. However, if they were characterized with authoritarian leadership styles, then they would not allow for all of the previously mentioned practises.

Tables 4.5, 4.6 and 4.7 show that interviewed principals were very clear about the process with which teachers in their schools may share in decision-making. In fact all principals of the same school converged towards the same response. Principals of schools A and B seem to believe in the fact that teachers may not share in decision-making in the school except through their coordinators.

All principals of school C, seem to adopt an opposite belief. They explain that there should not be barriers confronting teachers in their attempt to suggest their ideas. For this purpose they have adopted cyclical coordination. A coordinator, who is supervising the work of a given department this year, will be supervised by his/her colleague the other year. If that

coordinator doesn't act collegially this year with teachers of his/her department, his/her colleagues would act similarly the other year. If that coordinator doesn't allow colleagues to participate in decision-making, he/she will not be allowed by those teachers the other years to participate in decision-making.

Most interviewed coordinators from all schools have reflected the fact that they do participate in the decision-making as well as in the professional growth events in their schools. This is because according to schools A and B decision-making is expected to take place via coordinators while in school C it is open for all teachers. However, teachers of schools A and B did not consider themselves to be sharing in decision-making in their schools. This is another instance that aid the argument that coordinators in these two selected schools, seem to be blocking the way in front of fostering sharing teachers in decision-making and hence forbidding one of the major roles that is attributed to teacher leaders according to the literature reviewed in chapter two.

Again the above data contributes to the portrayal of the culture of each of the three schools. In fact, both teachers and coordinators are following very rigid norms under a very strict surveillance of the principal. Teachers must seek the permission of their coordinators and coordinators must seek the permission of principals. Both teachers and coordinators attributed this to the lack of trust in their work at their school. All of these are characteristics of non-collaborative culture where trust seem to be missing (Fullan & Hargreaves, 1991; Rozenholtz, 1989).

"Trust can lead to cooperative behaviour among individuals" (Jones & George 1998, p. 531). Hart (1990) emphasizes the importance of strong relationships when he writes: "If the context in which teacher leadership takes place is important, then the relationships within that context are pivotal. Social interactions influence teacher leadership within a school more than training, experiences, personal characteristics, abilities or the formal structure within the school." (p.29).

Combs (1990) joins the two issues mentioned above by saying that "It takes lots of dialogue, thinking, trust, and guts to ensure the positive development of human beings. So trust which leads to effective dialogue, leads to positive relations. Such relations are the premises of positive and collaborative school cultures.

Trust has been defined as the glue that has the ability to hold relationships together (Bennis and Nanus, 1985; Rosen, & Brown 1996). Bennis and Nanus (1985) define trust as "... the lubrication that makes it possible for organizations to work" (p. 43). That is to say, trust is essential for bonding people together in relationships that allow them to work along the same direction and for the same shared purpose. In other words, trust is a necessary condition for successful collaboration among school culture (Hoy & Kupersmith, 1985; Tarter & Hoy, 1988; Hoy et al., 1992; Tarter et al., 1995; Hoy & Tshannen-Moran, 1999).

However, as pointed earlier, data derived for this research question show that departmental sub-cultures do exist within the framework of the culture of school A. In fact, as discussed in the literature review, researchers have depicted subcultures as detracting from strong organisational cultures (Martin,1992). Organisational culture has been defined earlier as the set of shared values, the common purpose that inform organisational members about how to behave appropriately (Sergiovanni,2000). Departmental sub-cultures seem to merge from organisational cultures via subject leaders as discussed in the literature review (Siskins, 1994). This is probably the case of school B where only one of the interviewed coordinators and one of her teachers explained that they were working opposite to the norms of the culture dominating in their school.

Two things may be concluded from the above argument. First, the decision of this coordinator to go opposite to the norms of the culture of her school probably seems to spring out of her leadership skills. This is because "the only thing of real importance that leaders do is to create and manage culture" (Schein, 1985, p. 20). This is manifested in the interview conducted with one of her teachers who assured that her coordinator enjoyed effective leadership skills. So this coordinator seems to be acting as an influential leader implementing an informal network within the school.

Second, probably because the non-collegial culture of inspection and distrust supported by school A is a strong one, this coordinator was inclined to produce a counterculture because, in promoting conformity, small variations in behaviour and attitudes become exaggerated. She has chosen to separate herself from the rest of the organisation in order to maintain her beliefs in distributing leadership and sharing in decision-making. This is parallel to Rose (1988) who proposed that when members of an organisation disagree about organization's values, or feel dissatisfied about its norms and beliefs, they tend to form smaller groups comprised of members who agree with one another. However, risk is involved when an

individual decides to go opposite to the overarching organisational culture as this might be explained in terms of being non- loyal to the organisation itself. Probably further research would be needed to investigate how this coordinator was able to initiate this counterculture in her school and whether she is being accepted by school principals or not.

The culture of school B shares some elements of that of school A. The commonality exists in the fact that teachers of this school also do not have direct access to their principals and should refer to their coordinators in issues they need to discuss. However, they refer to their coordinators in issues that relate to tests, student results and issues they wish to have it discussed with their principals. They seem to be free in their school to implement whatever pedagogy they are inclined to in their classes, provided that parents are not disturbed. The majority of the interviewees attributed this to trust, but this doesn't seem to be the case. In fact, many of the coordinators of this school explained that principals were in short of time and for this reason they delegated many tasks to them, among which dealing with teachers and their problems. However, coordinators themselves complained about the heavy loads they were carrying.

Two points are to be mentioned here. First, the freedom offered to teachers by school B does not necessarily spring out of trust but rather out of the lack of time. What contributes to this argument the fact that teachers are not supported in their school when they attempt to act as risk-takers. The evidence for this lies in the fact that teachers explained that whenever they attempted to act as risk-takers and tried to implement new things in their classes, they had to turn it over if just one parent complained about it. The literature of trust indicates that trust is accompanied with risk taking: "Companies in which workers are trusted - and trust each other - collaborate more readily, solve problems faster and take more creative risks in innovation (Costa, 1998, p.189). Several other researchers confirm this (Barlow, 2001; Bryk & Schneider, 2002;Hoy et al., 1992; Tschannen-Moran and Hoy ,1998).

It is probably for this reason that teachers don't seem to be neither cooperating nor competing against each other. This is manifested by Blase and Blase (2001) who explain that "without trust a school cannot improve and grow into the rich, nurturing micro-society" (p. 23). He explains this in terms of the lack of motivation that results from the lack of trust. This eventually leads the school culture to be comfortable with respect to its members yet not collegial since the school lacks the organisational norms that support this

collegiality as described by Lieberman & Miller (1984), McLaughlin & Yee(1988), Rosenholtz (1989) and Stallings (1987).

Finally, based on data derived for this research question, there is a stronger belief that the culture of school C is a collaborative one. Teachers equal to the coordinators, have direct access to their principals. They all believe that they are trusted in what they carrying as tasks in their schools. The tasks they carry are not restricted to routine teaching and following up their students, but rather go beyond to conduct workshops and helping other teachers. They have a say in designing the professional growth activities that target them. Not only this, but as explained earlier, coordination in school C is cyclical. This helps create an atmosphere of collegiality as explained by interviewees.

Research Question 3: Do the practises carried in schools by coordinators and principals promote teacher leadership?

Through this research question, it was intended to enumerate and analyze the practises carried by coordinators and principals in schools so as to distinguish the extent to which these practises support teacher leadership.

The findings obtained for this research question seem to overlap a lot with that obtained for the second research question of this document. The second research question investigates the extent tasks carried by teachers in the selected schools model those attributed to teacher leaders according to the literature. This research question examines the extent practises carried by principals and coordinators in schools promote teacher leadership. One possible explanation for this overlap is the fact that tasks carried by most teachers of the interviewed sample seem to be dictated by principals and coordinators. This has been explained in detail in the previous section. However, data obtained for this research question seem to provide lots of answers for questions posed in the earlier sections, which were not answered at those stages. Such questions addressed the leadership styles adopted by coordinators and principals in schools.

First, consulting Table 4.10, the reader may notice that interviewed principals from all schools converge at the same belief that coordinators play a central role at providing instances at which teachers can practise leadership. This is parallel to the literature reviewed

especially Dimmock and Lee (2000, cited in Bennett et al., 2003) and Hannay et al.(2000, cited in Bennett et al., 2003). They explain that they are the figures that allow teachers to act as leaders. This can be achieved by delegating tasks to those teachers by coordinators for this purpose. This has been exactly the same response obtained for the second research question when principals attempted to describe what tasks teachers carry towards their coordinators. This has the effect of strengthening the reliability of the research study at hand. However, some more details on delegation of tasks were distinguished here. Two out of three of the interviewed principals of each of schools A and B explained that coordinators should very well supervise such delegation.

This is another instance where the effect of subject leaders at creating the culture of their schools seems to arise. This can be one way to explain how the majority of coordinators of school A seem to follow up the details of the work of their teachers. Coordinators of school B seem to follow up partially the work of their teachers; whereas those of school C seem to give much more freedom for their teachers in their work. This can be seen in Table 4.9. This is also parallel with teacher responses, which are presented in Table 4.8. Again this is another instance where the reliability of the study is strengthened. Teachers of school A describe their practices in their school to be strictly supervised and many times, even dictated by their coordinators. Teachers of school B explain that such practises are partially followed up by coordinators where as those of school C express that they are totally free in carrying on educational tasks. Again this point reveals the power of subject leaders at creating departmental sub-cultures. This is very similar to the work of Siskin(1994) that appear in the literature reviewed.

Interviewed principals of school C seem to be creating a culture, which embraces teacher empowerment by all its meanings that have been discussed in the literature review of this paper. By empowering teachers, principals are expecting that teachers will be more committed and will work harder to ensure success. One of the interviewed principals of school C linked empowerment to trust. This is consistent with Barlow (2001) who notes that “trusted principals empower teachers and draw out the best in them” (p. 31). According to Covey (1992), “you can’t have empowerment without first having trust. If you don’t trust people you are working with, then you must use control rather than empowerment”(p.65). Briggs (1999) and Gordon (2002) make a similar point explaining that without this overarching organisational trust, an empowered environment cannot exist. Empowerment as

a result of trust has the effect, as noted earlier, to lead teachers to be more risk-oriented. In fact, they would tend to try out new things, and get inclined to innovation. Blase and Blase (2001) consider this aspect as a sign of respect for teachers as learners and as professionals whose judgment can be trusted.

Probably, this is one way for teachers to feel freer to take risks in the curriculum and to use teaching techniques that reflect their personality and style. They would be expected to be more satisfied and more successful because the principal has empowered them. Brewster and Railsback (2003) further relate this empowerment that emanates from trust to teachers' self-efficacy, considering that it has the effect of increasing teachers' self-efficacy. Self efficacy indicates the extent to which a teacher believes that he or she has the capacity to affect student learning" (Ashton et al., 1984, p. 29). Teachers characterized with a high self-efficacy tend to adopt new classroom behaviours (Rosenholtz, 1989); achieve better student results (Ashton et al., 1984); collaborate effectively; and challenge themselves at reaching the most difficult students and students at risk (Ashton et al., 1982). Though they too express their belief in delegation of tasks to teachers, interviewed principals of schools A and B, seem to accept it only through coordinators. Again this can be seen in Table 4.10.

The Literature reviewed in chapter two further supports the above argument about empowerment. This can be noted in the works of Ash and Persall (2000) , Childs-Bowen et al. (2000), and Neuman (2000). Interviewed principals of school C not only empower their teachers by delegating tasks to them, but they seem to be ready to discuss any of their concerns as they adopt an open door policy for their teachers. Coordinators do not constitute a barrier between them and their teachers. This is reflected through the responses shown in table 4.10. Tables 4.8 and 4.9 show similar responses provided by coordinators and teachers of this school.

Both categories show that they can consult their principals with whatever topic they wish to and not necessarily with parental issues as might appear in the case of schools A and B. This could play a critical role at de-emphasizing status differences between all teachers, leading them to sense equality among professionals. This has been considered one of the essential issues for teacher leadership to flourish in schools according to the literature review. They seem to encourage or build trust by personally modelling openness in all interactions with all teachers.

This is parallel to Tschannen-Moran and Hoy (1998) who explain that "trust in the principal is determined primarily by the behavior of the principal" (p. 348). Building trust requires effective communication. As Lambert (1998) notes, "Trust is built and experienced within the context of multifaceted communication systems.... [which] needs to be open and fluid, include feedback loops, and be practiced by everyone in the school" (pp. 79–80).

According to the literature reviewed, empowerment has been associated with trust. This can be seen in the works of Davis(1998) and Terry (1999). However, both empowerment and trust were attributed to leadership characteristics of principals according to so many researchers as discussed and this chapter as well as in the literature review. These include Murphy(1997), Zand (1997), Johnson (1998), Leithwood and Reihl (2003) and several others. Parallel to this one, the emerging themes under this research question include the leadership skills modelled by principals as well coordinators.

In fact, all interviewed coordinators of school C have described the leadership skills of their principals in terms of sharing. Coordinators of schools A and B had responses that included authoritarian leadership, shared leadership styles as well as no clear leadership styles. Table 4.9 may be consulted for this purpose.

Many of the characteristics that were attributed to principals by school coordinators are listed in Table 5.3.

Table 5.3: Characteristics of Principals As Described By Interviewed Coordinators

<i>School C</i>	<i>School B</i>	<i>School A</i>
Visible, Visionary	Visible	Visible
Emotionally intelligent	Clarify objectives	Do not listen attentively
Trustful, Respectful	Communicative	Do not reflect trust or appreciation
Effective Listeners and communicators	Set plans and follow it up	Not self-managed
Believe in teacher choice and discretion	Should share more in decisions	Not at equal distance from all teachers
Promote professional growth	Very pressed for time	Follow up the details of the school
Integrate collegiality	Delegate responsibilities	Lack strategic planning skills
Delegate tasks to all teachers	Lack emotional intelligence	Non-Charismatic
Boost their teachers	Should recognize teacher work more	Set strict rules and urge staff to follow them, many times by deducing salaries
Risk-oriented, Proactive	Non-Charismatic	
Are learners themselves	Solve problems independently	
Inspire a culture of learning in the school		

It is worth comparing the characteristics attributed to principals by interviewed coordinators shown in 5.3 versus the skills and attributes that distinguish leaders that appear in Table 2.1 of the literature review of this document. These include vision (Mahoney, 1990; Leithwood & Riehl, 2003), effective communication (Mendez-Morse, 1999; Leithwood & Riehl, 2003), trust (Johnson, 1998), shared leadership (Wallace & Wildy, 1995), professional growth (Leithwood & Riehl, 2003), creation of collegial culture (Deal & Peterson, 1998), delegation (Murphy, 1997), proactivity (Leithwood & Riehl, 2003) emotional intelligence (Fullan, 1998; Goleman, 1998) and others.

In fact, the above comparison enables the readers to distinguish that all the described characteristics gathered for principals of school C are subsets of the whole set of characteristics that characterize effective leaders. Principals of school C have been described as the ones who have very clear vision of every task they would hand to you. This was opposite to the characteristics described for principals of schools A and B. It seems one common descriptor in findings for them is the lack of clear goals that would guide the whole school effectively. A large amount to the descriptions provided seem to rotate about interpersonal skills of the principals which include their abilities to listen attentively, communicate effectively, integrate collegiality, reflecting trust, respect and appreciation. These features seem to be vague in the responses of coordinators of school B and almost reversed responses are obtained in the case of school A.

According to the literature reviewed, principals of school C enjoy many of the characteristics that normally characterize transformational leaders. This can be viewed by comparing Tables 5.3 and 2.2. This is based on the inclination of these principals to act as motivators for their teachers, heading towards teacher satisfaction and a greater sense of achievement. They reflect trust, concern and facilitation rather than direct control. Such features do not seem to be fulfilled in either of the cases of schools A and B. Transformational leadership has been recognized in the literature reviewed such as Leithwood et al. (2000) as a keystone for empowering teachers and distributing leadership. Teacher leadership is one form of distributed leadership described.

Teachers who were interviewed for the purpose of this study enumerated also several characteristics for their principals as well as for their coordinators. The characteristics of principals elicited by teachers are listed in Table 5.4.

Table 5.4: Characteristics of Principals As Described By Interviewed Teachers

<i>School C</i>	<i>School B</i>	<i>School A</i>
Visible, Visionary Believe in teacher potentials Delegate responsibilities Emotionally Intelligent Trustful, Respectful Effective Listener and communicator Believe in teacher choice and discretion Promote professional growth Integrate collegiality Risk-oriented, Proactive Are learners themselves Inspire a culture of learning in the school	Not visible Do not have a clear vision Should allow for more communication Must be ready to listen better Should share teachers in decisions Very pressed for time Lack emotional intelligence Good at planning Do not contribute to school culture Should recognize teacher work more	Visible Listen with deaf ears Do not reflect trust or appreciation Treat teachers inequitably Not self-managed Emphasize competition Do not emboss a clear vision Not at equal distance from all teachers Follow up the details of the school Lack strategic planning skills Create a culture of fellowship Create problems upon attempting to solve problems Set strict rules and urges staff to follow them, many times by deducting salaries

Table 5.5 below, lists the characteristics that were offered by interviewed teachers describing the characteristics of their coordinators.

Table 5.5: Characteristics of Coordinators As Described By Interviewed Teachers

<i>School (C)</i>	<i>School (B)</i>	<i>School (A)</i>
Visible Emotionally Intelligent Trustful, Respectful Effective Listener and communicator Believe in teacher choice and discretion Promote professional growth Collegial with teachers Risk-oriented, Proactive Are learners themselves Delegate tasks very freely and openly	Not Visible Have clear goals Communicative Must be ready to listen better Should share teachers in decisions Very pressed for time Lack emotional intelligence Should reflect more teacher appreciation Collegial with teachers Do not delegate tasks openly	Visible Do not reflect trust or appreciation Dictate instructions to be carried in classes (no delegation of tasks) Not at equal distance from all teachers Follow up the details of teacher work Puppets in the hands of principals Expect fellowship from teachers Act from above

Comparing Tables 5.3 and 5.4 reflects convergence of responses regarding the characteristics that may be attributed to principals of school C by both their coordinators as well as their teachers. Again, the comparison of both Tables 5.3 and 5.4 with Table 2.1 of the literature review, reflect that these characteristics are often attributed to effective leaders in schools. However, the characteristics provided by teachers of schools A and B seem to further diminish the attributes that belong to Table 2.1. One possible justification that might pull the threads of findings together may be made at this point. Because coordinators act as bridges between teachers and their principals in these schools, principals seem to be less interactive with these teachers and hence such teachers do not sense the qualities enjoyed by their principals. This being the case would constitute a barrier confronting the establishment of teacher leadership in schools according to the reviewed literature especially Lieberman et al. (2000).

The above argument is only one possibility; another possibility can be also made. Principals of schools A and B could be modelling different leadership qualities with coordinators versus teachers. With coordinators, because of the critical roles they are playing in the school, they seem to be more collegial and more open to communication. Teachers, on the other hand, are less critical to these principals in terms of the fact that they don't carry on tasks that are usually attributed to senior leaders. For this reason they might be dealing differently with them as opposed to the way they deal with coordinators. This in itself could be a possibility for hindering the establishment of teacher leadership according to Katzenmeyer and Moller (2000).

A third possibility is that because these coordinators are acting as bridges between principals and teachers in these schools, they could be mirroring their principals in terms of their own personality and their own perspective. The leadership style of the coordinator could be playing a larger part at this stage because with more authoritarian coordinators, even the image of the principal may be imposed. This seems to contradict with Ash (2000) who explains that head of departments should act as leaders of leaders and promote autonomy of teachers with whom they work, if teacher leadership is to be established. It fits with other views of middle leaders as promoters of principals' policies in schools. This can be referred to in the literature reviewed such as Brown et al.(2000) or Brown and Rutherford(1998).However, all of the above remain possibilities that would require further research in order to be accepted or rejected.

Similar findings may be seen when Tables 5.5 and 2.1 are compared. Coordinators of school C seem to enjoy a lot of the characteristics that are usually attributed to leaders. As far as coordinators of school B are concerned, they seem to be described with more effective leadership skills as compared to those provided by the same teachers for their principals. However, coordinators of school A are described in terms of equal characteristics as their principals. One probable justification for this might be earned from the findings obtained for the fifth research question where teachers and coordinators explain whether principals of their schools were aware of the importance of teacher leadership or not.

The leadership characteristics of the principals discussed above further provide insights to the cultures of each of schools A, B and C. As shown above principals and coordinators of both schools A and B do not seem to possess the skills that are often attributed to leaders

according to the literature from the eyes of their teachers. However, those of school C were described by teachers to possess very effective leadership skills.

According to the reviewed literature presented in Table 2.1, effective school leaders develop the skills and talents of those around them and share them in decision making. They ensure that all school members are engaged in a common goal and moving in the same direction as they possess a clear vision of where the organisation is heading to. For this purpose, they nurture and support a learning community that promotes the continuous growth and development of individuals who acknowledge and share responsibilities for high academic achievement of all students. Bryk and Schneider (2002) explain that effective school leaders "values [teacher] efforts and sense their good intentions" (p. 129) indicating that effective leaders are the ones who can embrace and implement the motto that "teachers can and should be trusted to do what is best for students" (p. 33).

According to the above argument, ineffective leaders fail to share others in decision-making, do not engage school members in a common goal, and do not support a community of continuous growth and development of its individuals and fail to trust members of their organisation. This leads the researcher to assert that the cultures of schools A and B are non-collegial where as that of C is.

Research Question 4: What images do teachers, coordinators and principals hold for themselves as leaders?

This research question intended to portray the picture of the leader embedded in teachers, coordinators and principals as drawn by themselves.

Eight out of nine of the interviewed principals expressed that they indeed considered themselves as leaders in their schools. Only one principal did not accept the title of a leader for herself, she preferred the title of a manager. This can be seen in Table 4.13. The majority of the interviewed coordinators viewed themselves as leaders. Actually, only two coordinators did not hold for themselves such images. Table 4.12 may be consulted for this purpose. Though more than half the interviewed sample of teachers considered themselves as leaders, only six teachers considered themselves as leaders in the whole school and whose leadership role is not restricted to classroom practices. All of these six teachers belonged to the same school, which is school C. Again this can be noted in Table 4.11 of this document.

Principals, who considered themselves as leaders, attributed this to a set of characteristics which, in their opinion portray leaders. These included; being visible, being effective at setting plans, acting as role models, involvement in the development of curricula, providing vision for the school, sharing others in decisions, influencing others, securing a collegial atmosphere in the school, possessing effective social and interpersonal skills, and supporting collaboration. These characteristics seem to overlap effectively with the characteristics of transformational leaders provided by Mulford and Silins (2001). Principals also explained that they actually modelled the desired behaviour that they considered desirable to achieve the school goals. This is parallel to what is recommended by Farber (1991) so that principals would be indeed fostering teacher leadership. Two of these principals recognized empowering and encouraging others as essential characteristics for considering themselves as leaders in their schools. They recognized the importance of being actively supportive, motivating, caring, encouraging, challenging and confrontational as well. Several of these issues appear in the literature such as that of Lucas et al. (1991) and McKeena (1990).

The above characteristics provided by principals for themselves are compared and contrasted with those that have been provided by their teachers in Table 5.4. This comparison is presented in Table 5.6.

Table 5.6: A Comparison between Self-Generated Images of Principals and the Characteristics of These Principals As Described By Their Teachers

<i>Characteristics of Principals Extracted From Self-Generated Images of Principals Who Considered Themselves As Leaders</i>	<i>School (A)</i>	<i>School (B)</i>	<i>School (C)</i>
Being visible	✓	✱	✓
Planning Skills	✱	✓	✱
Acting as role models for their teachers	✱	✱	✱
Involvement in curriculum development	✱	✱	✓
Providing clear vision	✱	✱	✓
Sharing in decision-making	✱	✱	✓
Influencing others	✱	✱	✓
Integrating collegiality and supporting it	✱	✱	✓
Demonstrating effective social and interpersonal skills	✱	✱	✓
Empowering teachers	✱	✱	✓
Motivating teachers	✱	✱	✓
✱ = feature was not mentioned ✓ = feature was mentioned			

The above table shows parallelism between the self-generated images of interviewed principals of school C and the characteristics of these principals provided by their teachers. However, there seems to be quite a large discrepancy in the findings in the case of schools A and B. One way to interpret this discrepancy is to attribute it to the fact that the relationship

between teachers of schools A and B with their principals is not direct and is funnelled via their coordinators. This is opposed to the very strong and direct relationships enjoyed by those of school C. Such relationships have been described in details in the previous section of this document.

The discrepancy described above for schools A and B could but does not necessarily mean that those principals hold false self-images for themselves. Coordinators in these schools could be acting as a hurdle that prevents teachers from viewing the real images of their principals. This has been also discussed in the earlier section. However, this does not negate the possibility of having principals hold a false image for themselves as leaders. To reach a consensus, a comparison between descriptions provided by coordinators for these principals listed in Table 5.3 and the principals' self-generated images might be useful.

Table 5.7: A Comparison between Self-Generated Images of Principals and the Characteristics of These Principals as Described by Their Coordinators

<i>Characteristics of Principals Extracted From Self-Generated Images of Principals Who Considered Themselves As Leaders</i>	<i>School (A)</i>	<i>School (B)</i>	<i>School (C)</i>
Being visible	✓	✓	✓
Planning Skills	✓	✓	✱
Acting as role models for their teachers	✱	✱	✓
Involvement in curriculum development	✱	✱	✓
Providing clear vision	✱	✓	✓
Sharing in decision-making	✱	✱	✓
Influencing others	✱	✱	✓
Integrating collegiality and supporting it	✱	✱	✓
Demonstrating effective social and interpersonal skills	✱	✓	✓
Empowering teachers	✱	✱	✓
Motivating teachers	✱	✱	✓
✱ = feature was not mentioned ✓ = feature was mentioned			

Table 5.7 shows two things. First, coordinators of school C seem to describe their principals the same way those principals described themselves. However, again coordinators of schools A and B seem to provide characteristics that deviate from the ones provided by principals themselves. Second, a comparison between Tables 5.6 and 5.7 shows that a similar gap exists between how teachers as well as coordinators describe their principals versus the characteristics of principals obtained from their own self-generated images.

One probable interpretation is to think that these principals seem to hold ambiguous images for themselves as leaders in the sense that they don't seem to know themselves well. In fact,

the knowledge of one's self is a characteristic of leaders. So if those principals were not effective leaders, then it is very much probable that they hold for themselves untrue and ambiguous self-images.

A possible consequence of this ambiguity in the self-generated images of school principals as leaders is to fail at enabling their teachers as well as coordinators of their school to conceptualize teacher leadership meaningfully and in the same way they view it. This statement is made in reference to the schematic representation shown in Figure 5.1. Perhaps, because of this same reason, most teachers of schools A and B restricted their image as a leader to the boundaries of their classroom as shown in Table 4.11. The few more characteristics provided by coordinators of schools A and B could be attributed to the more open interaction with principals these coordinators enjoyed. Most of these characteristics appear Table 2.1 of the literature review.

Finally, as discussed under the analysis of this research question, school C seems to be constituted of a community of leaders compromised of teachers, coordinators and principals. This is not the case for schools A and B where leadership seems to be restricted mainly for those members of the school who occupy leadership roles. This pushes the researcher to get inclined to further consider the culture of school C to be collaborative and that of A and B to be non-collaborative. This is based on the works of Lieberman & Miller(1984), Stallings (1987), McLaughlin & Yee(1988), Rosenholtz (1989) ,Johnson (1990), Deal and Peterson(1990) , McLaughlin (1993) and Sergiovanni (2001).

Research Question 5: What advantages do teachers/coordinators and principals perceive for teachers playing leadership roles?

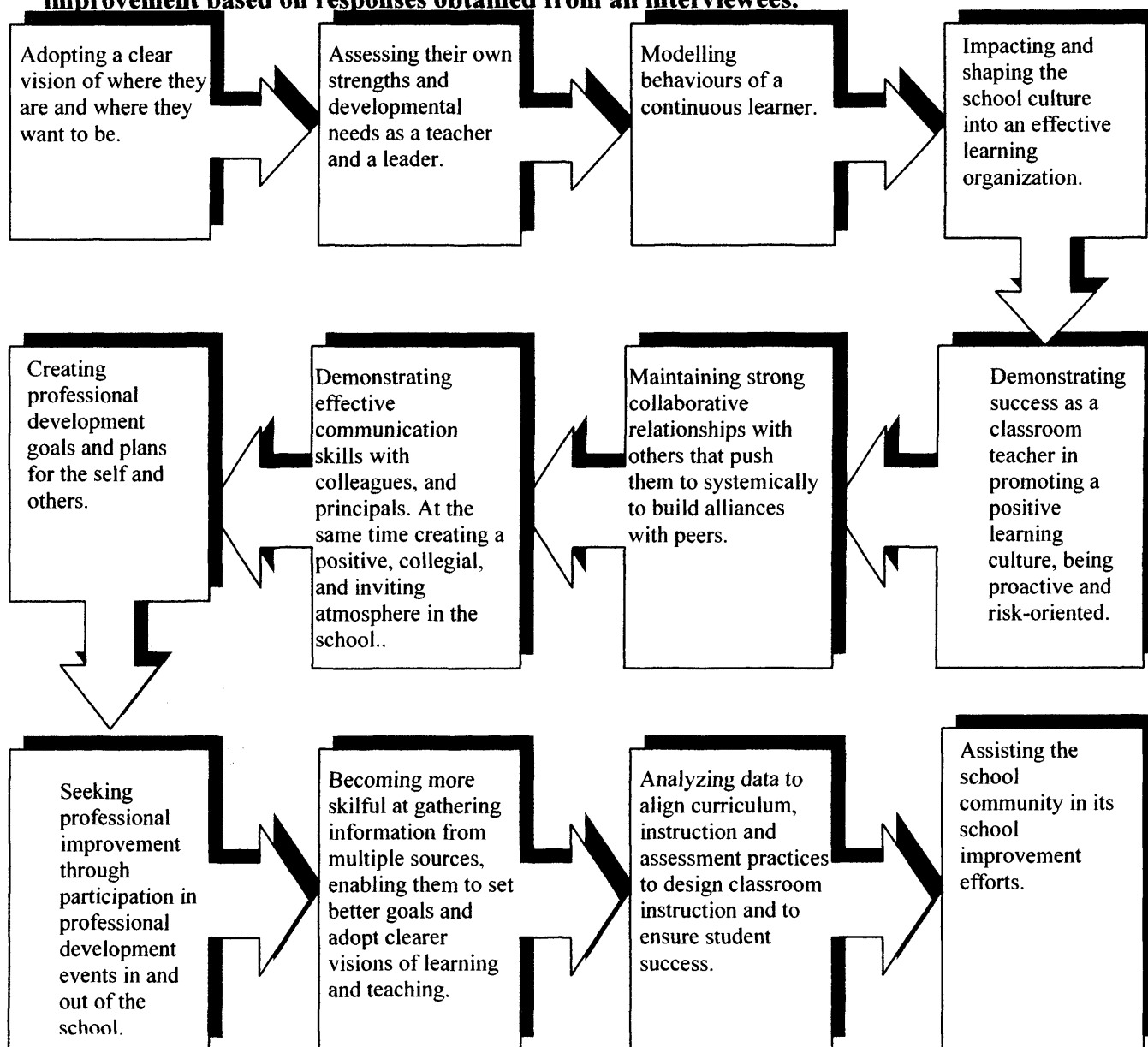
The purpose underlying this question was to distinguish the importance of having teachers play leadership roles in their schools as perceived by the different parties in the school (teachers, coordinators and principals).

Referring back to Tables 4.14, 4.15 and 4.16, the reader would notice that all participants in the study, of all categories, seem to converge at two common themes: Teacher leadership promotes school improvement as well as it ensures teacher satisfaction. These two themes are prevailing themes in the literature such as the works of Taylor and Bogotch (1994) , Ovando (1996) and Katzenmeyer and Moller (2001).

First, there seems to be a declaration from all participants that teacher leadership impacts school improvement positively. Responses obtained, focused around the power of leadership at enabling teacher leaders to acquire and enjoy a clear vision of teaching and learning, accompanied with a tendency to act as risk-takers in an attempt to search for what is best for that teaching to lead to an effective learning. This gives them focus and direction to curriculum and teaching, which makes them, better able at supporting student learning.

How teacher leadership seems to impact student learning leading therefore to school improvement is described in the following schematic diagram, which has been derived from the responses of all participants of all categories of the interviewed sample.

Figure 5.1: Schematic representation showing how teacher leadership impacts school improvement based on responses obtained from all interviewees.



The above scheme shows that teacher leaders contribute to school improvement by (1) Assessing and developing the self; (2) Leading and facilitating change of the self; (3) Impacting change in colleagues; (4) Shaping the school culture; and (5) Demonstrating a commitment at pushing the pedagogical frontier to higher levels.

Teacher leadership as a tool for promoting school improvement is a finding that seems to be consistent with the literature reviewed for the purpose of this study. In fact several of the reviewed researches such as the works of Glickman et al. (2001), Harris (2002) and Mulford (2002) show how teacher leadership improves student learning in schools. Other studies such as the works of Spillane et al. (2001) and Franey (2002) detail this in terms of the ability of teacher leadership to turn schools in to professional learning communities.

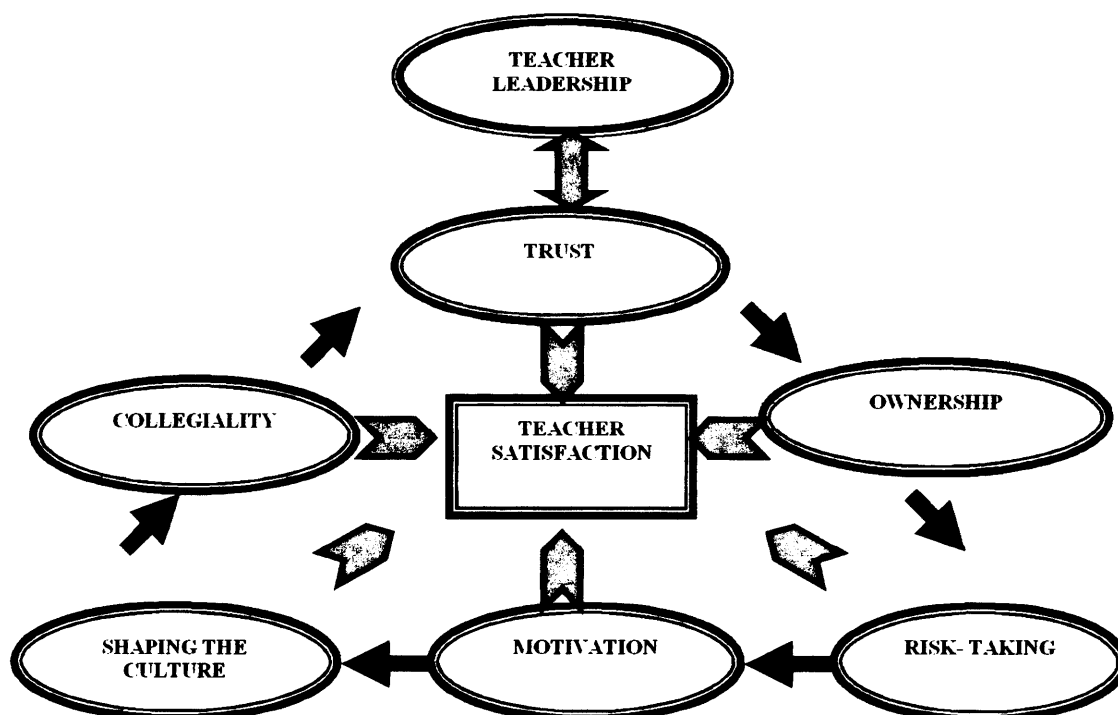
All participants in this study described the strength of teacher leadership at establishing teacher satisfaction in schools. This is because teacher leaders are perceived in their schools as enthusiastic, more professional, more interested than other teachers in furthering their education and in new learning and above all. They demonstrate a positive approach towards their colleagues and a belief in students and their ability to learn. This is quite similar to the descriptions reviewed in Rozenhlotz (1991). This positive approach towards school and its various activities has been associated by many of the participants in terms of trust.

Many interviewees have considered trust as a basic premise underlying teacher leadership. Trust has been considered as a tool to encourage teachers to work harder, be optimistic, feel a sense of professionalism, model positive self-esteem, commitment, and a sense of ownership. This is similar to the work of Buckner et al. (2000). It is because teachers who act as leaders are trusted in their schools by higher authorities, they tend to be risk-oriented, striving for better standards in teaching and learning as they acquire a sense of ownership over school practises. Risk-taking pushes teachers to try out new instructional methodologies, implement alternative assessment plans and thereby boost their creativity. This has been considered as a basic element for motivating teachers affecting thus the school atmosphere, towards becoming more learning oriented. When this is the case, teachers focus their efforts together towards establishing their goals. This supports collegiality among peers shaping the school culture in another direction this time: collegially oriented. The result is minimal teacher isolation and better self-esteem. Teachers would tend to feel less demoralized as the common bureaucratic policies would disappear. The image of teachers working alone in their classrooms, repeating daily routines, and delivering lessons dictated

to them by higher authorities would be expected to disappear. This teacher satisfaction has been related again to better teaching and learning practices whose end product is to promote school improvement.

Figure 5.2 attempts to summarize the above argument, which is derived from the responses of all participants in this study.

Figure 5.2: Schematic drawing illustrating how trust, which is a premise of teacher leadership, helps establishes teacher satisfaction in school. This is based on the responses obtained from all participants in the study.



Many of the interviewees believed that teacher leadership impacts students. They explained that teacher leadership has the effect of ensuring school improvement as it promotes an atmosphere of trust in the school. Hargreaves (1998) argues that, "good relationships are the foundation of worthwhile learning." (p.62). Then, teacher leadership which may not develop in environments where interpersonal relationships are not of high quality. Bryk and Schneider (2003) were able to establish a connection between the level of trust in a school and student learning as trust "sustains an ethical imperative ... to advance the best interests of children," and thus "constitutes a moral resource for school improvement" (p. 34). In other words, the study reveals that teacher leadership which is embedded in trusting relationships has the effect of securing school improvement by impacting student learning.

Among the emerging themes also is the capacity of teacher leadership to generate student leadership. Teachers who are leaders have been considered as the ones who create leaders, based on the belief that “leaders create leaders”. Those teachers have been described as skilful at encouraging all students to develop a love of learning, a strong sense of belonging and self-worth, and pride in their school. The result is increased students' well-being and participation in decisions that affect them. Participants who believed that student leadership would emerge as a result of teacher leadership explained that students really mirror their teachers. Consequently, these students become independent learners, able to learn how to learn, thus ready to meet the challenges of life.

Finally, four participants out of the fifty-one mentioned the effect of teacher leadership at making principals more powerful in their schools. So, these participants described the fact that when principals do delegate some of their authorities, they will be even in more control of what's going on. This may be interpreted by relating many of the things that were discussed in the earlier sections of this chapter. The delegation of power by principals is considered by many teachers to be a sign of trust. This is very similar to Blase & Kirby(1992) who explain that teachers tend to believe that “principals power expands” (p.41) when they trust their teachers and they become an even more critical figure (Barth, 1990). When teachers feel trusted, they tend to put their hearts into what they're doing. They tend to feel ownership over tasks attributed to them because they don't want to put down the expectations of their principals in them. Teachers would tend to be optimistic and feel a sense of professionalism. This pushes them to work harder and harder, acting as risk-takers for this purpose and proactively involved in their school community. This results in a climate of inquiry, reflection, exploration, and experimentation.

If effective communication is allowed, teachers would be motivated to discuss their activities with their principals. They would tend to refer more often to those principals so as to celebrate with them their success with students or to ask them for suggestions for a problem they would be encountering. By this process principals would be informed about the details of what's going on in school with out asking for it, with out letting their teachers feel that that they are watching or following them up, and with out being coercive, manipulative or controlling. By this principals would become more powerful! This issue of having principals become more powerful by virtue of teacher leadership seem to be parallel to what has been discussed in the literature review of this paper with Lucas et al. (1991). Lucas et al.

(1991) considered that the relation ship between power of principals and power of teacher leaders to be a direct proportional one: the more the power principals give, the more powerful they become.

Research Question 6: How are teachers prepared for leadership in schools?

By this question, it was intended to distinguish the extent to which schools are aware of the fact that leadership skills may be acquired and thereby, investigate the opportunities they are offering for their teachers to achieve that.

Themes emerging for this research question seem to be highly polarized between schools. This can be noted in Tables 4.17, 4.18 and 4.19 of chapter four of this study. First, all interviewed principals of the three schools indicate that they do promote instances for teachers to acquire leadership skills in schools. However, a distinction exists between teachers of schools A and B versus those of school C. In fact, in schools A and B , teacher leadership is built through coordinators. In school C, teacher leadership is emphasized via the tremendous number of projects that the school runs. Teachers are encouraged and supported to carry tasks in such projects and be responsible about them.

A comparison of responses of principals of schools A and B in Table 4.4 with their responses in Tables 4.19 reflects consistency. In fact, in both instances, principals expressed their beliefs in teacher leadership according to its definitions cited in the literature review, as discussed earlier. However, in this place, principals have explained that such leadership is left for coordinators in their schools to be realized. But coordinators of these schools have expressed their belief that teacher leadership is restricted to classroom practices only as shown in Table 4.3. This leads the reader to get inclined to believe that coordinators in such schools could block the way in front of teachers from acquiring and practicing leadership skills. Having teachers play leadership roles, then, would be a function of the leadership style of the coordinator as noted earlier in this chapter.

Responses of coordinators seem also to be polarized between the three schools, as may be noted by referring to Table 4.18. All coordinators of school C gave exactly similar responses to their principals, indicating that the school believes in teacher leadership and that it promotes its foundation by inviting teachers to take parts in projects that the school runs.

Coordinators of schools A and B show deviation in responses away from their principals. In fact, most coordinators of school B explained that their principals were very far from the concept of teacher leadership as it is beyond their concerns. So there's a gap between principals' outlook towards teacher leadership and coordinators' outlook towards this same concept. If these coordinators are considered the bridges between principals and teachers of the school, then it is inevitable that teachers would have a similar if not a bigger gap.

The above argument probably justifies why most teachers of school B reflected exactly the same response: the school is unaware of the concept of teacher leadership. Teachers stressed that the principals would remain neutral towards teachers playing leadership roles in school unless any tiny complaint arises from the behalf of parents. Most teachers reflected the sacredness of parents as well as students in this school. With these complaints, any form of teacher leadership would be inhibited.

A similar argument can be made about the coordinators and teachers of school A which deviated towards the belief that their school principals were unaware of the concept of teacher leadership. However, they went further to considering the school policies to be blocking the way in front of teachers who desire to carry leadership roles. Similarly to school B, teachers of school A described the big hurdle that parents represent against having them practise any form of teacher leadership. Parents acting as a barrier in front of teacher leadership has not been mentioned in any of the works consulted for the purpose of the literature review of this document.

Referring back to the literature review of this paper, specifically to the research of Childs-Bowen et al. (2000), the reader may notice that principals have been considered to be responsible for motivating heads of departments (coordinators in this case) in their schools to initiate infrastructures with which teacher leadership may be initiated. In other words, it is not enough to say, "My coordinators will let my teachers become leaders". It is quite important to look at the process by which those coordinators would act to establish this form of leadership. This is in practice what principals of school C have done. They have initiated projects themselves in their schools in which all teachers would be invited to join the leadership circle in the school. With this framework available, coordinators may put efforts for enhancing leadership skills of teachers. Not only this, but principals of this school has

indeed kept a place for themselves to monitor and catalyze this process. This is achieved by leaving a room for teachers to have direct contacts with them.

Data derived for this research question helps give the final touch for the portray of cultures of schools A, B and C. This is because it reflects the role played by school principals at fostering teacher leadership. Teachers of school A suffer from detailed follow up of what they are doing in their school and the gross amount of strict rules they are supposed to follow. This inhibits the foundation of teacher leadership. Two conflicting requirements are issued by the principals of this school to its coordinators. First, they expect their coordinators to build leadership skills in their teachers yet at the same time require them to follow their teachers in the details of their work. Coordinators themselves are followed step by step in their work. They even generate segregation in their school in the way they deal with teachers who occupy formal leadership roles and those who do not. This leads the researcher to assert that principals of this school are far away from distributing leadership and seem to take no effort to do so. Thus, the culture of school A may be described by being a non-collaborative one according to several studies such as that of Fullan and Hargreaves (1991).

School B, though it doesn't put strict rules to be followed by its members, it doesn't allow its teachers to participate in decision-making at the school level, nor it allows them to communicate openly with principals unless they discuss it first with their coordinators. The freedom they enjoy in this school does not necessarily spring out of collegiality but more probably out of congeniality. In fact, no structures for engaging in organisational collegiality have been detected in it. That's why the researcher finds herself more inclined to consider its school culture as being non-collaborative and decided to call it 'ambiguous'.

Finally, principals of school C, because they considered themselves as the ones responsible for the establishment and nourishment of teacher leadership, seem to have initiated the structures within which teachers can share in decision-making and leadership. These include workshops, professional events, conferences, committees and building trusting relations. This leads the researcher to consider the culture of school C to be highly collaborative.

Conceptualising the schools involved in the study

School C

Data derived from semi-structured interviews with 7 teachers, 7 coordinators and 3 principals in school C helped portray its culture. School C seems to be marked by productive communication and joint work among its members. Teachers work together on jointly selected programs or issues to serve students better. They bring issues/problems surrounding curriculum and instruction to the table where they engage in professional dialogue and share ideas. They seem to be working together for common goals, partnership, and shared leadership. Teachers seem to cooperate rather than compete against each other based on a clear common school vision.

The culture of school C seems to be collaborative and collegial. This has been manifested by the underlying norms, values, beliefs elicited during interviews. Relationships in the school, characterized by openness, seem to support high levels of collegiality, team work, and dialogue about problems of practise. Members of the school seem to have a remarkable appreciation of trust invested in them. In short, school C seems to be similar to the collegial schools described by Nias et al. (1989, cited in Fullan & Hargreaves, 1991). Those were the schools which they considered as "places of hard work, of strong and common commitment, dedication, of collective responsibility, and of a special sense of pride in the institution" (Nias,et al., 1989, cited in Fullan & Hargreaves, 1991, p. 48).

The principals of school C seem to play a major and critical role at shaping its culture. They seem to facilitate shared decision making, plans, implementation, and allocate resources, time and space for joint work of its members. They seem to be creating conditions which promote the growth and development of the professionals within their schools. Distributing leadership being one of their major concerns, these principals seem to support and nurture teacher leadership. For that purpose, they seem to be building and developing trusting relationship among school members. This has been manifested through out the interviews, where interviewees kept on mentioning the trust of the principal in them. Principals seem to be modelling effective leadership skills themselves. These include: listening, communicating, adopting a vision, and acting proactively. Culture created by such principals seems to avoid segregation among teachers who are not coordinators and those who are. This

has been ensured by the cyclical coordination they adopted in their school. The end product is a community of professionals who respect and cooperate together for the purpose of effective student learning.

School A

Data derived from semi-structured interviews with 7 teachers, 7 coordinators and 3 principals in school A helped portray its culture. School A seems to be marked by isolation of its teachers rather than collaboration among them. The teacher in the next classroom or the one sitting in the teachers' lounge is not someone to confide in about matters of teaching practice because it is too threatening. This is because the atmosphere is one that supports competition rather than collaboration. So teachers in school A keep problems of practise to themselves, feel separated from one another, and seldom engage with their peers in conversation, professional sharing, or problem-solving.

In school A, there seems to be an atmosphere of frustration and a low level of level of commitment, energy, and motivation. The culture of school A seems to fall in one of the non-collaborative cultures described by Fullan & Hargreaves (1991) which they term as 'Balkanization'. Such a school culture is characterized by poor communication, competition, and isolation of its members. A consequence of this would be a feeling of distrust which lowers the morale of teachers and their feeling of well-being. Teachers also tend to be less inclined to be risk-taking. They fear implementing new ideas and pedagogical activities because they feel they are not backed up neither by their principals, nor by their coordinators. Teachers tend to feel that coming to school is a burden. This is opposed to collegial cultures, in which teachers tend to feel that schools are nice places to stay in.

Principals of school A, though they claim that they believe in teacher leadership, they don't seem to be working towards establishing and nourishing it in their school. They don't seem to designate the structures within which teachers may share leadership, contribute to school decisions, or participate in their own professional development plans. Principals do not seem to model effective leadership skills. Principals do not seem to embrace a clear school vision. They have created a barrier between them and their teachers. Such a barrier is constituted of coordinators through whom communication is allowed. This has created a kind of segregation between teachers who are coordinators and those who are not.

School B

Data derived from semi-structured interviews with 7 teachers, 7 coordinators and 3 principals in school B helped portray its culture. School B seems to be marked by an 'ambiguous' culture. If metalloids are chemical elements in nature that possess some features of metals and some properties of non-metals; similarly the ambiguous culture of school B seem to bear some features of collegial cultures and others of non-collegial school cultures.

The culture of school B leaves teachers at ease and gives them a non-purposeful and non-directed freedom in their work. If teachers want to collaborate the school does not oppose that; however, if teachers want to stay on isolated islands, the school also would have no problem with that. In fact, in this school parents are 'sacred' in the sense that anything that opposes their will and causes them to complaint against the school is forbidden. For this reason, teachers stay out of deeper, more extended relationships that could foster problem-solving, exchange of knowledge, and professional support. The most important concern in this school culture is parents and keeping parents 'pleased'.

In other words, the culture of school B is apparently collaborative but in practise it is not. It shares a lot of similarities with one of the non-collegial school cultures described by Fullan and Hargreaves (1991) which they term as cultures of 'comfortable collaboration'. In such cultures, if collegiality is to take place, it tends to revolve around comfortable, immediate, short-term issues that do not seem to provide solutions for problems that may confront teachers. In other words, congeniality rather than collegiality seems to be dominating in this school.

Similar to school A principals, principals of school B do not seem to be working towards establishing and nourishing teacher leadership in their school though they claim that they believe in it. They do interact or communicate with their teachers except via the coordinators. They do not share their teachers in school decisions not even in the designation of professional growth events that impact them. Thus they do not model effective leadership skills which include listening, communicating and distributing leadership.

Conclusion

The above findings seem to justify the conceptual framework presented for this study in chapter two. In fact, at that stage, based on the literature review, the researcher intended to investigate the teacher leadership from three perspectives, the principal perspective, the coordinator perspective as well as the teacher perspective. According to this conceptual framework, it was proposed that the leadership styles of principals as well as their readiness to share in decision-making their teachers, might affect the establishment of teacher leadership. This is because by these, principals create a culture which either support or inhibit teacher leadership. It was thought also that coordinators in schools might produce a similar effect. They could contribute to the foundation of teacher leadership or its inhibition.

According to the study conducted, the leadership style enjoyed by principals and coordinators create the culture that determines the degree of the readiness of the school to empower teachers by allowing them to share in decision-making. The tasks as well as the sphere of influence of teachers in schools were important aspects that helped compare the theoretical data provided by principals and coordinators with what was going on at the ground practical level.

Teacher leadership seems to be taking different pictures in the three schools. It seems to be well established in school C as compared to the literature. Teachers in this school seem to be effective participants in decision-making, actively engage in designing instructional tasks for their students, and collaborate with their peers for enhancing their own learning as well as that of their students. Teacher leadership, however, is less established in both schools A and B. The leadership of teachers of school B seems to be highly a function of the leadership style of their coordinator. This has been related to the lack of communication between teachers and principals of this school. Coordinators represent the bridge between the two parties. However, teacher leadership in school A seems to be the weakest. This has been related to the very detailed follow up practised by coordinators on teachers, which has been recognized as a school policy. Very interestingly, principals of all the three schools reflected their belief in teacher leadership and claimed that their school was providing instances for their teachers to practise leadership roles.

Finally, it is hoped that the transparency of how the researcher both collected and analyzed data, along with the detailed presentation of the research process is expected to enhance the validity (credibility) of the study. These has been recommended according to the literature so as to enhance the validity (credibility) of qualitative research, especially the works of Cresswell (1998) ,Seale (1999) and Crawford et al. (2000), who argue that the closer the research report is to the actual situation, the more valid the information.

The employment of the NVivo computer software provides another support for the credibility of this research study. NVivo helped enhance the credibility of this research by allowing the researcher to perform very accurate searches at the prick of the fingers, minimizing therefore human errors. NVivo helped the researcher also draw lots of comparisons because it enabled her to having quick and accurate access to data.

Reliability (dependability) is a consequence of credibility as discussed earlier in the chapter on research methodology. Researchers believe that the demonstration of the former is sufficient to establish the latter. However, responses from the three categories (teachers, coordinators and principals) interviewed seemed to converge at many instances indicated above in this chapter enhancing thereby the reliability of this study.

INVESTIGATING TEACHER LEADERSHIP IN THREE PRIVATE K-12 SCHOOLS IN BEIRUT

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this chapter is to draw together the threads of the study so as to arrive at some general conclusions, distinguish its contribution to the field, and discuss recommendations for both school practises and further research.

Summary of the Study

This study investigated teacher leadership in three selected private K-12 schools in Beirut, Lebanon. Data from fifty-one semi-structured interviews conducted with teachers, coordinators and principals from these schools was derived.

Summary of Data

Research Question 1: What do teachers/coordinators and principals understand by teacher leadership?

Based on the sample chosen, teacher leadership definitions provided by principals closely approximated the definitions occurring in the literature review. In fact, it has been considered as an effective tool for shaping the school culture into a community of leaders who listen to, value, and respect each other's ideas; enjoy increased communication; share knowledge, expertise and responsibilities; reflect a heightened sense of ownership; try out new methodologies and educational practices; and feel that *'it is nice to be at this school'*. In other words, it secures a culture of learning that stimulates and nurtures student as well teacher motivation and achievement. Teacher leadership is then, one of the shortest and surest paths to ensure school improvement.

However, not all coordinators and teachers of these schools were able to recognize that the sphere of influence of teacher leadership could go much more beyond the boundaries of the classroom. In fact, many of them restricted it to classroom routines and practices or attributed it to higher positions in the school hierarchy.

Research Question 2: How do the educational practises carried by teachers in schools compare with the practices attributed to teacher leaders?

Teachers of the sample chosen seemed to fall within three categories based on the school they belonged to. The first category of teachers seemed to be very far from the practises that are generally attributed to teacher leaders according to the literature review. Those teachers felt strongly demoralized, as there seems to be too much top-down management, a lack of trust, poor communication, rigid bureaucratic policies and a lack of support and feedback. They are strictly followed up by their coordinators who are themselves strictly followed by their principals. Principals of this school tend to consider teachers to be participants in the decision-making taking place in school but tend to limit it by funnelling it through coordinators.

The second category of teachers belonged to a school where decision-making is also funnelled through school coordinators. However, teachers were less demoralized as they were less bound to their coordinators. Except with tests, test results and parental meetings, teachers are free to carry on the educational practises they would like to.

The third category of teachers was practising teacher leadership by all its meanings that spring from the literature review. Those were teachers who were given the chance to take charge over their classes, curricula, assessment techniques, share in decision-making, participate in professional development events and are parts of projects that secure leadership roles for them. All of this is accompanied with an open door policy on the behalf of the principals, who provide guidance and support.

Research Question 3: Do the practises carried in schools by coordinators and principals promote teacher leadership?

Responses obtained for this research question seem to rotate around empowerment of teachers and how it seems to be a function of the leadership style embraced by school principals and a result of trust. Principals who reflected effective leadership skills seemed to empower their teachers. This seemed also to reflect on their coordinators who adopted also a similar motto. However, principals whose leadership styles were either authoritarian or ambiguous were not empowering their teachers. Principals who were characterized by an ambiguous leadership style seemed to empower coordinators but not their teachers. Authoritarian principals though considered themselves to be delegating tasks to coordinators; they followed them very tightly and strictly. In a very similar manner, those coordinators were following their teachers very strictly, inhibiting them from enjoying leadership roles.

Research Question 4: What images do teachers/coordinators and principals hold for themselves as leaders?

Most of the interviewed principals and coordinators portrayed themselves as leaders. They attributed to themselves many features that included being visible, being effective at setting plans, acting as role model, involvement in the development of curricula, providing vision for the school, sharing others in decisions, influencing others, securing a collegial atmosphere in the school, possessing effective social and interpersonal skills, and supporting collaboration.

The responses of interviewed teachers fell into two categories. The first set of teachers considered themselves as leaders and characterized themselves with attributes that closely resembled the ones provided by principals and coordinators. The second set of teachers did not consider themselves as leaders as they believed that teachers who are supposed to follow strict rules might not be considered as leaders.

Research Question 5: What advantages do teachers/coordinators and principals perceive for teachers playing leadership roles?

Responses from all participants of all categories seemed to believe in two things: Teacher leadership promotes school improvement as well as it ensures teacher satisfaction. This is explained in terms of the fact that teacher leadership indicates trust. Trust motivates individuals to meet the expectations held for them. As a result they would tend to take risks in an attempt for looking for the best practices, leading the school to improve as better teaching and learning practices would be expected. Other responses included the capacity of teacher leadership at generating student leadership as well as making principals get empowered as a result of empowering their teachers.

Research Question 6: How are teachers prepared for leadership in schools?

The establishment of teacher leadership in two of the schools of the sample chosen has been attributed to coordinators. Coordinators were considered to be responsible for achieving this task. Principals of these schools were expecting these coordinators to be allowing their teachers to share in decision-making at the departmental level. However, this was not the case in practise as participation of teachers in decision-making was a function of the leadership style of the coordinator. In the third school principals did not leave this issue for coordinators but considered themselves as being primarily responsible for this task. For this reason they adopted two practises. First, they decided to adopt a cyclical coordination, where the coordinator of this year becomes coordinated by one of his/her teacher the other year. This makes teachers/coordinators more open to sharing decision-making and would also secure a collegial culture. Second, the school seemed to run so many projects at one time such that every teacher can find a place to join the leadership circle with in the school. This activity is particularly supervised by the principals, thus opening their doors for effective communication in front of their teachers.

Significance of the Study

The findings for this study reflect the importance of the roles played by principals in schools. First, principals of the research sample from all selected schools have expressed their belief in teacher leadership. Theoretically speaking, they have considered teacher leadership as an effective tool for creating a better school climate as well as enhancing student learning. The end product, in their opinion, would be school improvement. Principals attributed this to the

central role played by teacher as they lie at the heart where the whole educational process occurs: the classroom.

Through teacher leadership, teachers would be expected to reflect a stronger commitment to higher academic standards, more rigorous assessments, accountability, and enhanced preparation. Teachers would get more risk-oriented, having an increased inclination towards trying out new ideas and seeking access to better tools for teaching and learning. Thus they become proactive individuals who are learning-oriented. This would shape the school culture significantly. This is because such learning would include learning through professional events such as workshops and conferences; as well as learning from their peers and all school members. The school would then turn in to a professional learning community where learning would be taking place at all its levels. As a result the whole school would improve.

In practise, principals of only one of the three selected schools seem to be facilitating and promoting teacher leadership. These principals empower their teachers by allowing them to share in decision-making both at the classroom level and at the school level, along with providing opportunities to acquire the knowledge necessary to succeed at that. These principals seem to have a clear vision of teacher leadership; they secure teacher recognition, are visible, decisive, communicate effectively, support shared decision-making, and, above all, demonstrate trust.

Contrary to the above case, principals of the other two schools would not accept having teachers participate in decision-making at the school level except through their coordinators. They endorse a belief in “funnelling through coordinators”. According to this belief, principals expect their coordinators to share their teachers in decisions that they make at their departmental levels. Coordinators then would present teachers’ ideas to their principals. By this, teachers would be considered by these principals to be sharing in decision-making. However, in practise, this is not the case. The extent teachers do participate in decision-making in these schools seem to be a function of the leadership skills of their coordinators.

As the study has shown, coordinators seem to create departmental sub-cultures with in the school culture, which either promote or inhibit teacher leadership. The majority of the coordinators, described by interviewed teachers participating in this study from both schools, explain that those coordinators were not paving the way towards having them play leadership roles. In other words, coordinators, by virtue of their leadership style, can act as a

hurdle confronting the establishment of teacher leadership in schools. Accompanied with isolation from principals, as no effective communication is generally taking place in these two schools between teachers and principals; there's a big chance for those teachers to suffer from frustration and demoralization. This is because it is left for the leadership style exhibited by the coordinator. If the coordinator is authoritarian who dictates rules to be carried and follow them strictly, then teachers would be very far from teacher leadership. If the coordinator is open to communication, shares teachers in decisions and delegates some of his/her authorities, then teachers would be in a relatively better position on the continuum of playing leadership roles.

Another critical element that seems to be threatening the establishment of teacher leadership in these schools is parents. Parents seemed to be above every thing in such schools. Having them pleased and happy is quite important because the schools in which the study was conducted were private schools where students pay relatively high tuition fees. Any action of any type or any form may be stopped in the school if parents do not feel ok about it. Risk-taking and creativity have been described as two basic aspects that are generally threatened by parental interruptions in schools. In fact, as teachers get risk-oriented and boost their creativity in their classes in an attempt to look for better tools for teaching and learning, parents feel reluctant to accept that. They get afraid that their children would get confronted with learning problems, because parents themselves did not learn that way, so they would not be able to offer help and support for their children.

The study has also shown that there is a belief among teachers and principals in the capacity of teacher leadership to build student leadership. Teachers who are leaders have been considered as the ones who create leaders, based on the belief that "leaders create leaders". Those teachers have been described as skilful at encouraging all students to develop a love of learning, a strong sense of belonging and self-worth, and pride in their school. The result is increased students' well-being , participation in decisions that affect them and more inclination towards learning.

Another emerging theme from this study is that teacher leadership has the potential of empowering principals. Principals who empower their teachers by delegating tasks and authorities to them would become in more control of what's going on in the school, thus becoming more powerful. This is because teachers tend to consider delegations of tasks to them by their principals as a sign of trust. As a result they become proactive and tend to feel

ownership over tasks attributed to them. They tend not to put down the expectations of their principals in them. When effective communication is allowed, delegated teachers would tend to refer more often to their principals so as to celebrate with them their success with students or to ask them for suggestions for a problem they would be encountering. This makes principals get informed about the details of what's going on in school without asking for it, and without practicing authoritarianism over their teachers. By this, the empowerment of teachers makes these principals empowered.

Finally, among the data obtained for this study are the self-images generated by teachers, coordinators and principals in schools. The majority of the interviewed principals from all the three schools have portrayed themselves as leaders. They attributed this to a set of characteristics which included; being visible, being effective at setting plans, acting as role models, getting involved in the development of curricula, providing vision for the school, sharing others in decisions, influencing others, securing a collegial atmosphere in the school, possessing effective social and interpersonal skills, supporting collaboration, empowering and encouraging their teachers.

Schools in which communication was allowed for all teachers and coordinators with their principals showed consistency between self-generated images of principals versus the characteristics offered for those principals by their coordinators and teachers. However, a discrepancy has been noted in schools where communication is funnelled through the coordinators. In fact, coordinators of those schools seem to provide characteristics that deviate from the ones provided by principals themselves. A similar gap has been noted between how teachers describe their principals versus the characteristics of principals obtained from their own self-generated images.

The analysis of such data suggested that one probable interpretation is that principals of these schools seem to hold ambiguous images for themselves as leaders. A possible consequence of this ambiguity is to fail at enabling teachers and coordinators to conceptualize teacher leadership meaningfully and in the same way they view it. Probably because of this, most teachers of these schools restricted their images as leaders to the boundaries of their classroom. The few more characteristics provided by coordinators of such schools could be attributed to the more open interaction with principals these coordinators do enjoy.

Contribution of the Study to the Literature

This study contributed to the literature on teacher leadership in many aspects. First, though teacher leadership has been addressed in research carried in several countries in the world such as Australia (Caldwell, et al., 1997), England (Levacic, 1997) and America (Marsh, 1997), it has never been investigated in Lebanese schools before. So, by virtue of this research, researchers can access some information about what teacher leadership looks like in the Lebanese schools. This information is not restricted to a single perspective but rather related to three perspectives: the teacher, the coordinator as well as the principal. The study emphasized the importance of teacher leadership as a key element for school improvement. This is parallel to the literature reviewed such as Little (1988) , Wong (1996) , Stokes et al. (1998), Cranston (2000), Leithwood and Jantzi (2000), and Katzenmeyer and Moller (2001).

The study reported that the authoritarian leadership of school principals constituted a major barrier confronting the establishment of teacher leadership. This is similar to the works of Barth (1990), Sergiovanni(1994), Ash and Persall (2000), Buckner and MacDowelle (2000) and Neuman (2000). The study considered principals to play a critical role in creating a collegial culture (similar to the works of Ash and Persall (2000) , Childs-Bowen et al. (2000) and Neuman (2000)); turning their schools into professional learning communities (similar to the works of Nadebaum (1990), Johnson (1992), Martel (1993), and Caldwell (1996)) ; which has the effect of establishing teacher leadership in schools (similar to the work of Buckner & MacDowelle (2000)).

This research has broadened the body of the literature in terms of the role played by coordinators (subject leaders) at enhancing or inhibiting the realization of teacher leadership in schools. It yielded similar results to those reviewed in the literature on the important role played by subject leaders in schools such as Harris et al. (1995), Bell and Ritchie (1999) and Busher et al. (2000). It described the heavy loads being carried by subject leaders in school, parallel to Blandford (1997), Glover et al.(1998, cited in Bennett et al., 2003), Brown et al. (2000) ,Dinham et al.(2000) , or Wise (2001). It also emphasized the importance of having subject leaders empower their teachers as one route to establish leadership in schools. This is parallel to the literature reviewed such as Bellon & Beaudry (1992) ,Boles & Treon (1992), Howey(1988) ,Wasley(1991) , and Waugh & Punch (1987). However, it has presented a new concept of “funnelling through coordinators” where by principals allow for communication between them and their teachers only through their coordinators. The

research added to the literature the notion that coordinators may block the path in front of teachers who seem to be inclined to play leadership roles by virtue of the type of the leadership skills they exhibited.

Another issue that has been added to the literature of teacher leadership is the fact that parents may play a decisive role at establishing or inhibiting teacher leadership. They seem to do that by threatening the risk-taking and the creativity of teachers. This has been detailed in the last section of chapter five of this study.

Finally, this research has offered some information about the capacity of teacher leadership at creating and sustaining student leadership in schools. It is believed that because 'leaders create leaders', then teacher leaders have the potential to create student leaders. Student leadership has been recognized as an effective tool for increasing the inclination of students towards learning as it secures a better conception of the well being of students.

Limitations of the Study

It must be noted that this study has been conducted in three selected private K-12 schools in Beirut, Lebanon. Its purpose was to collect rich data so as to earn plural empathetic understanding of the concept of teacher leadership in these schools. This is because the concept of teacher leadership has not been investigated in any earlier research conducted in Lebanon. For this reason, the approach was intended to be contextual and interactive rather than being deterministic so as to interpret, describe and understand members' definitions of the concept. Prediction, control, generalisations and unveiling of truth were not themes for this study. In other words, no generalisations may be made based on the findings of this research.

Another limitation for the study, is that it was conducted in three schools sharing commonalities of excellence in teaching, providing professional growth opportunities for their teachers, having their students actively involved in their communities, and above all, all schools were private schools. All these characteristics emphasize that a reader should not generalise the obtained picture portrayed in this study of teacher leadership as representative of the current status of teacher leadership in Lebanon. The picture could be better or worse in some other schools.

Among the selected schools, except for the principals, the sample interviewed may not be representative for all teachers and coordinators of the school. This is because participants were selected based on their willingness to participate in the research study. Only the names of teachers and coordinators, who responded to the e-mails that were sent to them informing them about the nature and purpose of the study, were listed on the official papers that were sent to their principals. In other words only those who were ready to share their ideas were interviewed. The ability to share ideas, being one of the major features that characterize teacher leader, raises the question of whether interviewed participants were the ones who enjoyed the greatest leadership characteristics in their schools or not. This is again another instance that warns the reader from generalizing the picture obtained for teacher leadership over the whole population of schools in Lebanon.

If this study is to be conducted again, it is suggested that the researcher triangulates data by using surveys (questionnaires), observations and interviews. The researcher could start by subjecting a randomly chosen sample (from the population of both private and public schools) to a questionnaire. Questionnaires would help the researcher investigate the issue with a larger number of participants. It would give an idea about the leadership background of those who filled it. The next step would include interviewing selected participants based on questionnaire data. This would help the researcher gain information about what participants meant to say on questionnaires in case of ambiguity or brevity. Finally, the researcher may observe the selected participants in their natural settings (classroom, meetings, conferences...) . Observation would help the researcher make sure that spoken words by participants emanate from actual deeds. By this, the research would be both qualitative and quantitative. Hence, there would be a possibility for generalising findings.

Recommendations for School Policy

The literature and the data that was analyzed support the following recommendations:

- 1- Schools interested in educational reform and school improvement are invited to consider teacher leadership as one possible tool to achieve that. With teacher leadership, teachers get more committed, more dedicated and more motivated. This results in the creation of a positive school culture. Such a culture has the effect of boosting teachers to put their heart into their work and get more inclined to refine their own learning. This would eventually reflect on student learning (Chapter V, research question 1, p.150).

In fact, the study has shown that teacher leadership is accompanied with trust. Trust has the effect of fostering a collegial organisational culture as it acts as the threads that tie the pieces of a cloth together and give it hence its structure and function. A collegial culture has been considered in this study as the base for any school improvement. This is because collegial and trusted cultures are "places of hard work, of strong and common commitment, dedication, of collective responsibility, and of a special sense of pride in the institution" (Nias, et al., 1989, cited in Fullan & Hargreaves, 1991, p. 48).

The study has shown that in these cultures, members seem to be working together for common goals, partnership, and shared leadership via channels of effective and productive communication. They engage in professional dialogue centring on issues related curriculum, instruction and student learning.

- 2- Principals need to adopt an open door policy for all school members to communicate with them freely, respectfully and effectively. There should be no barrier between them and their teachers, not even coordinators (Chapter V, research question 2, p.156).

In fact, the study has shown that for collaborative cultures to exist, communication must be allowed and even encouraged. The experience of school C in this domain is the best proof supporting this recommendation. In this school, joint work among its members has been related to the open door policy the principals have adopted. Such openness in relations has been considered in this study to support high levels of collegiality, team work, and dialogue about problems of practise. These are of no doubt essential elements for securing and contributing to school improvement.

- 3- Since coordinators may act as a hurdle confronting the establishment and nourishment of teacher leadership, schools are encouraged to adopt cyclical coordination where by a teacher plays the role of a classroom teacher as well as a coordinator over a certain period of time. This is expected to increase collegiality in the school and the openness of its members to share ideas. Members would be encouraged to deal with others the same way they would like to be treated (Chapter V, research questions 2 & 3, p.156 & p.163).

The case of school C in this study is an excellent example showing the effect of cyclical coordination in the school. It has the effect of paving the way towards a community and culture of mutual respect and trust. By this, principals seem to be building and developing trusting and respecting relationships among school members.

- 4- Schools should look for opportunities for their teachers to play leadership roles. For example, they can secure lots of projects in these schools to ensure that all members of the school are carrying responsibilities that enable them to both acquire and develop leadership skills. This should be a highly planned activity and not left for incidents and chances (Chapter V, research question 6, p.178).

Again the experience of school C serves as a good example for this recommendation. In fact, principals of school C seem to be creating conditions within which teachers may share in leadership. This facilitates shared decision making, planning, implementation, and allocation of resources and time; thus serves as the structure for joint work of its members and hence pushes them to adopt and exhibit leadership roles.

- 5- Schools need to question the scope of allowing parents to interfere in the educational process that is taking place inside the school. Parental involvement is very important to push the school forward, but there need to be a clear description and agreement on the boundaries within which parents may interfere (Chapter V, research question 6, p.178). The experience of school B serves as a good model showing the negative effect parents may play against the establishment of teacher leadership in schools.

- 6- School principals are encouraged to think of instances for empowering teachers if they are to get empowered themselves. When principals delegate some of their power to their teachers, their teachers tend to exchange this delegation with a tendency to involve their principals in their work. This makes principals empowered because they would get informed about details of teacher work without being authoritarian (Chapter V, research question 3, p.173).

The study has shown that empowerment of teachers by principals is an empowerment of principals themselves. This has been explained in this study in terms of having teachers who have been empowered in their schools to be more inclined to discuss issues more

openly with school principals. This enables such principals to be more informed about their schools. Moreover, the study has shown that when principals empower their teachers; these teachers tend to trust them. With trust collaboration takes place more readily and approaches to problem solving become multiple. This in itself is empowering to the school and hence its principals.

- 7- Principals are called to create a culture of trust and collegiality in their schools. Trust has been termed as a vital and crucial element for the well-being of teachers in schools. It is an essential element for letting teachers feel ownership over the tasks they carry and hence be motivated to fulfil them perfectly (Chapter V, research questions 1,3 & 5, p.150- p.173 & p.173)

In fact, the study has emphasized the vital role trust plays in organisations. With out trust, principals would have to control school members rather than empower them. Control is an element attributed to authoritarian forms of leadership skills which in turn has been considered to fail at improving organisations and fostering their effectiveness. With trust, teachers seem to be more inclined to be risk-takers, more open to communication, more proactive and more powerful. All these are features that tend to foster school improvement.

- 8- Principals are called to rethink the load that coordinators are carrying in schools. The study reveals that the list of tasks is getting longer and longer thus leading to a frustration at the level of coordinators. Probably with delegation of tasks, coordinators would get less pressed and teachers less isolated and demoralized (Chapter V, research question 1, p.150).

Recommendations for Further Research

Areas for further research might consist of the following:

- 1- This study focused on teacher leadership as perceived and practiced in only three schools in Beirut, Lebanon. It would add to the body of research if a study were conducted countrywide. This information would broaden the knowledge base of teacher leadership in Lebanon.
- 2- The type of research conducted was qualitative in nature. It would be also useful and beneficial for the literature of teacher leadership in Lebanon to investigate teacher leadership quantitatively. The association of results obtained from both the qualitative and quantitative studies is expected to give a clearer image of teacher leadership in Lebanon. Such a picture may then be generalised.
- 3- The study focused only on private schools and did not deal with any school of the public sector. Probably further research in the public sector would have the effect of widening the scope of vision of the concept of teacher leadership in Lebanon.
- 4- Some data identified parents as playing a critical role in establishing teacher leadership in schools or inhibiting it. It is worth, then, conducting a research to investigate the structures through which parents shape the foundation of teacher leadership in schools.
- 5- Among the findings of this research is that teacher leadership possess the capacity of generating student leadership in schools. It was described that by virtue of student leadership, which is a consequence of teacher leadership, students tend to develop a love of learning, a strong sense of belonging and self-worth, and pride in their school, which pushes them to learn more effectively. Research, which attempts to address the ability of teacher leadership in establishing student leadership, would further broaden the literature of teacher leadership. Another research may be conducted to investigate the power of student leadership at enhancing learning of student leaders.
- 6- The study has mentioned also the ability of coordinators to create sub-cultures with the culture of the school system. Investigating these sub-cultures within the frame of the school culture is another opportunity for research about teacher leadership in Lebanon.

Contribution of This Study to the Professional Growth of the Researcher

“Investigating teacher leadership in three selected private K-12 schools in Beirut” is a memorable study for the researcher as she has grown professionally a lot as a result of it. First, in terms of research methods, this study enabled the researcher to acquire the skills of conducting of qualitative interviewing efficiently. These include acting as an active listener and effective communicator. It really requires the researcher to demonstrate emotional intelligence so as to know when to ask a question and what question to ask. She learned that, if done the right way, interviewing enables the researcher to generate a tremendous amount of data that helps in understanding the concept under investigation very deeply. The researcher learned that there are always multiple ways and different angles for thinking about the same thing.

Second, in terms of dealing with data, the researcher learned how challenging it is to be confronted with a huge amount of qualitative data. The analysis of such data is very much time and money consuming. This pushed her to seek the help of computer software NVivo, described in details in the study, which helped make the realization of this analysis possible. The researcher was pushed to train herself on using this computer software over five months. As a result, she became able to train others on using this computer software.

In terms of implications to policy making, the researcher was able to recognize the power of teacher leadership in making schools better places for student learning. The reason for saying this springs from the convergence of all participants on this issue. This contributed a lot to the practice of the researcher in schools, as she herself is a subject leader. She learned that it is very important to share members of the department in decision-making. She recognized the importance of finding room for those members to practice leadership and feel ownership over what they were carrying in school.

Finally, the hours the researcher spent reading articles for the purpose of the literature review along with the field study gave her insight about several ideas for future research.

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APPENDIX A

Summary of Bennett et al. (2003)

The Roles/Purposes of Middle Leaders in Schools

Description of the Roles/Purposes of Middle Leaders in Schools

Cited in Bennett et al. (2003)

<i>Role /Purpose</i>	<i>Original Author</i>	<i>Citation in Bennett et al.(2003)</i>
Middle leaders carry out multiple and complex tasks in the school.	Glover et al.(1998)	p.3
Middle leaders play a central role in change and reform of schools.	Bennett et al. (2003)	p.3
The work of middle leaders contributes to the school as a whole and not only to the effectiveness of their departments. This is a point that senior leaders do understand.	Metcalfe & Russell(1997) Glover et al. (1998)	p.4
Middle leaders' tasks require them to adopt a team approach to work.	Lodge(1999) Powell(2001)	p.4
Middle managers should enjoy transformational leadership where they generate a culture of collegiality.	Briggs (2001)	p.4
Middle leaders are expected to create collegial cultures in schools.	Wise & Bush(1998,1999) Brown & Rutherford(1998, 1999)	p.5
Middle leaders reject the idea of attending other colleagues' classes for evaluation purposes but rather tend to believe that these are means to exchange ideas and grow professionally.	Metcalfe & Russell(1997)	p.5
Middle leaders may ensure collegiality in their own departments yet not at the school level. The reason is that there is minimal or almost non-existent cross departmental interactions and sharing of ideas.	Witziers et al. (1999)	p. 5
Middle leaders could lose trust of members of their departments if they repress their creativity and ideas.	Harvey (1997)	p.5
Middle leaders may find themselves in certain cases unable to carry evaluations for their teams because of collegiality.	Wise (2001)	p.6
Middle leaders are often experienced teacher with good knowledge of subject matter. This in it self could minimize collegiality with in the department.	Sammons et al.(1997) Harris et al.(1995)	p.6
Middle leaders in secondary schools emphasize knowledge of subject matter where as middle leaders of primary schools focus on methods of teaching and pedagogy.	Warren Little (1995) Fletcher & Bell (1999)	p.6
Middle leaders should secure professional equality with in their departments. This necessitates that they should not contribute to teacher evaluation of their departments as it weakens such equality.	Smylie(1992)	p.6
Middle managers are getting more accountable to line management. This allows for monitoring the performance of the members of their department.	Metcalfe & Russell(1997) Wise & Bush(1999) Glover et al.(1998)	p.6
Middle managers seem to be hesitant regarding entering the classes of their colleagues despite the fact that they do play managerial roles in their schools.	Flecknoe(2000) Glover et al. (1998)	p.6-7
Some middle leaders resort to informal methods for evaluating the performance of their teachers. This is in efforts to reserve professional accountability of such teachers.	Fletcher & Bell (1999) Glover et al. (1998)	p.7
Some middle leaders adopt a collective approach to classroom visits. In this sense all members observe each other while teaching & these visits constitute the bulk of their discussions.	Fletcher & Bell (1999) Metcalfe & Russell(1997) Wise (2001)	p.7
When middle leaders approach classroom visits in terms of a learning instance for department members, tensions are minimized.	Lunn(1998)	p.7
Middle leaders who blend transactional & transformational leadership characteristics are more able to strengthen the effectiveness of their departments.	Wettersten(1994)	p.8

Middle leaders who are skilful at handling human relations adequately are more effective than those who are not.	Harris et al. (1995) Sammons et al. (1997)	p.8
Being skilful at handling human relations is not enough to secure an effective department. In addition, to such skills, the knowledge of subject matter and a long experience in teaching is needed.	Warren Little (1995) Fletcher & Bell (1999) Flecknoe (2000)	p.8
Middle leaders should consider themselves as professional models for members of their departments.	Sammons et al.(1997) Bell & Ritchie (1997)	p.8
In an attempt to escape from visiting the classrooms of their colleagues, some middle leaders monitor their performance in terms of student achievement and the curricula.	Brown & Rutherford(1999)	p.8
Some middle leaders avoid observing classrooms because they believe that they will have little effect on changing what they will observe.	Flecknoe(2000)	p.9
Parents who supervise the quality of education of their children often affect the work of middle leaders indirectly.	Wise(2001)	p.9
Middle leaders of less effective departments considered it to be the role of senior leaders to create a positive culture in the school.	Sammons et al.(1997)	p.10
Middle leaders play vital roles at promoting more effective work on the behalf of curriculum coordinators. This role seems to be more and more important when schools lack clear 'management frame works'.	McGarvey & Mariott(1997) Lunn (1998)	p.10
Middle leadership seem to be more effective in schools whose cultures emphasize the importance of trust and collegiality.	Glover et al.(1998)	p.11
Middle leaders must secure an atmosphere of trust in their departments if they are to expect creativity on the behalf of the members of their departments.	Harvey (1997)	p.11
Middle leaders must secure a non-threatening atmosphere in their departments to maximize the involvement of the members of their departments.	Elliott et al. (1999)	p.11
The effectiveness of middle leaders in their departments is a function of the extent with which senior leaders support them.	Briggs (2002)	p.11
With hierarchal leadership models in schools, middle leaders contribution to whole school reform is lessened.	Brown et al. (2000) Glover & Miller (1999)	p.11
Senior leaders should delegate and share power with middle leaders so as to ensure better departmental functioning.	Glover et al.(1998)	p.11
Middle leaders must be viewed as leaders of a team so as to foster change in the whole school level.	Dimmock & Lee (2000) Hannay et al. (2001)	p.11
Departments could act as obstacles confronting school change when the middle leaders of such departments act as 'administrators' of their departments.	Warren Little (1995) Dimmock & Lee (2000) Hannay et al. (2001) Powell(2000)	p.12
When middle leaders are given reign to participate in decisions that affect the school as a whole and not solely their departments, they seem to create and secure collegial culture. Less collegiality is created by those middle leaders whose contribution to decision-making is limited to their departments.	Brown & Boyle (1999)	p.12
The effectiveness of the work of middle leaders is strengthened by positive school culture.	Sammons et al. (1997)	p.12
The effectiveness of the work of middle leaders may be little affected by the school culture.	Harris et al. (1995)	p.12
When a conflict between what senior management teams want from middle leaders and what their colleagues request exist, middle leaders often get alienated to what their colleagues often request.	Wise & Bush (1999) Wise (2001)	p.13

Middle leaders may result in less involvement of senior leaders in implementing and monitoring the curricula in schools.	Dimmock & Lee (2000)	p.13
Middle leaders contribute significantly to shaping the culture of their schools	Glover et al.(1998)	p.13
Subject leaders not only shape the culture of their departments but also that of the whole school.	Busher and Harris (1999)	p.13
The greatest portion of middle leaders' time is devoted to implementing, monitoring and developing curricula in the school.	Glover & Miller (1999) Harvey (1997) Fletcher & Bell (1999)	p.13
Middle leaders are often confronted with problems of time that hinders them from fulfilling all the tasks they should carry.	Wise & Bush (1999) Fletcher & Bell (1999)	p.13
The culture of collegiality that middle leaders attempt to create in their departments could sometimes generate problems with senior leaders as they expect them to possess managerial roles.	Wise (2001)	p.14
Middle leaders, by virtue of their middle position seem to be at hot spot between senior leaders and members of their departments.	Harvey (1997)	p.14
Middle leaders possess the ability to bring the school vision down to practice in their schools.	Glover et al.(1998) Busher & Harris (1999)	p.14
The leadership style adopted by middle leaders influences directly the quality of learning students receive.	Harris et al. (1995)	p.15
A lot of administrative work may constitute an obstacle that confronts the works of middle leaders.	Hargreaves & Hopkins (1991)	p.15
Middle managers must be fully involved in the details of scoring student work that relates to their department.	Sammons et al. (1997)	p.15
Middle leaders should put efforts towards establishing departmental benchmarks that would better lead the performance of teachers of their departments.	Brown & Rutherford(1998)	p.15
A major characteristic of effective middle leaders is the creation and adoption of a vision.	Harris et al.(1995)	p.16
Effective middle leaders measure their success in terms the extent to which they act as professional leaders for their colleagues.	Glover et al. (1998)	p.16
Middle leaders effectiveness is related to their ability to deal with humans. These include proper communication, building teams, gaining trust of their colleagues...	Sammons et al. (1997)	p.16
The professional development of middle leaders is more effective when the school participates in long-term activities of external agencies.	Harris, Busher & Wise (1999)	p.16
The professional development of middle leaders should revolve around tying them more towards the development of the whole school.	Brown et al. (2002)	p.17

Bennett et al. (2003)

APPENDIX B

Demographics of Participants

APPENDIX B

Demographics of Participants

Table B1: Classification of the Sample of School (A) According To Gender

Category	Gender		Total
	Male	Female	
Principals	0	3	3
Coordinators	1	6	7
Teachers	1	6	7

Figure B1: Classification of The Sample of School (A) According To Gender

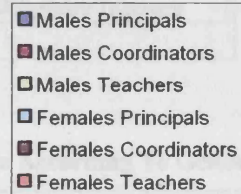
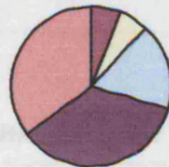


Table B2: Classification of the Sample of School (B) According To Gender

Category	Gender		Total
	Male	Female	
Principals	0	3	3
Coordinators	2	5	7
Teachers	1	6	7

Figure B2: Classification of The Sample of School (B) According To Gender

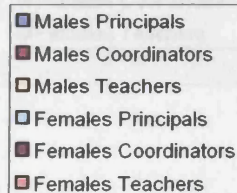
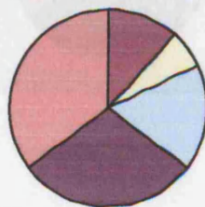


Table B3: Classification of the Sample of School (C) According To Gender

Category	Gender		Total
	Male	Female	
Principals	1	2	3
Coordinators	2	5	7
Teachers	1	6	7

Figure B3: Classification of The Sample of School (C) According To Gender

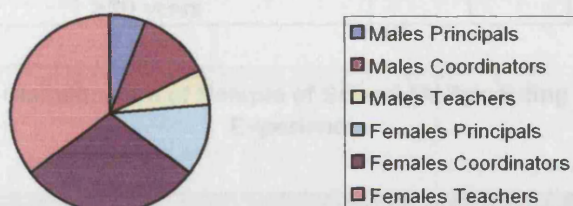


Table B4: Classification of the Whole Sample According To Gender

Category	Gender		Total
	Male	Female	
Principals	1	8	9
Coordinators	5	16	21
Teachers	3	18	21

FigureB4: Classification of The Whole Sample According To Gender

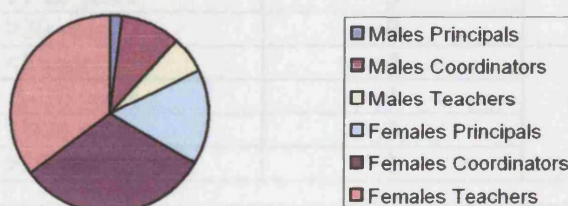


Table B5: Classification of the Sample of School (A) According To Years of Experience

Category	Years of Experience	Number	Total
<i>Principals</i>	<5 years	1	3
	5- 10 years	1	
	11-20 years	0	
	>20 years	1	
<i>Coordinators</i>	<5 years	0	7
	5- 10 years	3	
	11-20 years	4	
	>20 years	0	
<i>Teachers</i>	<5 years	1	7
	5- 10 years	1	
	11-20 years	4	
	>20 years	1	

Figure B5: Classification of Sample of School (A) According To Years of Experience

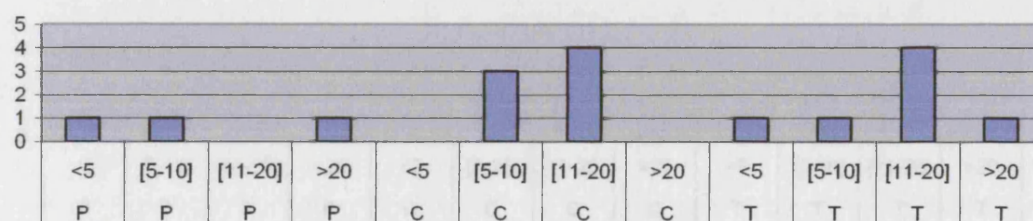


Table B6: Classification of the Sample of School (B) According To Years of Experience

Category	Years of Experience	Number	Total
<i>Principals</i>	<5 years	0	3
	5- 10 years	1	
	11-20 years	1	
	>20 years	1	
<i>Coordinators</i>	<5 years	0	7
	5- 10 years	4	
	11-20 years	3	
	>20 years	0	
<i>Teachers</i>	<5 years	2	7
	5- 10 years	1	
	11-20 years	3	
	>20 years	1	

Figure B6: Classification of Sample of School (B) According To Years of Experience

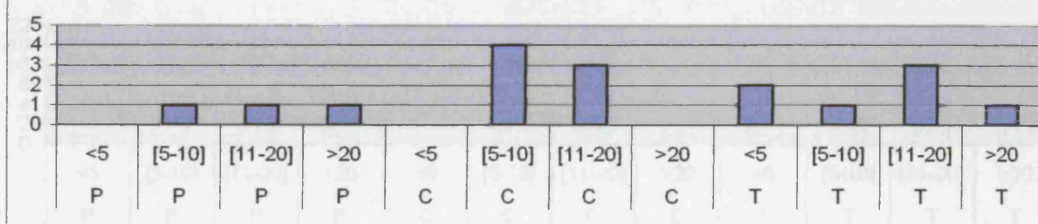


Table B7: Classification of the Sample of School (C) According To Years of Experience

Category	Years of Experience	Number	Total
<i>Principals</i>	<5 years	0	3
	5- 10 years	1	
	11-20 years	1	
	>20 years	1	
<i>Coordinators</i>	<5 years	0	7
	5- 10 years	3	
	11-20 years	3	
	>20 years	1	
<i>Teachers</i>	<5 years	1	7
	5- 10 years	2	
	11-20 years	3	
	>20 years	1	

Figure B7: Classification of Sample of School (C) According To Years of Experience

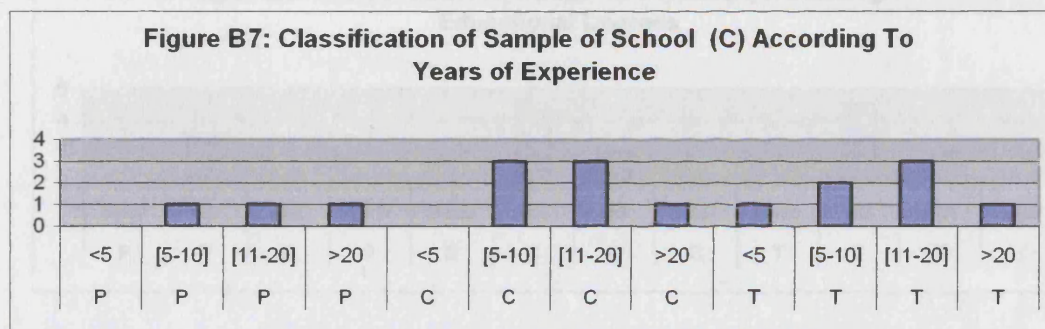


Table B8: Classification of The Whole Sample According To Years of Experience

Category	Years of Experience	Number	Total
<i>Principals</i>	<5 years	1	9
	5- 10 years	3	
	11-20 years	2	
	>20 years	3	
<i>Coordinators</i>	<5 years	0	21
	5- 10 years	10	
	11-20 years	10	
	>20 years	1	
<i>Teachers</i>	<5 years	4	21
	5- 10 years	4	
	11-20 years	10	
	>20 years	3	

Figure B8: Classification of The Whole Sample According To Years of Experience

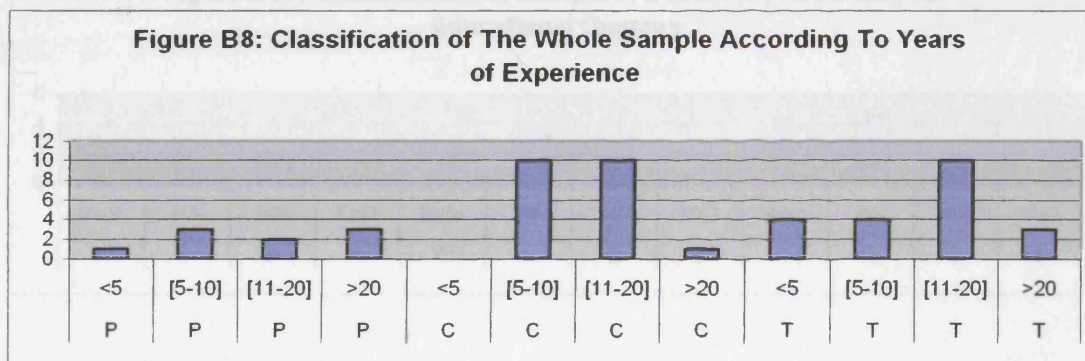


Table B9: Classification of the Sample of School (A) According To Educational Degrees

Category	Category	Number	Total
<i>Principals</i>	Lebanese Baccalaureate	0	3
	Bachelor Degree	3	
	Masters Degree	0	
	Doctoral Degree	0	
<i>Coordinators</i>	Lebanese Baccalaureate	0	7
	Bachelor Degree	5	
	Masters Degree	2	
	Doctoral Degree	0	
<i>Teachers</i>	Lebanese Baccalaureate	0	7
	Bachelor Degree	5	
	Masters Degree	2	
	Doctoral Degree	0	

Figure B9: Classification of Sample of School (A) According To Educational Degrees

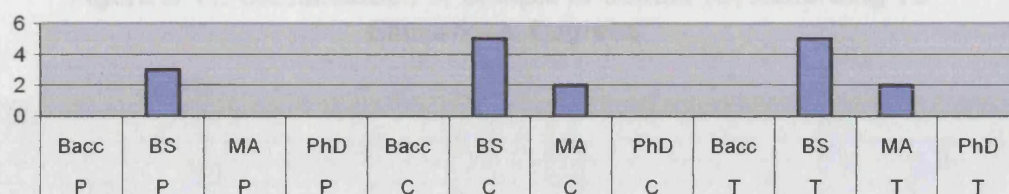


Table B10: Classification of the Sample of School (B) According To Educational Degrees

Category	Category	Number	Total
<i>Principals</i>	Lebanese Baccalaureate	0	3
	Bachelor Degree	1	
	Masters Degree	2	
	Doctoral Degree	0	
<i>Coordinators</i>	Lebanese Baccalaureate	0	7
	Bachelor Degree	4	
	Masters Degree	3	
	Doctoral Degree	0	
<i>Teachers</i>	Lebanese Baccalaureate	0	7
	Bachelor Degree	5	
	Masters Degree	2	
	Doctoral Degree	0	

Figure B10: Classification of Sample of School (B) According To Educational Degrees

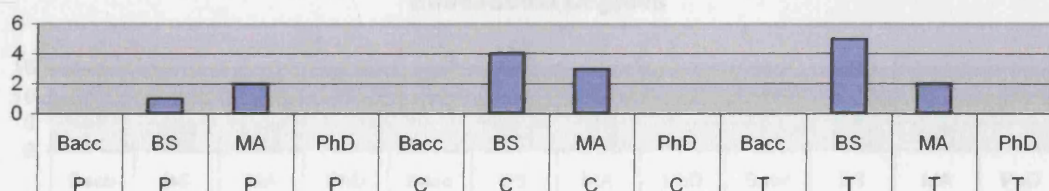


Table B11: Classification of the Sample of School (C) According To Educational Degrees

Category	Category	Number	Percentage
<i>Principals</i>	Lebanese Baccalaureate	0	3
	Bachelor Degree	1	
	Masters Degree	2	
	Doctoral Degree	0	
<i>Coordinators</i>	Lebanese Baccalaureate	0	7
	Bachelor Degree	4	
	Masters Degree	3	
	Doctoral Degree	0	
<i>Teachers</i>	Lebanese Baccalaureate	0	7
	Bachelor Degree	4	
	Masters Degree	3	
	Doctoral Degree	0	

Figure B 11: Classification of Sample of School (C) According To Educational Degrees

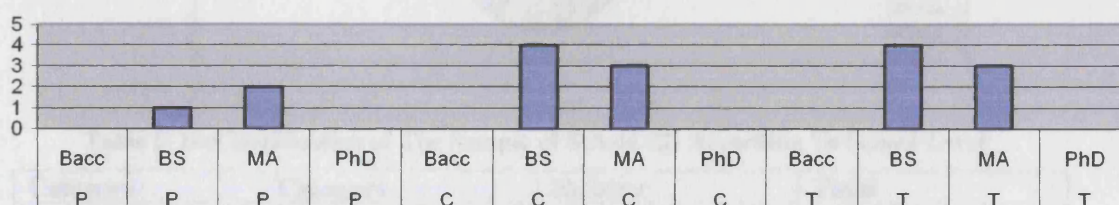


Table B 12: Classification of The Whole Sample According To Educational Degrees

Category	Category	Number	Total
<i>Principals</i>	Lebanese Baccalaureate	0	9
	Bachelor Degree	5	
	Masters Degree	4	
	Doctoral Degree	0	
<i>Coordinators</i>	Lebanese Baccalaureate	0	21
	Bachelor Degree	13	
	Masters Degree	8	
	Doctoral Degree	0	
<i>Teachers</i>	Lebanese Baccalaureate	0	21
	Bachelor Degree	14	
	Masters Degree	7	
	Doctoral Degree	0	

Figure B 12: Classification of The Whole Sample According To Educational Degrees

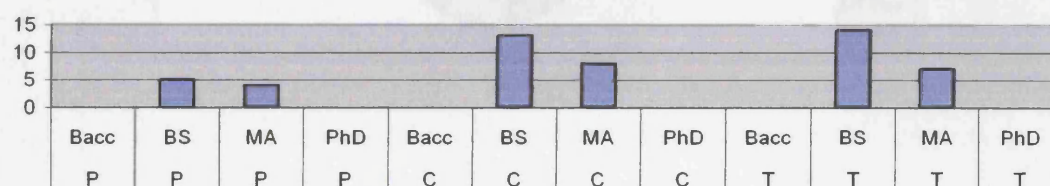


Table B 13: Classification of The Sample of School (A) According To School Level

Category	Category	Number	Total
<i>Principals</i>	Primary	1	3
	Elementary	1	
	Middle &Secondary	1	
<i>Coordinators</i>	Primary	2	7
	Elementary	3	
	Middle &Secondary	2	
<i>Teachers</i>	Primary	1	7
	Elementary	4	
	Middle &Secondary	2	

Figure B 13: Classification of The Sample of School (A) According To School Level

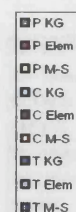
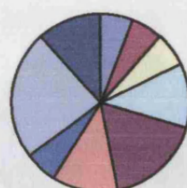


Table B 14: Classification of The Sample of School (B) According To School Level

Category	Category	Number	Total
<i>Principals</i>	Primary	1	3
	Elementary	1	
	Middle &Secondary	1	
<i>Coordinators</i>	Primary	1	7
	Elementary	4	
	Middle &Secondary	2	
<i>Teachers</i>	Primary	2	7
	Elementary	3	
	Middle &Secondary	2	

Figure B 14: Classification of The Sample of School (B) According To School Level

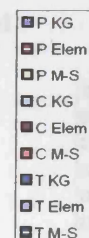


Table B 15: Classification of The Sample of School (C) According To School Level

Category	Category	Number	Total
Principals	Primary	1	3
	Elementary	1	
	Middle &Secondary	1	
Coordinators	Primary	1	7
	Elementary	3	
	Middle &Secondary	3	
Teachers	Primary	2	7
	Elementary	3	
	Middle &Secondary	2	

Figure B 15: Classification of The Sample of School (C) According To School Level

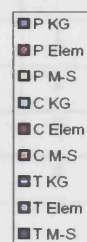
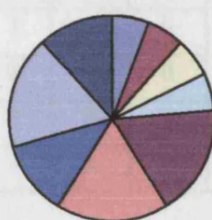


Table B 16: Classification of The Whole Sample According To School Level

Category	Category	Number	Total
Principals	Primary	3	9
	Elementary	3	
	Middle &Secondary	3	
Coordinators	Primary	4	21
	Elementary	10	
	Middle &Secondary	7	
Teachers	Primary	5	21
	Elementary	10	
	Middle &Secondary	6	

Figure B 16: Classification of The Whole Sample According To School Level

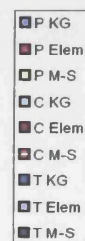


Table B 17: Summary of the Demographics of Participants of School A

Categories	Gender		Years of Experience				Educational Degrees				School Level		
	<i>Male</i>	<i>Female</i>	<5	5- 10	11- 20	>20	<i>Bac II</i>	<i>B.A.</i>	<i>M.A.</i>	<i>PhD</i>	<i>KG</i>	<i>Elem</i>	<i>Sec</i>
Principals	0	3	1	1	0	1	0	3	0	0	1	1	1
Coordinators	1	6	0	3	4	0	0	5	2	0	2	3	2
Teachers	1	6	1	1	4	1	0	5	2	0	1	4	2
Total	2	15	2	5	8	2	0	13	4	0	4	8	5

Table B 18: Summary of the Demographics of Participants of School B

Categories	Gender		Years of Experience				Educational Degrees				School Level		
	<i>Male</i>	<i>Female</i>	<5	5- 10	11- 20	>20	<i>Bac II</i>	<i>B.A.</i>	<i>M.A.</i>	<i>PhD</i>	<i>KG</i>	<i>Elem</i>	<i>Sec</i>
Principals	0	3	0	1	1	1	0	1	2	0	1	1	1
Coordinators	2	5	0	4	3	0	0	4	3	0	1	4	2
Teachers	1	6	2	1	3	1	0	5	2	0	2	3	2
Total	3	14	2	6	7	2	0	10	7	0	4	8	5

Table B 19: Summary of the Demographics of Participants of School C

Categories	Gender		Years of Experience				Educational Degrees				School Level		
	<i>Male</i>	<i>Female</i>	<5	5- 10	11- 20	>20	<i>Bac II</i>	<i>B.A.</i>	<i>M.A.</i>	<i>PhD</i>	<i>KG</i>	<i>Elem</i>	<i>Sec</i>
Principals	1	2	0	1	1	1	0	1	2	0	1	1	1
Coordinators	2	5	0	3	3	1	0	4	3	0	1	3	3
Teachers	1	6	1	2	3	1	0	4	3	0	2	3	2
Total	4	13	1	6	7	3	0	9	8	0	4	7	6

APPENDIX C

E-mails and Letters Sent To

Participants and Schools



PLEASE READ THIS E-MAIL

To	: Ms./Mrs./Mr. X
From	: Norma Ghamrawi, Educational Doctorate Student at The University of Leicester, Leicester, United Kingdom.
Subject	: Participation in an educational research

Dear Sir/Madam:

I am an educational doctorate student at the University of Leicester, Leicester, England. As part of my coursework I am conducting an interview, the purpose of which is to explore the concept of teacher leadership at selected private schools in Beirut.

Background Information

Recently, schools have been grappling with ways they can prepare their students to face the challenges of tomorrow's work place. Abu Assly argued that the Lebanese schools are failing in preparing students to face such challenges. Students are expected to gain and develop skills and competencies that enable them to deal effectively with multidimensional problems and work cooperatively & collaboratively with others.

In other words, the reform to take place lies fundamentally at the very core of learning and teaching: Students are expected to get able to think if they are to learn. Helping teachers to make this fundamental shift in practice requires more powerful approaches to professional development. According to research, teachers have the most expertise and knowledge of how to improve education for students as they lie at the heart of education process.

Teacher leadership has been recommended by several research studies all over the world as a key element for achieving such reform. Such leadership has been identified as to be affecting largely the quality of teaching in the classroom.

Purpose of the Study

The purpose of this research is to explore the image of teacher leadership in the eyes of teachers themselves, subject leaders (coordinators) and principals in the Lebanese schools. Special attention will be made regarding the process with which principals /coordinators promote such leadership.

Procedure

The researcher attempts to conduct interviews. Interviewees will be asked to participate in an interview lasting no longer than 50 minutes. Participants will not have to answer any question they do not wish to answer. With their permission I would like to audiotape those interviews. Only I will have access to the tape, which I will personally transcribe, removing any identifiers during transcription. The tape will then be erased. The identities of participants as

well as the identity of the school will be kept confidential and will not be revealed in the final manuscript.

I will be sending a letter to the principal of your school describing the research and its purpose. In that letter I will list the names of those teachers who are really interested in this study. **THOSE ARE THE ONES WHO WILL RESPOND TO THIS E-MAIL.** I don't want to write names of teachers who are hesitant about getting enrolled in this study, because I don't want to pressure any individual to participate. It is your full right to say YES or NO !

Risks & Benefits of Being in The Study

There are no anticipated risks, compensation or other direct benefits to a participant in this interview. Participants are free to withdraw at any time without consequence. The interviewer will respect the privacy and the confidentiality of the interview responses. More over, the participant may ask for a copy of the final form of the transcription and have the right to ask for deleting any statement at that time. Your participation will help researchers understand the educational practices whose end product is to promote better education in schools.

Contacts Information

If you have any questions about this research protocol, please contact me at 03-975137 or via my e-mail: normag@inco.com.lb. I will be very happy to hear from you or to explain any issue that relates to my study.

I look forward to hearing from you and hopefully to your participation in this important study.

Sincerely,
Norma Ghamrawi

January, 2004



To : Administrator of School X
From : Norma Ghamrawi, Educational Doctorate Student at The University of
Leicester, Leicester, United Kingdom.
Subject : Participation in an educational research

Dear Sir/Madam:

I am an educational doctorate student at the University of Leicester, Leicester, England. As part of my coursework I am conducting an interview, the purpose of which is to explore the concept of teacher leadership at selected private schools in Beirut. I am asking to have your school participate in this interview because it has been identified as an effective school in terms of the criterion employed to select schools for the purpose of the research.

Background Information

I would like to conduct an interview (to explore teacher leadership concept in your school) with you; principals, coordinators and teachers in your schools whose names are listed on the attached paper. The reason why I've chosen those names relates to the fact that I have sent e-mails to several individuals belonging to several private schools in Beirut. In those e-mails I have invited them to participate in my study, which I have explained in details to them. Those who responded to my e-mail and revealed interest in the study I am conducting were selected.

Procedure

Interviewees will be asked to participate in an interview lasting no longer than 50 minutes. Participants will not have to answer any question they do not wish to answer.

With your permission I would like to audiotape those interviews. Only I will have access to the tape which I will personally transcribe, removing any identifiers during transcription. The tape will then be erased. The identities of participants as well as the identity of the school will be kept confidential and will not be revealed in the final manuscript.

Risks & Benefits of Being in The Study

There are no anticipated risks, compensation or other direct benefits to a participant in this interview. Participants are free to withdraw at any time without consequence. The interviewer will respect the privacy and the confidentiality of the interview responses. The participation of the school will hopefully contribute to promoting better education practices in schools.

Contacts Information

If you have any questions about this research protocol, please contact me at 03-975137 or via my e-mail: normag@inco.com.lb. I will be very happy to hear from you or to explain any issue that relates to my study.

You will be given a copy of this form to keep for your records.

Statement of Consent

I have read the above information. I have asked questions and received answers. I consent to have my school participate in the study.

Signature_____ Date_____

Signature of Investigator_____ Date_____

Names of principals, teachers, or coordinators whom I would like to interview:

I look forward to hearing from you and hopefully to your participation in this important study.

Sincerely,
Norma Ghamrawi

February, 2004

APPENDIX D

THE INTERVIEW SCHEDULES

OF

TEACHERS, COORDINATORS AND PRINCIPALS

The Interview Schedule of Principals (English Version)

- 1- On what basis do you consider a school day successful?
- 2- Give three characteristics that you consider essential in a successful teacher?
- 3- How do you promote the professional development of teachers in your school?
- 4- What are the aspects in which teachers may resort directly to you?
- 5- 10 years ago it was a rare case to find coordinators in the Lebanese schools. Teachers were working all alone and by themselves with out the supervision of any coordinator.
 - a) What is the importance of having coordinators in your school?
 - b) Do you think that the school may function effectively with out them?
Explain please.
- 6- How do you react towards a complaint from:
 - a) parents against a teacher?
 - b) students against a teacher?
- 7- In many cases the decisions taken by the school administrator do create some fuss with in the school, as teachers may find these decisions in many cases in appropriate. How do you behave in order to reduce such effects?
- 8- How do you take decisions regarding:

• Selection of books	• Student field trips
• Curricular activities	• Extracurricular activities
• Tests: dates, included material, items of a test, answer keys	
• Curriculum design	• Vacations & strikes
• Celebrations days	• Distributing students in classes
• Selecting new teachers/coordinators	• Workshops to be conducted
- 9- What are the characteristics that you consider essential in:
 - a) a successful coordinator?
 - b) Successful principal?
- 10- Some old teachers often get bored after the passage of a number of teaching years. How do you motivate those teachers and stimulate them to stay in the career?
- 11-
 - a) Would you like to continue your job as a principal? Why?
 - b) What are your ambitions in this field?
- 12-
 - a) Do you consider your self as a leader for this school? Explain please.
 - b) Do you consider coordinators in your school practice a leadership role?
Explain please.
 - c) What does the notion teacher leadership imply to you?

The Interview Schedule of Subject Leaders (Coordinators)

(English Version)

- 1- What are the tasks that you carry out in this school as a coordinator?
- 2- a) What are the aspects of teacher work that you are fully knowledgeable about regarding teachers in your department?
b) What aspects of your work do you fully inform the principal about?
- 3- What are the aspects of teachers' work in your department that a) please you? b)upset you?
- 4- What are the aspects of a teacher that you look at when you wish to report teacher performance evaluation for the administrator of the school?
- 5- How do you take decisions in your school regarding:
 - Selection of books
 - Curricular activities
 - Tests: dates, included material, items of a test, answer keys
 - Curriculum design
 - Celebrations days
 - Selecting new teachers
 - Student field trips
 - Extracurricular activities
 - Vacations & strikes
 - Distributing students in classes
 - Workshops to be conducted
- 6- Suppose that a teacher provides you with a test she/he wants to administer to students, and you feel that it is below the anticipated level in terms of skills to be assessed. What would you do?
- 7- If it happened that you encountered a problem with a teacher, what do you do?
- 8- a) What are the main obstacles that hinder your work as a coordinator?
b) How does the administration help?
- 9- a) What is your role in a coordination session?
b) What is the role of the teachers?
- 10- a) Would you like to continue your job as a coordinator? Why?
b) What are your ambitions in this field?
- 11- Do you consider your self as a leader in this school? Explain.
- 12- What does the notion teacher leadership imply to you?

The Interview Schedule of Teachers

(English Version)

- 1- What are the tasks that you carry out in this school as a teacher?
- 2- What are the aspects of your work in which you refer back to a) the coordinator? b) the principal?
- 3- What are the aspects of the subject leader of your department that a) please you? b)upset you?
- 4- What are the aspects of the principal that a) please you? b)upset you?
- 5- What are the means that ensure the professional development of teachers in this school?
- 6- 10 years ago it was a rare case to find coordinators in the Lebanese schools. Teachers were working all alone and by themselves with out the supervision of any coordinator.
 - a) What is the importance of having your work supervised by a coordinator?
 - b) Do you think that the school may function effectively with out them? Explain please.
- 7- How are the decisions in your school taken regarding:
 - Selection of books
 - Curricular activities
 - Tests: dates, included material, items of a test, answer keys
 - Curriculum design
 - Celebrations days
 - Selecting new teachers
 - Student field trips
 - Extracurricular activities
 - Vacations & strikes
 - Distributing students in classes
 - Workshops to be conducted
- 8-
 - a) What are the main obstacles that confront you in your work?
 - b) Do you believe that there should be more facilities to be provided on the behalf of : i) the principal? ii)the coordinator?
- 9- What are the main things in this school that
 - a) stimulate you to work? b) hinder you from working effectively?
- 10-
 - a) How do you get evaluated in your school in terms of your performance?
 - b) Do you believe that such evaluation enhances your performance?
 - c) Do you have suggestions on how it could be improved?
- 11-
 - a) Would you like to continue your job as a teacher? Why?
 - b) What are your ambitions in this field?
- 12-
 - a) Do you consider your self as a leader?
 - b) What does the term teacher leadership imply to you?

The Interview Schedule of Principals (Arabic Version)

- 1 - ما هي صفات اليوم المدرسي الذي تعتبره ناجحاً؟
- 2 - (أ) ما هي أهم الصفات التي تميز المربي الناجح حسب رأيك ؟
- 3 - كيف يتم تطوير المعلمين مهنياً في المدرسة ؟
- 4 - ما هي الأمور التي يلجأ فيها المربين مباشرة للإدارة؟
- 5 - منذ عشرة أعوام كان من النادر جداً وجود منسقات/منسقين في المدارس اللبنانية.
(أ) لماذا برأيك هناك اهتمام أكبر بهم في المدارس هذه الأيام؟
(ب) هل برأيك يمكن للمدرسة أن تعمل بشكل سليم من دون وجود المنسقين فيها؟
- 6 - كيف تتصرف أزاء شكوى: (أ) الأهل حول المعلمين (ب) التلاميذ حول المعلمين (ج) المنسقين/المعلمين تجاه بعض حول المعلمين
- 7 - في كثير من الأحيان تخلق القرارات الإدارية في المدرسة استياء لدى المعلمين مما يولد جواً سلبياً في المدرسة.
ما هو دور الإدارة في التخفيف من هذا الأمر؟
- 8 - كيف تتخذ القرارات في المدرسة حول:
 - اختيار الكتب
 - الأنشطة المنهجية
 - الإمتحانات: تواريخها، المادة المطلوبة، أسئلة الإمتحان، مفتاح الحل للإمتحان.
 - توزيع المنهاج
 - الإحتفالات
 - اختيار المعلمين/المنسقين الجدد
 - الزيارات الميدانية والرحلات
 - الأنشطة اللامنهجية
 - العطل وقرارات الإضراب
 - توزيع التلاميذ على الشعب
 - ورش العمل والمحاضرات
- 9 - ما هي برأيك أهم الصفات التي تميز (أ) المنسق الجيد؟ (ب) المدير الجيد؟
- 10 - كيف يتم تحفيز المعلمين القدامى في المدرسة؟
- 11 - (أ) هل ترغب بمتابعة عملك كمدير ؟ لماذا؟
(ب) ما هي طموحاتك؟
- 12 - (أ) هل تعتبر نفسك قائداً لهذه المدرسة؟ فسر إجابتك.
(ب) هل تعتبر أن المنسقين في المدرسة يتمتعون بدور قيادي؟
(ج) ماذا تعني لك الجملة الآتية: " الدور القيادي للمعلم " ؟ فسر.

The Interview Schedule of Subject Leaders (Coordinators)
(Arabic Version)

- 1 - ما هي المهام التي تقوم بها كمنسق في هذه المدرسة؟
- 2- أ) هل أنت على اضطلاع كامل بكل ما يقوم به المعلمون؟
ب) ما هي الأمور التي تضطلع عليها الإدارة بالنسبة لعملك؟
- 3- ما هي الأمور المتعلقة بالمعلمين في دائرتك التي: أ) تسعدك؟ ب) لا تسرك؟
- 4- ما هي النواحي التي تعتبرينها أساسية في تقييم عمل المربية؟
- 5- كيف تتخذ القرارات في المدرسة حول:
 - اختيار الكتب
 - الأنشطة المنهجية
 - الإمتحانات: تواريخها، المادة المطلوبة، أسئلة الإمتحان، مفتاح الحل للإمتحان.
 - توزيع المنهاج
 - الإحتفالات
 - اختيار المعلمين/المنسقين الجدد
 - الزيارات الميدانية والرحلات
 - الأنشطة اللامنهجية
 - العطل وقرارات الإضراب
 - توزيع التلاميذ على الشعب
 - ورش العمل والمحاضرات
- 6- لنفترض أن أحد المربين سملك إمتحان دون المستوى المطلوب لناحية عدم قدرته على قياس المهارات المطلوبة. فما هي الخطوات التي تقوم بها لتدارك المشكلة؟
- 7- إذا استعصت عليك مشكلة مع أحد المعلمين، ماذا تفعل؟
- 8- أ) ما هي الصعوبات التي تواجه عملك كمنسق؟
ب) هل برأيك يجب أن تكون هناك تسهيلات على الإدارة تقديمها؟
- 9- ماذا يتم عمله في جلسة التنسيق: أ) ما هو دورك؟ ب) دور المربين؟
- 10- هل ترغب أن تبقى في مجال التنسيق أم تفضل مجالا آخر؟ ما هي طموحاتك في هذا المجال؟
- 11- هل تعتبر نفسك قائدا تربويا في هذه المدرسة؟ فسر.
- 12- ماذا تعني لك الجملة الآتية: " الدور القيادي للمعلم " ؟ فسر.

The Interview Schedule of Teachers (Arabic Version)

- 1- ما هي المهام التي تقوم بها كمربي في هذه المدرسة؟
- 2- ما هي الأمور المتعلقة بعملك والتي تعود بها: (أ) للمنسق؟ (ب) للإدارة؟
- 3- ما هي أهم الخصائص الموجودة في منسبك التي: (أ) تشارك؟ (ب) تزعجك؟
- 4- ما هي أهم الخصائص الموجودة في مديرك التي: (أ) تشارك؟ (ب) تزعجك؟
- 5- كيف يتم تطوير المربين في هذه المدرسة؟
- 6- منذ عشرة أعوام كان من النادر جدا وجود منسقات/منسقين في المدارس للبنات/بنين
(أ) لماذا برأيك هناك اهتمام أكبر بهم في المدارس هذه الأيام؟
(ب) هل تعتقد أن عملك قد يكون أضعف إن لم يتواجد المنسق؟
- 7- كيف تتخذ القرارات في المدرسة حول:
 - اختيار الكتب
 - الأنشطة المنهجية
 - الإمتحانات: تواريخها، المادة المطلوبة، أسئلة الإمتحان، مفتاح الحل للإمتحان.
 - توزيع المنهاج
 - الإحتفالات
 - اختيار المعلمين/المنسقين الجدد
 - الزيارات الميدانية والرحلات
 - الأنشطة اللامنهجية
 - العطل وقرارات الإضراب
 - توزيع التلاميذ على الشعب
 - ورش العمل والمحاضرات
- 8- (أ) ما هي الصعوبات التي تواجه عملك كمربي؟
(ب) هل برأيك يجب أن تكون هناك تسهيلات أكبر من قبل الإدارة/المنسق؟
- 9- ما هي أهم الأمور المدرسية التي: (أ) تحفزك على العمل؟ (ب) تعيق عملك؟
- 10- (أ) كيف يتم تقييم عملك في المدرسة؟
(ب) كيف يفيدك هذا التقييم في عملك؟
(ج) كيف برأيك يمكن أن يكون هذا التقييم أكثر إفادة؟
- 11- (أ) هل ترغب أن تبقى في مجال التعليم أم تفضل مجالا آخر؟
(ب) ما هي طموحتك في هذا المجال؟
- 12- (أ) هل تعتبر أن دورك قياديا في المدرسة؟ فسر إجابتك.
(ب) ماذا تعني لك الجملة الآتية: " الدور القيادي للمعلم " ؟ فسر.

APPENDIX E

LETTER OF SUPPORT

FROM

THE UNIVERSITY OF LEICESTER

School of Education

21 University Road
Leicester LE1 7RF, UK
Tel: +44 (0)116 252 3688
Fax: +44 (0)116 252 3653

Director
Professor Ken Fogelman

To whom it may concern

This is to confirm that Norma Ghamrawi is a student of the University of Leicester on the Doctorate of Education Programme who is carrying out research for her thesis on the importance of teacher leadership to improving the quality of learning and teaching in schools. As her supervisor I am delighted that she is addressing such an important topic in education

Best wishes



Dr Hugh Busher
Senior Lecturer, School of Education.

APPENDIX F

USING NVivo 2.0

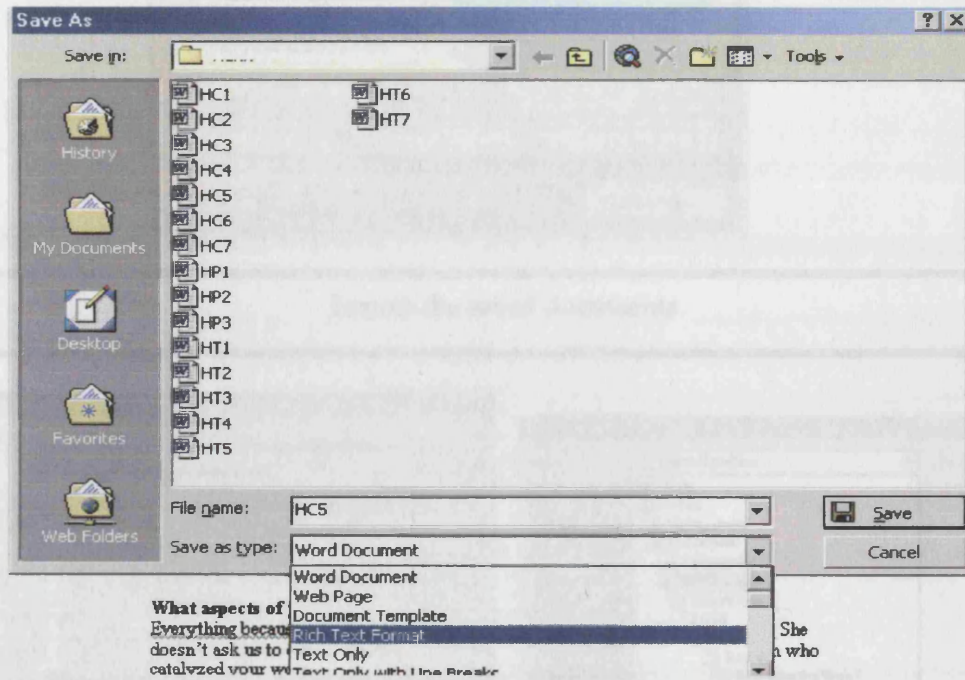
in

CODING INTERVIEWS

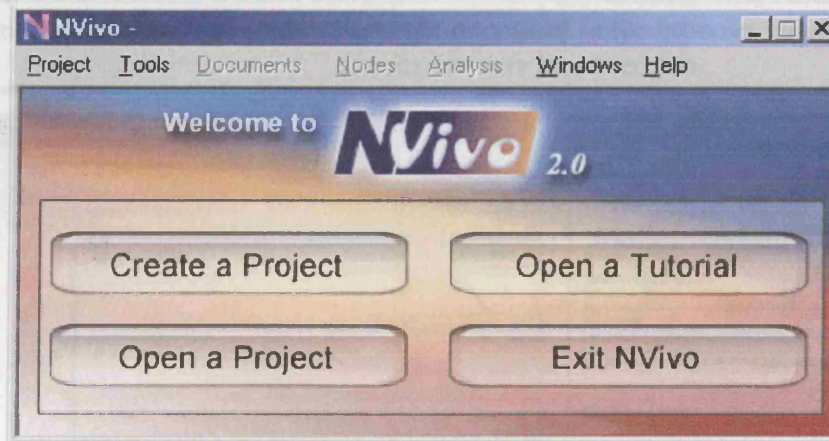
APPENDIX F

USING NVivo 2.0 in CODING INTERVIEWS

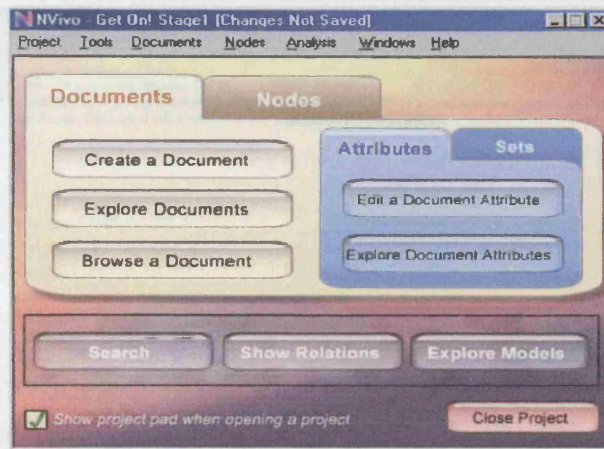
Word files are saved in Rich Text Format (RTF)



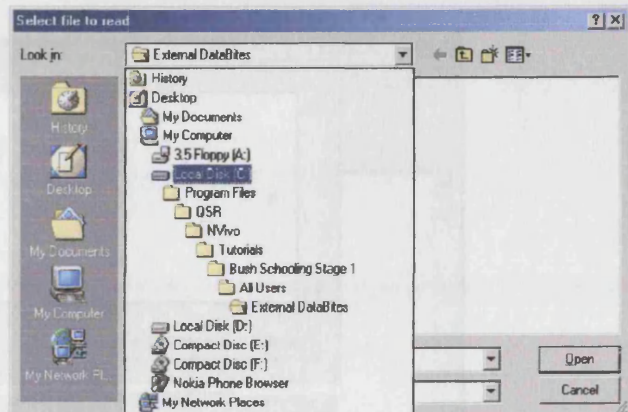
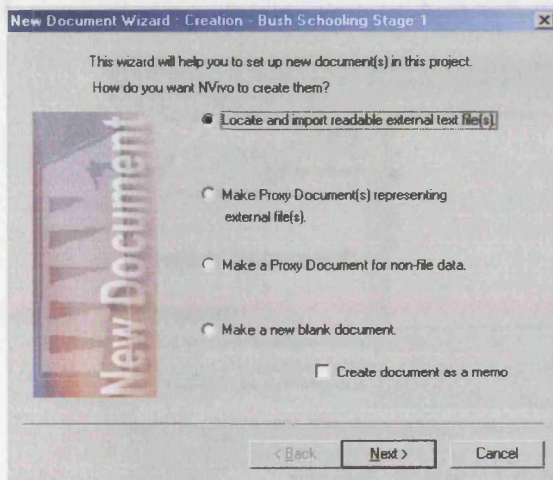
Open NVivo Launch Pad



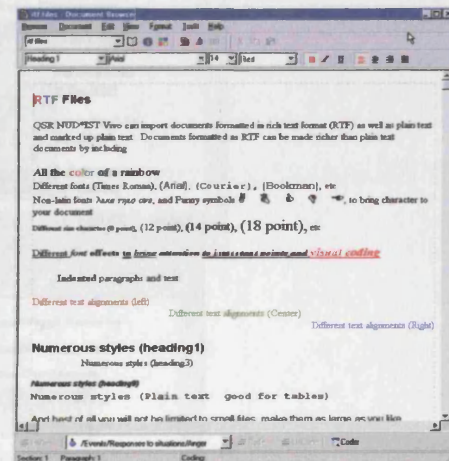
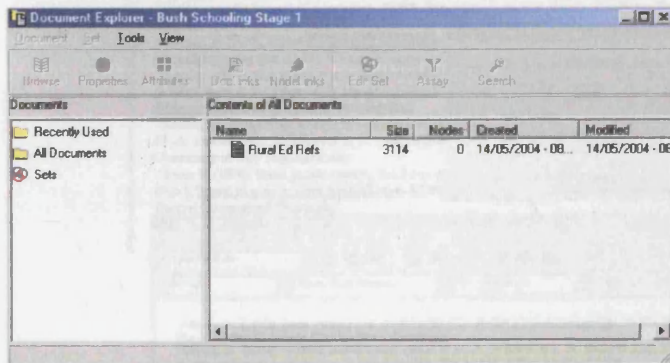
In the Project Pad , select create a project



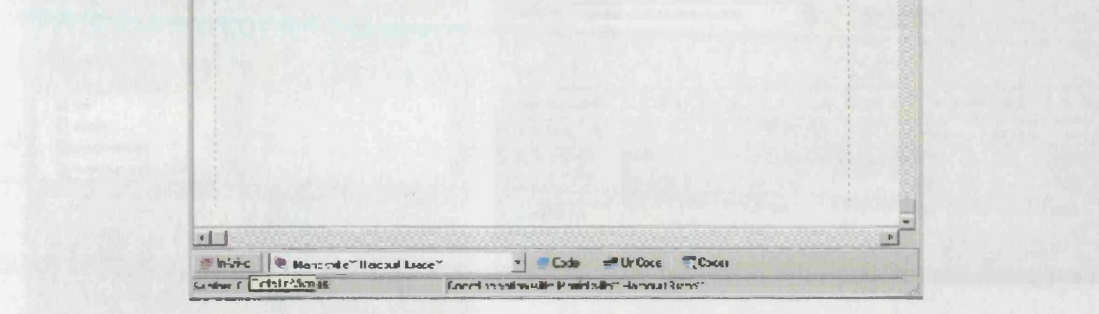
Import the saved documents



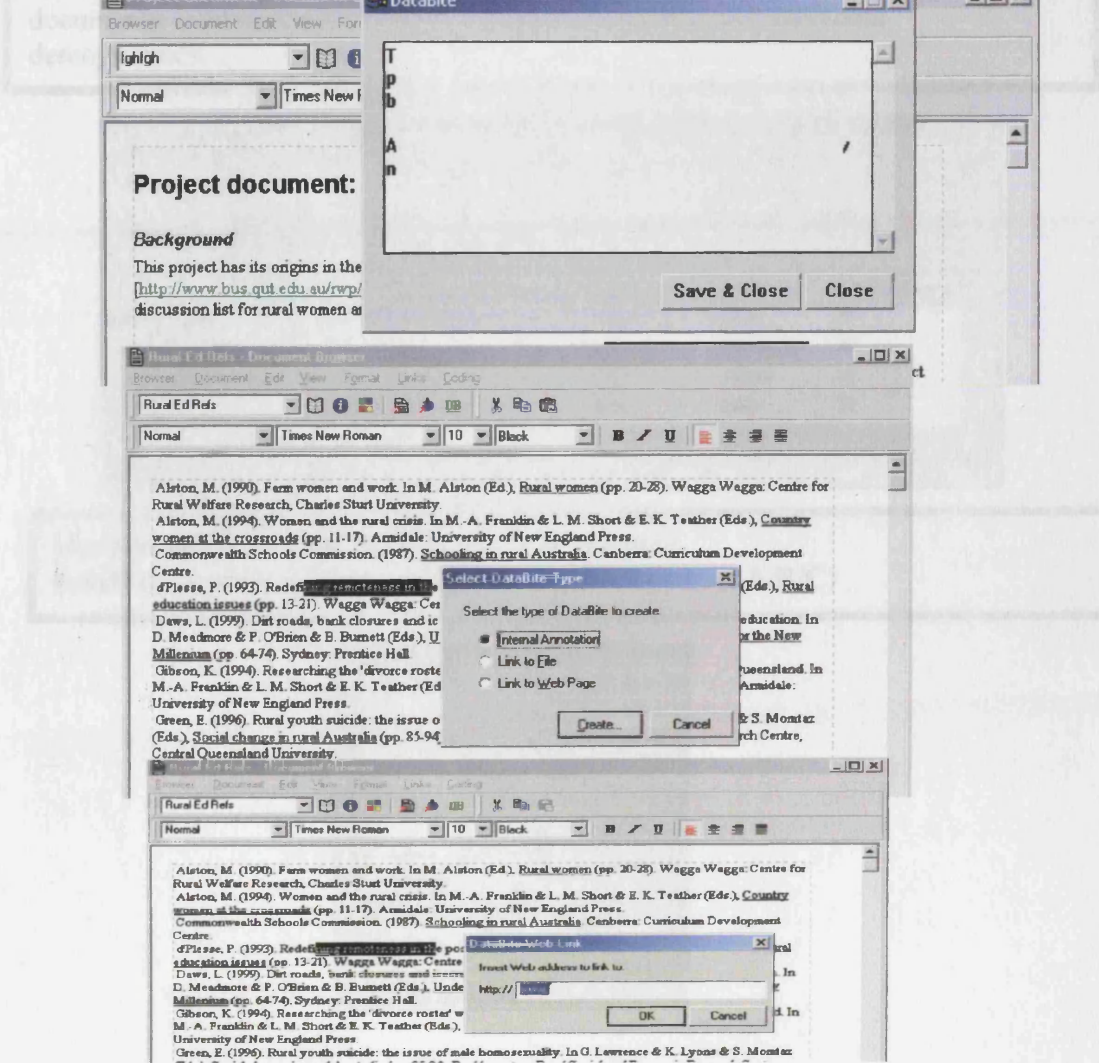
Browse The imported document: Read the document in the browser window where documents may be edited too.



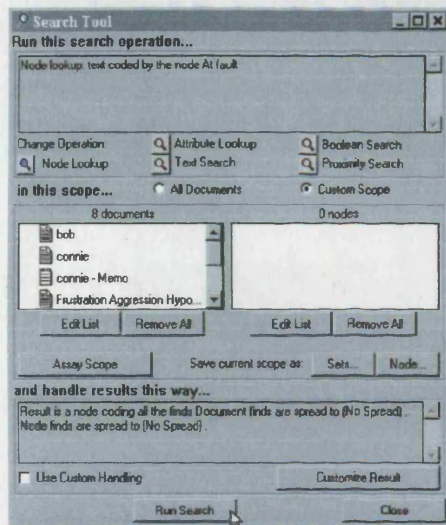
Create Nodes



Annotate, link to web pages or internal files, or relate to literature



Use the Research Tool : Search for key words relevant to research interests.
Search with in a Matrix : ask questions about your data, find patterns and pursue ideas and compare using one a matrix table that enables such comparisons.



Matrix - [4 2] / Search Results/Matrix Intersection 2

File Matrix Selection

Display: Number of characters coded Show Statistics

Row Header:

Column Header:

Matrix Table	1: Rese...Isab...	2: Rese...Conn...	3: Rese...Bob	4: Rese...Rich...
1. freedom; ...le	2169	6808	2. Research Participants: Connie	
2. Speed limit	4046	6593	183	4027
3. At fault	5573	863	665	2459
4. Good driver	1974	742	722	2231

Use the Attribute Explorer: distinguish readily between different types of documents: interviews of teachers/coordinators/principals/participant demographics...

Document Attribute Explorer - NVivo

Attributes Document Value Edit Reports

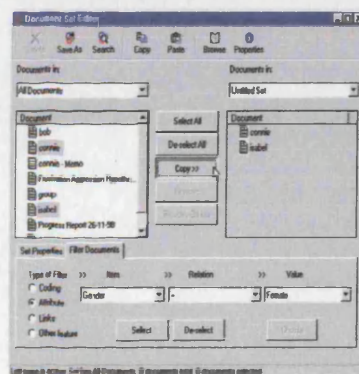
Documents: bob + Add - Remove

Attributes: Colour of car + Add - Remove Inverted

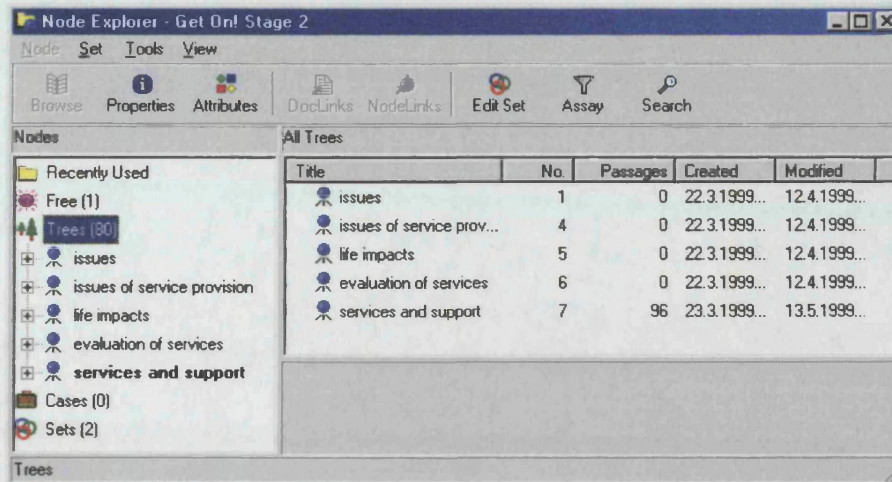
	?Drive for a living	?Drive to work	Age	Colour of car	Gender	Years driving
bob	True	True	43	Yellow	Male	25
connie	False	False	53	Red	Female	36
isabel	False	False	27	Red	Female	12
richard	False	True	40	Green	Male	20

No Row Selected No Column Selected

Use Document Set Editor: group data per category (teachers/coordinators/principals) or per school (school A/B/C)



Use the Node Explorer: explore the nodes (codes) that have been created at any stage. Link nodes when related using trees or cases.



Use the Model Explorer: Create a model using the different saved nodes in order to show relationships between different concepts in order to pave the way towards appropriate and systematic analysis.

