

**Teacher leadership in public schools
in the Philippines**

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Abstract

Concerns have been raised about the tendency to associate leadership with ascribed authority and position and confining school leadership to the leadership of the principal. Distributed leadership has been proposed and one approach to the distribution of leadership in schools is teacher leadership. Teacher leadership recognises the important contribution of teachers to school improvement and brings to the fore the emergence of excellent teachers who have demonstrated leadership capabilities at the same time.

Using an adaptation of the framework of York-Barr and Duke (2004) which linked teacher leadership to student learning, this study explored teacher leadership in public schools in the Philippines. The important role of context in the development and practice of teacher leadership was considered by investigating the contextual conditions that either enabled or constrained teacher leadership practice. Data were collected through semi-structured individual interviews with principals and focus-group interviews with teacher leaders and other teachers from seven public schools in the Philippines.

The study found that teacher leadership was a meaningful concept in Philippine public schools even if the term ‘teacher leadership’ has not been introduced formally. Teacher leadership consists of actions undertaken by teachers who respond positively to opportunities to improve teaching and learning. These teachers possess a strong sense of moral purpose and requisite pedagogic and leadership competencies. They help create conditions that support teaching and learning, often in challenging circumstances, in collaboration with colleagues and the school’s leadership.

Recommendations from this study include recognising teacher leadership in the country’s education reform agenda, encouraging teacher leaders to accept leadership work and giving attention to development programmes for teacher leaders and principals.

Declaration and word count

I hereby declare that, except where explicit attribution is made, the work presented in this thesis is entirely my own.

Word count: 48, 471 words.

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For the greater glory of God!

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|-------|---|
| ACED | Ateneo Center for Educational Development |
| DepEd | Department of Education |
| LGU | Local Government Unit |
| NAT | National Achievement Test |
| OT | Other Teacher |
| QC | Quezon City |
| SBM | School Based Management |
| SPED | Special Education |
| TL | Teacher Leader |
| TPPS | Teachers' Preparation Pay Schedule |
| VC | Valenzuela City |

Supporting statement

Introduction

It seems fitting to end by reflecting upon and describing my journey from being a contented professional seven years ago to the beginning academic professional that I have become today. Many times I found myself struggling for survival, but I now feel good that the end, or rather the beginning of a new phase in my professional life, is near.

I enrolled in the International EdD Dual Award Programme jointly offered by the National Institute of Education, Singapore and Institute of Education, London in July 2007, a year after I was appointed Director of the Ateneo Centre for Educational Development (ACED). This centre is involved in the development of public schools in the country. Prior to that appointment I was Principal of the Ateneo de Manila High School for eight years. Throughout my career, I had the privilege of a comfortable, secure and productive professional life that I never found any compelling reason for pursuing a doctorate degree after I completed my master's degree in Mathematics Education in 1989. However, the EdD came my way and three reasons motivated me to pursue the degree:

- (1) To have intentional opportunities to reflect critically upon my professional practice
- (2) To expand my knowledge and understanding of issues in education specifically school leadership and improvement
- (3) To develop the skills necessary to conduct meaningful research in education

The EdD has proven to be the most comprehensive and powerful professional

development I have undergone in my professional life. It has influenced the way I think and carry out my responsibilities in my present post. Also, in the process of completing the taught courses and accomplishing the IFS and thesis, I have encountered among the most driven individuals and had the privilege to be mentored by outstanding supervisors. I will forever be grateful that the EdD came my way and that I had the courage to undertake it.

My progression across the courses and assignments

An important question raised by our tutor in the first taught course prompted me to reflect upon my goals: Do you want to be a ‘professional researcher’ or a ‘researching professional’? After reflecting on these two equally important paths, I realised that I wanted to become a ‘researching professional’. By pursuing that direction through the EdD, I would be able to relate my studies to my everyday work and perhaps be instrumental even to the generation of innovative and meaningful solutions to the problems faced by public schools in the Philippines.

Having been a principal myself for many years, I had a keen interest in the role of principals in the development and improvement of schools when I started with the EdD. This interest was heightened by experiences in ACED where I came face to face with the difficult conditions in Philippine public schools and at the same time encountered exceptional principals who were making a difference in their schools. My choice of topics for the four taught courses, the IFS and the thesis reflected my keen interest in school leadership and school improvement.

My first assignment centred on the conception of a professional as ‘designer’ and emphasised that as a professional, the principal must be concerned with what Marzano, et al (2005) referred to as second-order and deep change as well as innovative design that can come from an orientation towards continuous learning and reflective practice. I could have done a better assignment by elaborating on how this conception of a principal as a designer applied in the Philippine context where the problems in education were not confined to issues of curriculum and teaching. As is

the case in most developing or third world countries, the problems affecting education involve social as well as political factors related to poverty.

I maintained the focus on school leadership in the second taught course by proposing to investigate the impact of principals on student achievement based on the leadership theory of Collins (2001). The literature review allowed me to gain a better understanding of principal leadership, especially in schools facing challenging circumstances. I gained a deeper understanding of various leadership theories and the relationship between principal leadership and student achievement. The feedback on this assignment prompted me to reflect hard upon the appropriateness of a corporate leadership framework to the education setting and the need for me to argue more satisfactorily the comparison between Collins' Level 5 leaders and effective principals.

The course on International Education helped me to grasp more fully the relationship between globalisation and education and presented new ways of thinking about issues in education such as access, curriculum, language of instruction, quality of the teaching force, and the relationship between education and employment. The assignment for the course which focused on Timor-Leste provided an opportunity to view in a different light the very same issues faced by the Philippines. Like Timor-Leste, the Philippines is very vulnerable to the uncritical acceptance of conventional problems and traditional solutions and must be judicious about what Le Metais (2000) refers to as 'quick fix solutions', the 'transplant' or imported solutions and the 'pick and mix packages' so commonly adopted in the public school system.

Methods of Enquiry II provided an exposure to various research tools and the opportunity to engage in thematic analysis. The actual experience of creating themes from raw data was very challenging and stimulating. The exercise proved to be a very enriching experience of sense making through a profound interaction with data consisting of students' responses to the open-ended question, "What differences have you noted in Pinagpala Elementary School from the time you were in Grade 3 up to now?" Envisioned to be part of a research project that aimed to evaluate school

improvement efforts in selected public schools in the Philippines, this question aimed to seek the students' perspectives on what they noted as changes in their school.

Before this assignment I had an inclination towards quantitative research owing perhaps to the myth that as a Mathematics teacher I should be more comfortable with numbers and formulas. However, I immensely enjoyed the process of surfacing rich meaning from the qualitative analysis of data as well as the meticulous, sometimes frustrating, iterative process of going back and forth between raw data and analysis of the data. I realised that I was drawn more to the interpretive and qualitative type of research.

Impact on my professional practice and development

My core function as Director of ACED is to take the lead in the mission of helping 400 public schools develop. The post entails working a lot with public school principals and teachers and my IFS and thesis topics have reflected my keen interest and belief in the work of principals and teachers. While initially I believed that school leadership was the function of a privileged few and the important role of principals in school reform was confirmed by readings, I was also led to other important theories and paradigms such as distributed leadership and teacher leadership. This explains the shift from the topic of principal leadership in my IFS to teacher leadership in my thesis. The theories I have learned along the way have empowered me to initiate improvements in the development programmes for the principals and teachers we work with since I started the EdD.

The different assignments I undertook influenced key areas of my professional work. For example, the research findings from my IFS on the traits and behaviours of effective principals improved the substance of the training sessions for principals that I conducted. The readings on teacher leadership that I encountered while working on my thesis influenced me to encourage the principals to stimulate and support teacher leadership in their schools. Moreover, the interactions with the principals and teachers

during the interviews for the IFS and thesis led to deeper and more meaningful relationships with them which helped in our continuing work together.

Impact on my academic thinking

The different assignments in the EdD allowed me to consider different but related topics. In the first course I focused on the crucial role of the principal in school improvement; the second course gave me the opportunity to prepare a research proposal that would investigate the type of leadership associated with ‘performing’ public schools in the Philippines; the essay on Timor-Leste we were required to write for the third course served as an invitation to give attention to the different interconnected aspects of education in the Philippines; the analysis of the data I used in the fourth assignment brought to the fore indicators of school improvement from the perspective of children from public schools in the Philippines.

I must say that I think very differently now as compared to when I started the EdD. There has been progression in my critical thinking skills, from rather weak reasoning earlier on to more cogent arguments now. I have learned to be critical about what I read and to express my views convincingly using evidence. I now realise how narrow my outlook was in the first assignment where I seemed to suggest that a professional principal is the solution to the problems faced by public basic education in the Philippines. As the tutor rightfully pointed out, I should be mindful of the reality that there are many social, economic and political problems in the country which are beyond the control and power of the principal. The tutor’s comment on my third essay, that I had “demonstrated clear evidence of independent thought and judgment in assembling ideas in order to construct a clear and cogent argument” as well as encouraging comments about my work from my IFS and thesis supervisors were signs of improvement in my academic thinking skills.

I have realised how critical thinking and reflection are vital in the process of bringing together theory and professional practice. The expectation that at the end of the EdD programme, I should be able to contribute new knowledge overwhelmed and

challenged me over the years. The vast expanse of available empirical evidence and literature on school leadership, specifically principal and teacher leadership, made me wonder about what original, substantial and significant contribution a neophyte like me can make. The different assignments in the EdD, however, served as stepping stones that stimulated me to look at issues critically and relate professional experience with theoretical knowledge one step at a time. These assignments sharpened my research skills from preparing a research proposal to seeking ethics approval, collecting and analysing data and writing up a report.

Impact on my academic writing

Writing the assignment for the course on Foundations of Professionalism in Education was my first time ever to write a 5000-word essay, and the experience caused me sleepless nights and great fear as I found myself either unable to write anything or writing too much on several instances during the course of preparing the assignment. Organisation emerged to be my strength with the tutor commenting that my paper was “well-structured with appropriate sub-headings”. In the assignment for Educational Research I, the examiner commended the way I had written the methodology section but commented that “the overall writing of the paper could be improved as reading is impaired by jarring syntactical and diction choices”. While I couldn’t really understand the comment, the assignment for International Education proved to be a breakthrough in terms of the development of my writing skills with the tutor describing the essay as “extremely well written, with a coherent flow of ideas throughout”. This was a sign to me that I was beginning to improve my academic writing skills. The feedback from the examiner for the essay for Methods of Enquiry II was likewise affirming as he claimed that “the writing is excellent and the paper is well organised”. Overall, exposure to and critical engagement with extensive academic literature provided models for academic language and writing style as well as the appropriate, rigorous and judicious use of citations and quotes but I also learned much about the basic skills of academic writing through my IFS and thesis supervisors.

Conclusion

Now that I am (hopefully) nearly done with the EdD, I can say that the programme has moulded me into a more informed and more reflective practitioner ambitiously looking forward to making significant contributions to the improvement of public schools in the Philippines. The improvement of public schools in the Philippines is a serious concern in the country today, a critical factor for building the nation, and the rare opportunity to play an active and important role is a chance I would not want to waste. This EdD can be the key to many doors of service.

When I visited London last March 2014, the first words that greeted me as I sat down in my favourite spot at the Newsam Library were, “The Institute of Education: Number 1 worldwide for Education, 2014 QS World University Rankings”. The announcement made me proud to be part of the Institute but fearful at the same time that I may not be able to live up to the expectations. The EdD has undoubtedly had a profound impact on my professional practice. I sincerely hope that in the next phase of my professional life, after I successfully submit this thesis and fulfil the requirements of the *viva voce*, I would be able to put to good use the knowledge and skills I have acquired so that I may truly be worthy of being an alumna of the two prestigious institutions, the National Institute of Education, Singapore and the Institute of Education, London.

CHAPTER 1

FOCUS AND RATIONALE FOR THE STUDY

INTRODUCTION

The school year 2012-2013 saw the implementation of among the most major reforms in the history of the Philippine basic education system, the K-12 Reform, setting in motion the pronouncement of Philippine President Aquino at the start of his term of office:

We need to add two years to our basic education. Those who can afford pay up to 14 years of schooling before university. Thus, their children are getting into the best universities and the best jobs after graduation. I want at least 12 years for our public school children to give them an even chance of succeeding.
(SEAMEO - INNOTECH, 2012, p. 7)

The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) also known as the K-12 Basic Education Programme extended by two years the country's previous 10-year basic education cycle. This undertaking is perceived by the Philippine government as a key solution to the long-standing crisis faced by basic education in the country.

The K-12 reform envisioned producing graduates who possess mastery of basic competencies like literacy, numeracy, and problem solving (Department of Education, 2011) but while no one would disagree with this goal, many are sceptical about the ability of this reform to make a difference. Previous reforms have failed to transform education on the ground and to translate structural reforms and programmatic changes into sustainable outcomes on a national scale. Lessons from the repeated cycle of failed reforms include the need to pay attention to an important reality which policymakers and education leaders in the country need to be mindful of, namely that simply changing the organisation or structure of schools is not sufficient to bring about meaningful change (Allen and Glickman, 2005) because many factors are involved in making structural reforms work. The mandated structural shift from the

present 10-year basic education cycle to a K-12 basic education programme is unlikely to bring about real improvement without proper attention to other important aspects such as the crucial role of the teacher in supporting the reform towards achieving positive student performance outcomes. The Enhanced Basic Education Act of 2013 only indicated teacher education and training as the participation of teachers and school leaders in the implementation of the reform. However, more than ever internationally, teachers and teaching are seen to ‘matter’ (Muijs and Reynolds, 2011; Day, et al., 2007) contrary to the “positioning of teachers in the past 30 years in print and in minds as the problem in education” (Gunter, 2003, p. 119). School improvement literature actually report high degrees of teacher involvement and collaboration as main levers of change (Harris and Muijs, 2005).

If the teachers’ role in the K-12 reform continues to be the usual ‘implementing policy from above’, this major reform will not differ much from past initiatives. In the Philippines, the customary and default solution to the poor performance of students in public schools has been teacher training, particularly on the students’ least mastered skills as revealed by the annual National Achievement Test (NAT) results or at times, training on a new educational paradigm that is perceived by education leaders to possess the ability to ‘turn-around’ poor student performance. A case in point was the introduction in Philippine secondary schools in 2010 of *Understanding by Design* (UbD), a tool for educational planning focused on “teaching for understanding” that was advocated by McTighe and Wiggins (2005). Such an attitude is premised on the belief that the conditions of schooling contributing to poor student outcomes are “attributable to the poor quality of the workers and to the inadequacy of their tools, and that they were subject to revision through mandated, top-down initiatives” (Murphy, 2005, p. 39). While the idea of investing in the training of those who can make the greatest difference to students’ learning may be correct, more proactive development programmes that recognise the concept and practice of teacher leadership may hold greater promise for both pre-service and in-service teachers.

OVERVIEW OF THE STUDY

The research problem

For school year 2011-2012, the average NAT score for the country was 67% for the elementary level and 49% for the secondary level (Department of Education, 2012). In view of the goals of the K-12 reform which centre on developing productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment (Republic Act No. 10533), this is disconcerting and tremendously challenging considering that the NAT in its present state, is even a weak universal test that may not be attuned to the development of higher thinking skills and varied learning assessments (Bautista, Bernardo and Ocampo, 2010).

Disappointingly, in spite of the endless and untiring efforts of principals, teachers, parents, and other stakeholders to address the issues confronting public schools, the ability of the Philippines, as one of the signatories in the United Nations Millennium Declaration, to meet the Millennium Development Goals for 2015 in the three areas most fundamental to human life (poverty alleviation, health and education) is very remote (de los Reyes, 2010). Improving the quality of basic education in the Philippines has become more critical and urgent than ever. For majority of Filipinos who suffer from the various consequences of poverty, a good education is the only hope out of it. What Hargreaves (2005, p.2) and Harris (2009a) stated for the UK is also very true for the Philippines: education is still the greatest gatekeeper of opportunity and a powerful distributor of life chances. In the Philippines, society looks to the public schools where about 90% of Filipino schoolchildren are enrolled to increase the country's competitiveness in an increasingly global economy and to improve the future lives of Filipinos. It is thus critical to create in the Philippine public schools the conditions under which every student can achieve excellence and have a chance of a better life, otherwise, even with the K-12 reform, improvements in student performance are unlikely.

The important contribution of teachers to school improvement has been established by research. Furthermore, the emergence of teachers who taught well and demonstrated

leadership capabilities at the same time has led to the concept of teacher leadership as a critical factor in sustaining changes in schools. This idea has developed rather progressively in places such as the USA and Australia. In the Philippines, school leadership continues to be largely centred on the principal and concerns have been raised related to this as current practices on posting principals to schools and political factors have created situations where a principal is assigned to a school for a short time, even less than a year in many cases. The fast turn-over of principals in schools has resulted in the failure to fully implement great and promising endeavours (Luistro, 2010). Hence, it does not make sense to leave school improvement in the hands of the principals alone no matter how great a leader they may be. Even if the principals were made to stay longer, no one leader has all the time, energy, and expertise to lead reform (Spillane, 2006) and even the most promising initiatives are likely to fail when left in the hands of only one person. Given this context, it is of interest and of value to determine whether teacher leadership exists in Philippine public schools as it does in other educational systems and if it does, to understand its nature and explore its contributions to school improvement efforts.

Although literature supports the highly beneficial effects of teacher leadership upon schools and students specifically in USA, Canada and Australia (Harris and Muijs, 2003), there appears to be no published research on the nature and impact of teacher leadership within the Philippine public education context. Even if there are many stories about teachers who seem to be making a difference for their schools, little attention has been given to teacher leadership in the Philippine setting. One reason could be the extremely highly-centralised top-down approach characteristic of the Philippine public education system. Katzenmeyer and Moller (1996) highlighted egalitarian norms in teaching and quite acutely perhaps in the Philippines, the culture in the schools and the broader school system may not be ready to acknowledge differences in status among teachers based on knowledge, skills, or initiatives. These distinctions may blur lines between those in formal leadership positions and the teaching force and create differences among the teachers where subservience to authority and solidarity among those in the same status and rank are more the norm.

The research questions

The broad focus of this study is teacher leadership and entails an exploration of teacher leadership in disadvantaged schools in the Philippines, specifically in two cities, Quezon City (QC) and Valenzuela City (VC). The research aims to provide contemporary evidence of teacher leadership in action in the Philippine context. The study was exploratory in nature and was guided by the following research questions:

1. What are the different forms of, or approaches to, teacher leadership in public schools in the Philippines?
2. How do school contextual conditions enable or constrain teacher leadership practices?

This study, thus, sought to understand the nature of teacher leadership in disadvantaged schools in the Philippine context and its relationship to school improvement. Initially, I intended to include a third research question that would identify the distinguishing features of teacher leadership in public schools in the Philippines that were improving. However, due to the limitations of time and space for the thesis this was not possible. This question can be considered for future research.

Personal motivation for the study

I initially envisioned my EdD thesis to be a second phase of the Institution Focused Study where, still guided by Collins' (2001) research, I would be comparing the traits and behaviours of a group of principals whose schools improved in terms of student achievement with those of another group of principals whose schools did not show any improvement in achievement test results. However, insights from Collins' research, findings from my IFS, and certain realities in the Philippine public school system influenced me to look beyond the leadership of principals, into another layer of leadership in schools – teacher leadership – as part of the continuing effort to

contribute to the improvement of public schools in the Philippines. The McKinsey Report (2007) acknowledged the importance of sustained, committed and talented leadership at both the level of the system and at the level of individual schools but also identified the teacher as the most important variable in high performing educational systems. The report concluded that it is possible for a school system to go from low performance to high performance within a few decades by getting more talented people to become teachers, developing teachers into better ‘instructors’, and ensuring that these instructors deliver the best possible instruction for every child.

This research on teacher leadership in the Philippines was also prompted by personal encounters with public school teachers who seemed to be actively and passionately engaged in school affairs beyond their respective classrooms. These teachers may not have been instructed or trained to take on more than the day-to-day responsibilities of teaching a class of students but were nonetheless able to seek and find challenge and growth within and beyond their classes. Notably, they appeared to be making a difference in the improvement of their schools.

The Philippine context

The Philippine public school system consists of mandatory six years of elementary education and four years of high school. This will become mandatory six years of elementary education and six years of high school upon the full implementation in school year 2016-2017 of the K-12 Reform that was legislated in May 2013. The Philippine school system has been considered among the largest in the world (De Guzman, 2013) with the public school system consisting of 38,503 public elementary schools and 7,470 public high schools. All public schools are under the supervision and regulation of the Department of Education (Department of Education, 2012), locally known as DepEd. These schools are organised into districts, divisions and regional groupings.

The academic and administrative management of public schools is highly centralised at the central office of the DepEd with regional, division and district offices

monitoring the implementation of policies at the local levels. The Philippine education system is historically very hierarchical and continues to be largely so. De Guzman (2006) asserted that while current reform efforts in the country are supposedly anchored on school-based management, the overall administration of the education system follows the deconcentration form of decentralisation, considered the weakest form of decentralisation. This essentially means that although management responsibilities shift from central to local levels, the central office remains in control.

In the Philippine public school system, there are different types of teaching positions such as Teacher, Master Teacher and Head Teacher among others. There is no distinction between the duties of one teaching position and another. All these teachers are involved in classroom teaching. The classification of teachers into these types is based on the personal qualifications of the teachers rather than the duties, responsibilities and qualification requirements of the positions. This classification scheme was adopted to encourage and reward initiatives for professional growth. The progression to a higher position level does not entail an increase in duties and responsibilities; it is based on possession of higher degrees and participation in professional development programmes (Department of Budget and Management, n.d.).

Philippine public elementary and high school teachers are hired and allocated to schools by the DepEd. They are classified and compensated according to the Teachers' Preparation Pay Schedule (TPPS) which is based on the teachers' academic preparation. The principle behind the TPPS is "equal pay for equal work, training and experience". One's classification is based on three criteria: (1) academic or educational preparation, (2) teaching experience, and (3) extra-curricular activities for professional growth. There are no definite provisions for additional pay or reduced teaching load for leadership assignments or additional non-teaching tasks. Where possible within the authority and responsibility of the Division Superintendent to "plan and manage the effective and efficient performance of all personnel" (Department of Budget and Management, n.d., p. 8), provisions are made on the local level to adjust the teaching load of teachers with additional assignments. In general, however, teachers are expected to carry out additional assigned tasks on top of their regular workload. Such additional tasks may be used by teachers as credits towards

their promotion and are also recognised in awards like the Outstanding Teacher Awards.

Teachers can advance in the profession through one of two career tracks - school administration (leadership) or classroom teaching. A teacher may eventually be promoted as principal following the school administration career track or as Master Teacher under the teaching career track. There are four Master Teacher levels and for each level, there are prescribed qualifications measured in terms of educational preparation, performance rating and teaching experience. There is a quota system on the allowable master teacher positions in the schools. Master Teachers have regular teaching loads but are expected to guide other teachers towards improving their competencies and to take the lead in the preparation of instructional materials. Master Teachers also serve as demonstration teachers whose classes are made available as exemplars whenever there are visitors.

The school administration track covers headteachers and principals. There are six Head Teacher levels and four Principal levels with specific requirements and corresponding compensation rates. Teachers who aspire to be promoted to headteacher levels or principal positions need to comply with the criteria which include educational background, training, experience and performance.

In the Philippines, the principal is expected to be both an instructional leader and administrative manager. The Governance of Basic Education Act of 2001 specifies the following as responsibilities of principals as instructional leaders: creating an environment within the school that is conducive to teaching and learning; implementing the school curriculum and being accountable for higher learning outcomes; introducing new and innovative modes of instruction to achieve higher learning outcomes; and encouraging staff development (Republic Act 9155, 2001). While this may also be the expectation of principals in other education systems, it must be noted that principals in the Philippines work in a complicated and interconnected historical, political and cultural milieu (Sutherland and Brooks, 2013). The turn-over of principals in schools is very unpredictable. Principals can be promoted to bigger schools anytime during the school year and they need to leave

their posts as soon as they are promoted. Also, it is possible to move a principal from one school to another anytime due to political influence or pressure.

Cognisant of the important role public schools have in the development of the country and profoundly concerned about the present situation in public schools marked by deep-seated and complex problems, the Ateneo de Manila University established the Ateneo Center for Educational Development. The mandate of this Centre where I currently serve as Director is to spearhead the University's mission to close the poverty gap and improve quality of life through improving public basic education in scale. The Centre is currently involved in the development of over 400 public schools in the country through leadership and teacher development programmes as well as other interventions like daily in-school meal programmes for the most malnourished children in selected schools.

Theoretical framework

The framework developed by York-Barr and Duke (2004) grounded in and extending the findings from a review of two decades of literature consisting of 140 studies on teacher leadership is pertinent to this research. Their framework linked teacher leadership to student learning and suggested a theory of action for teacher leadership that has seven major components. The first three focused on the teacher leaders (TLs) (their characteristics, type of leadership work they engaged in and the conditions that support their work) and represented the foundations upon which teacher leadership is possible. The next three (means of leadership influence, targets of leadership influence, and intermediary outcomes of teacher leadership) suggested the path by which teachers affect student learning. The seventh component, student learning, completed their theory of action (Figure 1.1).

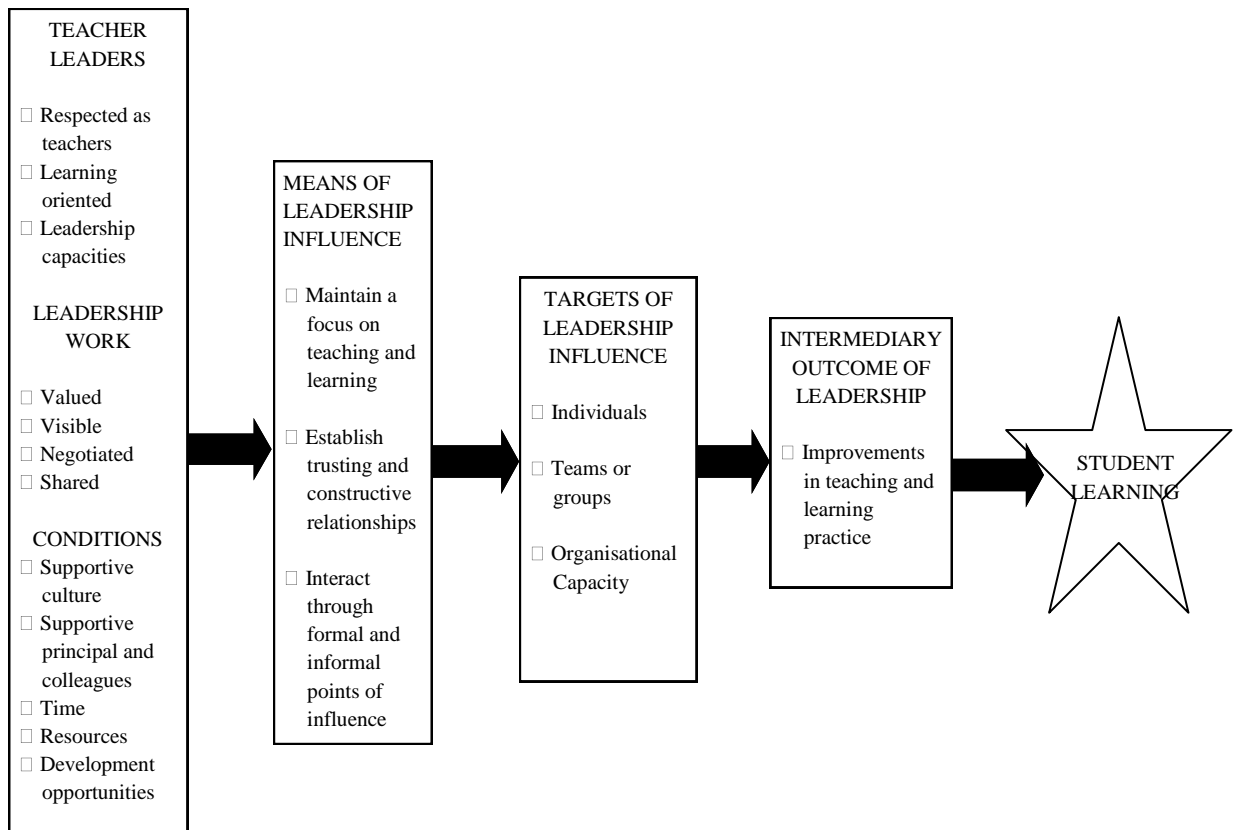


Figure 1.1 Teacher leadership for student learning framework (York-Barr and Duke, 2004, p. 289)

In addition to the components of the framework of York-Barr and Duke (2004), it is also relevant to explore the role of context in the link between teacher leadership and student learning. Day, et al (2011) claimed that while there is a core set of practices that almost all successful leaders use, it is important for these practices to be enacted in ways that are sensitively appropriate to the contexts leaders find themselves in, if these are to have their desired effect. Consistent with this claim, the best education systems in the world have, for instance, produced approaches to ensure that the school can compensate for the disadvantages resulting from the student's home environment resulting in a low correlation between outcomes and the home background of the individual student (McKinsey, 2007).

Thus, the conceptual framework for this research adapts the framework of York-Barr and Duke (2004) by identifying country-specific context as a factor in the nature and practice of teacher leadership (Figure 1.2).

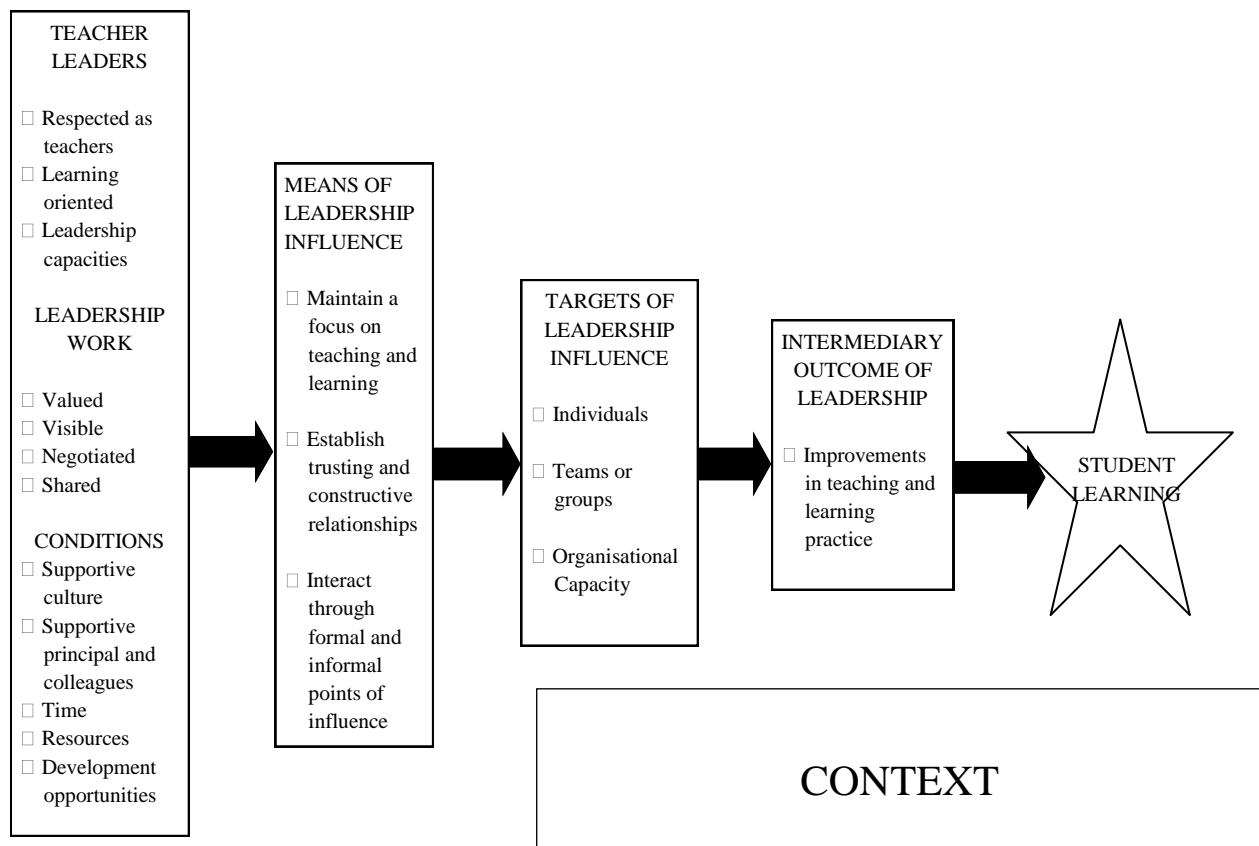


Figure 1.2 Adaptation of York-Barr and Duke's (2004) teacher leadership framework

SIGNIFICANCE AND VALUE OF THE STUDY

This study aimed to add to the knowledge base of teaching and school leadership in a number of ways. First, an exploration of the experiences of teachers in public schools in the Philippines who were effective classroom teachers and leaders at the same time can illuminate the current understanding of local school leadership. The possibility that these TLs contributed to school improvement in significant ways is of direct relevance to the Philippines as this can challenge the widely-held assumption that school leadership must be centred on the principal and bring to the fore the idea of distributed leadership as a viable and valuable option for sustainable leadership in schools. Second, Smylie (1995) pointed out that the focus of most research on teacher leadership had been on formal leadership roles rather than less positional, less

structured, emergent forms of teacher leadership. This study aims to broaden that scope by including teachers engaged in leadership through both formal and informal roles.

Third, this is the first study on teacher leadership in Philippine public schools to my knowledge and as such contributes to the scholarship on teacher leadership where most studies have been conducted in the Western context. The Philippine public school setting is different in at least two ways. First, the education system is extensive and the public schools involved in the study are large schools with populations ranging from 3000 to 9000 students. Second, Philippine public schools are, in general, disadvantaged schools educating among the poorest young people in the country. Since this study has been limited to an investigation of teacher leadership in seven public schools, other researchers in the Philippines may wish to replicate it in other settings to validate or expand the findings.

With my role as head of ACED, the results of this study will be used to enrich the school improvement strategies employed by the Centre specifically the leadership and teacher development programmes. Also, aside from aiming to publish articles based on the results of this study, there will be opportunities to present the results to DepEd officials as well as in local and international conferences.

ORGANISATION OF THE THESIS

In Chapter 1, the purpose and rationale of the study are discussed along with an outline of the main research questions and the theoretical framework for the study. The personal motivation for the study was also discussed along with the value and significance of this research.

In Chapter 2, a review of relevant literature that informed the study is presented. The review covers the concept and evolution of teacher leadership, the characteristics and leadership work of TLs, the benefits and impact of teacher leadership and the challenges to the practice of teacher leadership. The significance of context in understanding teacher leadership in a specific setting is also discussed.

Chapter 3 discusses the research design and methodology for the study.

In Chapters 4 and 5, the findings of the study are presented. Chapter 4 focuses on the nature of teacher leadership practised in the seven schools while Chapter 5 presents the factors that affected the practice of teacher leadership, both the enablers as well as the obstacles.

Chapter 6 discusses the findings of the study against the backdrop of the theoretical framework and the review of related literature. At the end of the chapter, a definition of teacher leadership arising from the research is presented.

Finally, Chapter 7 discusses the implications of the findings and provides a conclusion to the study along with a set of recommendations.

SUMMARY

The introduction has provided a background on the issue of school leadership in Philippine public schools in relation to the intense demand for improvement in student achievement results and in view of the recently mandated K-12 Reform. It has also drawn attention to the important role of teachers in school improvement efforts and noted how teacher leadership has thrived and made a difference in other school systems around the world. While the notion of a teacher carrying on leadership responsibilities may not be entirely new, greater awareness of the existence of this group of teachers who are simultaneously excellent teachers and effective leaders as well as a clearer understanding of what they do and what they need in order to function more effectively may make a critical difference in the Philippines' effort to provide quality education to the students in public schools especially those for whom a good education is the only hope out of poverty. This study explored the nature of teacher leadership in public schools in the Philippines. To provide a foundation for the understanding of the concept, relevant literature against which the data emerging from this study will be analysed will be reviewed in the next chapter.

CHAPTER 2

REVIEW OF LITERATURE

INTRODUCTION

The value of the principals' leadership role is generally well established but concerns about confining school leadership to the principal alone have led to the notion of distributed leadership. Teacher leadership is one approach to the distribution of influence in schools and its emergence is more likely when distributed leadership is present in the surrounding context of practice (York-Barr and Duke, 2004). This review of literature focuses on a discussion of the concept of teacher leadership and its important aspects. The important role of context in the development and practice of teacher leadership is also considered.

TEACHER LEADERSHIP

Definition of teacher leadership

Frost and Durrant (2003, p. 1) articulated that “whether the impetus for change springs from national reforms or from the perception of a single teacher that something could be better, improvements in teaching and learning ultimately depend on the action taken by teachers”. Teachers have the agency to lead change and to guide organisational development and improvement (Harris, 2003) and success is more likely when there are opportunities for teachers to lead development and change (Harris, 2008).

Recent research on school development and change has pointed to dramatically different roles for teachers, including increased leadership roles. Crowther, et al (2002) noted that today, teacher leadership appears to be inseparable from successful school reform. Teacher leadership has been regarded as crucial to a school's capacity to improve itself (York-Barr and Duke, 2004) primarily because of its inherent potential to help counter the limitations of the hierarchical model of school

organisation (Frost and Durrant, 2003) and its emphasis on collective action, empowerment and shared agency.

The advocacy for teacher leadership is premised on the belief that as teachers are closest to the classroom, they can implement changes that make a difference to learning and learners (Harris and Muijs, 2005; York-Barr and Duke, 2004). Teachers are on the front lines and know the classroom issues, the culture of the school, and the kind of support they need to do their jobs (NCCTQ, 2007). When teachers take on responsibilities that used to be reserved for those in the administrative hierarchy, their decisions are likely to be based on their experience and expertise and on what are actually needed to support teaching and learning for students and teachers. It is unfortunate that many initiatives to support, acknowledge, reward or better use teachers' abilities have maintained traditional views of most teachers' roles as implementers of curriculum decisions and procedures decided elsewhere in the bureaucracy (Darling-Hammond, Bullmaster and Cobb 1995). These have limited the teachers' freedom to exercise leadership for change from within and have impeded the advancement of teacher leadership.

Based on a meta-analysis of teacher leadership research since the early 1990s, York-Barr and Duke (2004) offered the following definition of teacher leadership:

Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals and other members of the communities to improve teaching and learning practices with the aim of increased student learning and achievement. (pp. 287-288)

This definition is a deviation from traditional conceptions of leadership which associated the practice of leadership with position, role, authority and power. Posed as a process, this definition is compatible with Spillane's (2006) view of leadership, which has a more diffused nature and described as follows:

activities tied to the core work of the organisation that are designed by organisational members to influence the motivation, knowledge, affect or practices of other organisational members or that are understood by organisational members as intended to influence their motivation, knowledge, affect or practices (pp 11-12)

It is worth noting from the definition of teacher leadership suggested by York-Barr and Duke (2004) that teacher leadership is a “process”, the primary medium for the practice of teacher leadership is “influence”, the intention of teacher leadership is the “improvement of teaching and learning practices”, and the ultimate goal of teacher leadership is “increased student learning and achievement”. The use of “process” in the definition signifies the centrality of interactions among leaders, followers, and their situation that Spillane (2006) ascribed to distributed leadership.

In the teaching profession, teachers influence their students each day, lesson by lesson and TLs are able to transfer these skills into work with colleagues. Formal positions are not necessary to influence others. Although the extent of teacher leadership influence in a school depends in large measure on the group ethos, collegial and professional norms, and customs of a school or district (Hart, 1995), motivating colleagues toward improved practice relies greatly on the personal influence of a competent teacher who has positive relationships with other adults in the school (Katzenmeyer and Moller, 1996). Conversely, teachers allow themselves to be influenced by colleagues who exhibit behaviours they advocate (Katzenmeyer and Moller, 2011) even if these colleagues are not assigned formal roles.

Although those in schools know first-hand and deep down that “teacher leadership has always been there”, York-Barr and Duke (2004) claimed that the literature on teacher leadership is still largely descriptive rather than explanatory and more robust with argument and rationale rather than with evidence of effects of teacher leadership. Also, the empirical evidence concerning the actual effects of either formal or informal teacher leadership on schools and students report mixed results (Leithwood, 2003). On a positive note, however, it is helpful that more studies have recently been undertaken to investigate the influence of teacher leadership on school improvement (Institute for Educational Leadership, 2011b). Also, while there continue to be studies focused on leadership from formal leadership positions, informal means of leadership are now gaining more recognition.

Smylie, et al (2011) proposed three related models of distributed leadership that have important implications for teacher leadership: (1) leadership as the performance of key tasks and functions rather than as the work of people in formal leadership roles,

(2) leadership as an organisation-wide resource of power and influence, and (3) leadership practice as constituted in the interaction of school leaders, followers and situations. The first model indicates that teachers can and do perform important leadership tasks within and outside formal positions of authority. The second implies that teacher leadership may make both independent and, with other sources of leadership, additive or multiplicative contributions to student achievement and school improvement. Distributed leadership implies thinking about leadership in a new way, one that goes beyond the Superman and Wonder Woman view of leadership (Spillane, 2006, p. 3) and takes us from a person “solo” to a person “plus” perspective on leadership (Harris, 2008, p. 183). This perspective is in contrast to a leader-follower relationship which connotes a power imbalance and a command and control approach to leadership.

The third model discussed by Smylie, et al (2011) emphasises that teacher leadership is a social process that exists in schools and teachers can exert influence by simply being part of the “webs” of relationships that define school organisations. Spillane’s emphasis on the interactions among leaders, followers, and their situation over the additive or multiplicative contributions of individual leaders to student achievement and school improvement indicates that even followers who are regarded as passive actors in the traditional leader-follower relationship contribute to leadership practice through interaction with the leaders and aspects of the situation.

Why focus on teacher leadership?

The McKinsey (2007) study of high- and low- performing school systems argued that the most effective way to deliver sustained and substantial improvements in outcomes is through sustained and substantial improvements in instruction. The report further asserted that “the quality of an education system cannot exceed the quality of its teachers” (p.16). Miller (2005, p.249) underscored the undisputed contribution of teachers:

It is teachers who provide the support and challenge that promote

learning; it is teachers who encourage improvement through the feedback they provide; it is teachers who present materials and ideas that engage student interest; and it is teachers who safeguard the academic integrity of the work that gets done in school.

Teaching matters and teachers' methods have very substantial effects on student learning (Muijs and Reynolds, 2011; Institute for Educational Leadership, 2011). This realisation has led to a wide range of efforts to support, acknowledge, reward, or better use teachers' abilities for the purpose of recruiting and retaining talented teachers as well as numerous initiatives designed to increase teachers' knowledge and skills and motivate greater effort, more learning, or different practices on the part of teachers (Darling-Hammond, et al, 1995).

Katzenmeyer and Moller (1996, p. 2) claimed that "within every school, there is a sleeping giant of teacher leadership that can be the catalyst to push school reform". Teachers possess the craft knowledge needed to inform and lead school improvement initiatives and Barth (2001b) asserted that the possibilities for school-based reform reside every bit in the hands of teachers as in the hands of the principal and central office. Teachers must be participants rather than targets in the reform process (Smylie and Denny, 1990). Although teachers are the lowest ranking officials in the education bureaucracy, they are the largest group in the personnel roster of any school and closest to the students.

The extensive review of literature undertaken by York-Barr and Duke (2004) revealed an abundance of reasons for advancing the concept and practice of teacher leadership which included the positive effects arising from allowing employees to participate to a greater extent in their organisations, the power of engaging the very people who have the expertise about teaching and learning as well as the prospect of recognising the teachers' expertise and contributions and providing them opportunities for growth and renewal. Above all these, the consequent benefit of teacher leadership on students was presented as a serious impetus for giving attention to teacher leadership.

Teacher leadership compared to principal leadership

Evidence indicates that it is vital for principals to acknowledge the importance of collective and shared efforts to improve instruction and in particular, to take advantage of the tremendous teacher leadership potential remaining untapped in their schools. Teacher leadership presents the possibility of continuous improvement of teaching and learning in schools that can contribute significantly to increased achievement for every student by minimising the negative consequences on initiatives of transitions in formal leadership positions, especially of sudden and unplanned transitions. Moreover, student outcomes are more likely to improve where leadership sources are distributed throughout the community and where teachers are empowered in areas of importance to them (Silins and Mulford, 2002). Such areas include being well-informed, having collaborative, cooperative and consultative decision-making processes, and having opportunities to participate in the development of school goals.

Distributed leadership is perceived to be a potential contributor to positive change and transformation in schools but Spillane (2006) emphasises that it is more a framework for thinking about and analysing leadership and for generating insights on how leadership can be practised more effectively, rather than a blueprint for effective school leadership. It does not guarantee more effective leadership as it can, in reality, even imply a distribution of incompetence.

Harris (2008) assures those in authority that distributed leadership does not imply the redundancy or removal of formal leadership structures within organisations. On the contrary, distributed leadership creates a powerful relationship between vertical and lateral leadership processes with those in formal leadership roles facilitating, orchestrating and supporting leadership coming from multiple sources. Katzenmeyer and Moller (1996) noted that principals who devoted energy to teacher leadership actually increased their own power – more was accomplished, students did better, the community was less critical of the school, and teachers were more satisfied. Similarly, Gronn (2002) cited that teacher leadership actually produced greater demand from the principal who had to coordinate who performed which leadership functions, build leadership capacities in others, monitor the work of others and provide constructive feedback to people about their efforts. Even district level and other authorities higher

than the principal could have more influence over teaching than without teacher leadership (Firestone and Martinez, 2009). The important feature of teacher leadership is that leadership capability and capacity are extended rather than fixed and this implies that the work of the principal (or higher authority) is changed but not diminished. What appeared crucial in connection with the change in the principal's (or higher authority's) roles was the need for clear boundaries for decision-making and power sharing.

Evolution of teacher leadership

Early on, Palmer (1919) already asserted that teachers were worth much more than people realised but lamented that teachers generally felt that they were followers who had to be subservient to the will of higher authority and take things as a matter of course. In the past, too, teachers worked in highly individualised and personal ways, they lacked the collegial interaction and peer supervision available in other professions, their teaching strategies were highly idiosyncratic, based on trial and error and guarded as professional secrets, and the only source of professional development were workshops and clinics where discrete skills and behaviours were introduced and transmitted (Miller, 2005). Miller described the work of teachers in the old order factory-model school as technical, concrete, and formulaic implying that as in assembly-line production, the teacher was only responsible for her piece of the final product. Palmer noted that sadly, the majority of teachers were contented with this order of things, too, although in the early and mid-1900s teacher leadership came into the picture as an issue of workplace democracy with the advent of the 'professional' school administrator, the growth of centralised control, and the scientific management of schools (Smylie, et al, 2011). The idea of teacher leadership hibernated for a while but resurfaced in the 1980s as an element of school reform movements such as teacher professionalism and school based management (Murphy, 2005).

York-Barr and Duke (2004) described three waves in the evolution of teacher leadership. Initially, teachers were assigned formal roles essentially as extensions of the administration to improve the efficiency of school operations. This was followed by a phase that capitalised more fully on the instructional expertise of teachers by

giving them roles as curriculum leaders, staff developers, and mentors of new teachers. The third wave considered teachers to be more central to the process of re-culturing schools towards the enhancement of student learning.

Many teachers regarded teacher leadership in its initial stages as a “noble term used to assign many mundane and decidedly “unnoble” duties to teachers in order to “free” the administrators to “lead” the schools” (Hilty, p. xviii) and tasks assigned to the supposed TLs were perceived as ‘tasks the principal did not want to do’. Over the years, views on teacher leadership shifted from narrow perspectives like ‘a position to which teachers are appointed or elected’ or ‘a specific role to be performed’ to less positional and less structured emergent forms of teacher leadership such as those associated with professional communities, new school structures, and broad models of curricular and instructional reform (Smylie, 1995). Most opportunities for teacher leadership actually began with now familiar forms of work re-design like career ladders, lead, master and mentor teacher roles, and participative decision-making (Smylie, 1995) that aimed to provide teachers increased responsibility for making decisions affecting the collective life of the school or for coaching and providing feedback to colleagues (Heller and Firestone, 2011). More recently, professional development schools were created in the USA to re-create the teaching profession as a place where teachers can begin to confront the challenges that have impeded the growth of the teaching profession (Darling-Hammond, et al, 1995).

Teacher leadership may be viewed as both an instance of change as well as a vehicle for change. It has evolved to be a defining characteristic of efforts to reform schools and professionalise teaching (Smylie, 1995) but Katzenmeyer and Moller (1996) lamented that many school leaders are still unaware of its potential. The understanding of many principals about teacher leadership continues to revolve around the narrow management roles given to department or team chairpersons which allow them to carry directives from the school leaders to their colleagues and sometimes take the teachers’ ideas back to the leaders. While teacher engagement in the work of leadership has become increasingly evident in schools, suggesting that teacher leadership has moved from concept to practice, the concept is still misunderstood by both teachers and school leaders with teachers being reluctant to

seek out leadership roles (Lieberman and Friedrich, 2010) and leaders preferring to retain all of the power and authority ascribed to their positions.

Foundations for teacher leadership

Katzenmeyer and Moller (2011) explained that TLs are crucial to school reform because:

they lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, influence others toward improved educational practice, and accept responsibility for achieving the outcomes of their leadership (p. 6)

In the teacher leadership framework established by York-Barr and Duke (2004), three components were named as comprising the foundation that can support such behaviours on the part of teachers: (1) characteristics of TLs, (2) type of leadership work engaged in by TLs, and (3) the conditions that support the work of TLs.

Many competent teachers who have the capacity to do even more than what they are able to achieve excellently as classroom teachers want to remain in the classroom. In addition to the desire to influence teaching and learning directly, these teachers regard classroom work as an environment where rewards can be very genuine and personally uplifting despite the heavy workload, frustrations and difficulties. For these teachers who seem to be fulfilled and contented where they are, administrative roles may not be attractive. What may be more important might be emerging roles for TLs that allow teachers to maintain their connection to the classroom while also contributing beyond the classroom. Such roles may include being mentors, coaches or staff developers which can allow TLs to have the opportunity to interact with other adults in the school. The TLs' experiences in these roles can actually lead to further improvements in their own classrooms. As Barth (2011, p. 25) claimed from evidence, "what the teacher does inside the classroom is directly related to what the teacher does outside of the classroom".

The accountability for results was recently added by Katzenmeyer and Moller (2011) to their original definition of teacher leadership as a crucial component for this type of leadership to be taken seriously. Initiatives that are intended to bring about change require follow-through and the ability to follow-through towards achieving outcomes is an important basis for the TL to gain the trust of both the principal and colleagues. In the high schools studied by the Institute for Educational Leadership (2011), the teachers' sense of accountability included the personal and social development of students in addition to academic achievement. The TLs' sense of accountability to all stakeholders including the formal leaders, the students and their parents, as well as their fellow teachers whom they were leading was paramount in the teacher leadership context and did not require control or surveillance provisions.

Characteristics of TLs and their leadership work

Teacher leaders are both teachers and leaders. They are “strong teachers” or educators with highly developed and effective teaching practices and with the ability to assume leadership among their colleagues (Miller, 2005). In general, those who were regarded as TLs were perceived as excellent teachers with many years of significant teaching experience and were respected by their peers. In terms of differentiating between formal TLs and informal ones, Gronn (2002) reported no difference in their characteristics suggesting that people's leadership prototypes did not discriminate between formal and informal roles.

Being teachers, it was assumed that TLs knew the academic content, were creative, used many instructional techniques, understood the curriculum, and inspired students (Hart, 1995). They were first and foremost, competent in the classroom and evidently more knowledgeable about teaching the subject matter than other teachers, a reputation that gained them the respect and confidence of their peers. They were also able to draw critically from additional resources and expertise if required and could seek external assistance when needed (Day and Harris, 2002).

To describe TLs, Crowther (1997) cited a research project related to the Commonwealth Government's Special Program Schools Scheme (SPSS) that involved 15 educators who were succeeding in responding to the effects of socio-economic disadvantage. The leadership of these teachers showed that the processes of teaching, consciousness-raising, and community building were integrated in their work. Their roles as concerned citizens, as influential individuals in their communities and as classroom teachers were inseparable. But, notably and ironically, they regarded themselves primarily as teachers.

In connection with such a stance, Crowther (1997) pointed out that the failure of most educational administration theorists to recognise the full leadership dimensions of the work of some classroom teachers may be partly attributable to the insistence on the part of the outstanding teachers themselves that their main interest is to teach rather than to lead. The TLs whom Crowther, et al (2002) studied and whose work was the basis for their Teachers as Leaders Framework regarded themselves as ordinary citizens bound by the usual limitations and imperfections yet they were doing what appeared to their colleagues, principals, and communities to be extraordinary feats.

Based on four case studies of reforming schools, defined as schools that were striving for changes in the conceptualisation of learning and how it occurred, Miller (2005) highlighted the key roles played by teachers who were prepared to become leaders of their colleagues as well as teachers of their classes. These teachers were re-constructing learning and teaching at the same time or in other words, *reculturing* the school. Miller explained that these teachers were succeeding to change the conditions of their work by shifting (1) from individualism to professional community, (2) from teaching at the centre to learning at the centre, (3) from technical work to inquiry, (4) from control to accountability, (5) from managed work to leadership, and (6) from classroom to whole school focus. In the process of describing what these teachers did, Miller brought to the fore important characteristics of teachers who re-culture teaching and learning, notably, the following:

- willingness to leave behind the comforts of individualism and isolation and embrace new norms of collegiality

- openness to focus on how students learn and adjusting their teaching accordingly rather than focusing exclusively on how they teach
- disposition toward continuous learning and improvement
- sense of accountability for student learning more than accountability for control
- sense of responsibility for areas traditionally reserved for administrators
- concern for the whole school rather than just the classroom, and how to develop and support the culture of the whole school

Through their contributions in (re)shaping the school culture, teachers engaged in leadership. Conversely, as teachers engaged in leadership, they contributed to (re)shaping the school culture. As leaders, teachers use their capacity to direct their own practice and do not need to rely on external experts for answers. It is their reputation for continuously improving their practice on their own initiative and the results they produce that slowly gain them the attention and recognition of their peers. By serving as mentors, peer coaches, staff development trainers, curriculum specialists or simply willing listeners (Katzenmeyer and Moller, 1996), TLs extend to their peers the fruits of their efforts to improve their own practice and in the process help colleagues become better teachers. Working with peers is a delicate undertaking, though, as it requires TLs to maintain collegial relationships with fellow teachers while keeping a positive and non-threatening relationship with school leaders.

For Katzenmeyer and Moller (2011), three adjectives are sufficient to describe TLs: competent, credible and approachable. The competence of TLs that start off with their effectiveness in the classroom establishes their credibility but it is their approachability that allows them to influence their fellow teachers. The Institute for Educational Leadership, Inc. (2011) particularised these adjectives and claimed that most of the special qualities possessed by excellent teachers – knowledge of children and subject matter, empathy, dedication, technique, sensitivity to communities and families, readiness to help, team spirit, ability to communicate, and many more – are

also the essential qualities of school leaders. Hence, it is no surprise that the growing number of TLs who play a significant role in successful schools share a number of key characteristics of effective principals (Day and Harris, 2002).

Using a reputational nomination procedure and interviews to search for TLs from six high schools in one district in the USA, Wilson (2011) found that a typical leader was 42, has taught for 18 years, and at the same school for about 13 years. More than half of them have served as formal leaders and usually held a master's degree.

Interestingly, in addition to such profile, one significant finding from Wilson's research was the TLs' preference to manage conflict through persuasion rather than confrontation. Based on the results of her study, Wilson offered as food for thought the possibility that teacher leadership is closer to what Rosener (1990) described as a feminine style of leadership (relies on personal power and is based on charisma, work record, and contacts) rather than the masculine style (uses structural power which is based on authority associated with position, title, and the ability to reward and punish).

Leithwood (2003) identified specific traits and capacities of TLs based on studies of TLs that utilised 'constant comparative' coding methods. The most frequently mentioned trait was 'quietness' or being unassuming and soft-spoken. Other most frequently mentioned traits were having a sense of commitment to the school or the profession, having a sense of humour, being a hard worker, and possessing an appreciative orientation to others. The most frequently mentioned skills indicating the teachers' capacities were procedural (teacher's knowledge of how to carry out leadership tasks like making decisions or running a meeting) or profession-related (knowledge about education in general, knowledge about the school, students and community or knowledge about specific subjects). Other skills related to the teachers' relationships with staff and students, problem-solving ability and self-knowledge.

Teacher leaders also demonstrate an insatiable thirst for the 'more' in their profession that drives them to naturally recognise their needs or take advantage of opportunities for development. They work towards available solutions or design new initiatives, unable 'to do as they had always done in the past'. They are ever ready to take part in

school improvement efforts. Among the revelations from a survey of the most accomplished teachers in the USA was the teachers' desire for new leadership encompassing such areas as advisor to policymaking groups, teacher recruitment, and education policy and issues (Dozier, 2011).

Teacher leaders accept both the opportunities (power) and the responsibilities (accountability for outcomes) that come with meaningful teacher-led change (Katzenmeyer and Moller, 1996). Many of them may not think of themselves as leaders but they know that they must be willing to be "out front" in order to be catalysts for change (Institute for Educational Leadership, Inc., 2011).

In sum, many TLs have been projected by literature as individuals who are competent, known for their expertise as teachers but also possessing qualities that enabled them to work effectively with adults in the school setting. Teacher Leaders were self-driven in terms of their professional growth and improvement of practice but generous in sharing their knowledge and expertise with colleagues. They were culture-shapers, creating both a new culture of learning for the students as well as a new culture of teaching for themselves. Notably, they also had a sense of accountability for the exercise of leadership alongside the opportunities to cause and direct change.

In terms of the TLs' leadership work, York-Barr and Duke (2004) found that expanded teacher leadership roles range from assisting with the management of schools to evaluating educational initiatives and facilitating professional learning communities. In terms of the work they do, three types of TLs may be drawn from the literature: (1) those teachers who are assigned quasi-administrative responsibilities in the school, (2) teachers who choose to remain in the classroom but exercise informal leadership, and (3) teachers who are given formal roles as TLs.

Much of what counted as teacher leadership during the 1980s and early 1990s was the role-based, "appointment and anointment" of individual teachers to new "quasi-administrative" positions (Smylie, et al, 2011). Actually, in many places today, teacher leadership continues to take the form of selected teachers being assigned

quasi-administrative responsibilities in the school (e.g. lead teacher, master teacher, department head, mentor, member of the school's governing council) which may be perceived as simply bringing teachers into some level in the hierarchy of administrative leadership. This form of teacher leadership is still rooted in individual empowerment and the heroic model of individual leadership. Smylie, et al noted some of the problems related to this form of teacher leadership, specifically work overload, stress, role ambiguity, and role conflict for TLs as they tried to balance their new school-level responsibilities with their classroom commitments. In addition, the new roles also created tension and conflict among TLs, administrators and other teachers.

In contrast, there are numerous examples of teachers who engage in leadership activities even while serving as full time classroom teachers by sharing their expertise or new ideas, experimenting on more effective instructional techniques together with colleagues, or volunteering for new projects. In a study of 76 high schools where teachers were playing vital leadership roles, teachers reported that they were increasingly responsible for functions that were not traditionally considered part of their job including school-level decision-making (Institute for Educational Leadership, Inc., 2011b). These teachers acknowledged as helpful the changes made by their principals to the traditional school structures that allowed concurrent planning time for teachers within each level and collaborative curriculum planning during the summer months.

In Canada, the Teacher Learning and Leadership Program was designed to veer away from the traditional top-down approach to educational reform that characterised past approaches and this programme made it possible for teachers to run their own professional development through projects (Lieberman, 2011). The programme provided funding for teacher-designed projects that intended to contribute to student learning and facilitated professional learning among the teachers involved. Since its launch in 2007, the programme has yielded 225 teacher learning projects that demonstrated the "breadth and depth of teacher learning that's possible when teachers organise professional development connected to their own contexts, strengths, interests, and needs" (p. 106) which happened when teachers were allowed to undertake development efforts "centred on what they know, what they want to learn,

and what they hope to share with peers” (p. 108). The project allowed experienced teachers to provide peer leadership to other teachers and over time, teacher leadership even multiplied as a result of teachers from past cohorts sharing their successful projects to those just starting out.

More recently, formal TL roles have actually been made available to many teachers. For example, Project Achieve in the US, a site-based personalised professional development project that utilised TLs to positively influence instructional practices illustrates a situation where teachers, specifically retired teachers, are given formal TL roles. Based on an evaluation of the project, Yost, et al (2009) promoted as a viable concept the notion of distributed leadership as fostering learning communities to enhance teacher instructional performance. In this project, the teachers and the leadership team focused on the goal of student learning and achievement through learning communities. The TLs in Project Achieve were former teachers who were reassigned to provide school-based mentoring, instruction, lesson plan assistance and modelling of lessons for urban middle school teachers. Due to their presence and attention on instruction, the TLs were able to foster a learning community atmosphere in the school and increase everyone’s focus on the goal of improving student learning and achievement.

For Yost, et al (2009), it is vital that all schools consider TLs as a catalyst for improving the teaching performance of all teachers if one believes that good teaching increases student learning. As the case was in Project Achieve, former or retired teachers could serve as TLs. In most cases, these teachers have deep subject knowledge and understanding of how students learn, advanced skills in designing and delivering lessons, as well as a strong commitment to their own professional development. They may also be at a stage in their careers when they are more personally disposed to leadership opportunities including more challenging and demanding responsibilities that can possibly contribute significantly to the advancement of the teaching profession at large.

Darling-Hammond, et al (1995) called attention to another example of teachers being given formal roles as TLs through professional development schools (PDSs). These

schools were actually collaborations between schools and universities created to transform the entire educational enterprise by changing teaching, schooling and teacher education simultaneously. By allowing veteran teachers to assume new roles as mentors, school restructurers and TLs, these restructured organisational settings enabled teacher leadership for the teachers who worked in them and helped to grow a teaching force that assumed leadership naturally as part of a more professional conception of teaching work. Also, by allowing school and university educators to engage jointly in research and rethinking of practice, the PDSs created opportunities for the profession to expand its knowledge base by putting research into practice and practice into research. By re-conceptualising teaching and learning, new forms of teacher leadership linked to new forms of teacher learning were created. Darling-Hammond, et al believed that the opportunities for new kinds of learning in the PDSs they studied led to new forms of leadership for teachers.

Conditions that support the work of TLs

Gronn (2002) named four factors that determine the extent to which teachers take up organisational leadership functions: (1) features of the school's structure and culture, (2) opportunities for capacity building, (3) nature of the relationship between the principal and the teachers, and (4) active encouragement and support for distributed forms of leadership by the principal. To ensure success for TLs, the school culture must value their work and foster an environment where they can be permitted and encouraged to try out leadership roles and the principal actively supports their work. Moreover, their colleagues must be willing to work alongside them and be 'led' by them.

Angelle (2011) found that the school cultures that supported teacher leadership approached problem-solving with enthusiasm and focused on students as the cornerstone of all decisions. Such schools were marked by collegiality, communication, and collaboration and fostered a high level of trust between teachers, principals, and the community. Such school cultures also provided capacity building for the TLs. For Day and Harris (2002) capacity building entails the creation of

experiences and opportunities for people to learn how to do the right thing and to do it effectively in different circumstances, implying varied approaches for different schools and contexts. Initiatives must focus on building the capacity for change to increase the chances for sustained innovation and improvement directed towards raising student performance and achievement.

It is quite paradoxical that teacher leadership is a leadership that does not disengage from the leadership of the principal and actually requires effective principal leadership in order to flourish. Positive practices on the part of the principal included providing individualised support to TLs, building collaborative cultures and structures, providing intellectual stimulation, and modelling (Leithwood, 2003). Individualised support for TLs took the form of encouraging risk-taking and offering emotional support like appreciation for and recognition of a job well done. Building collaborative cultures basically meant establishing or maintaining a tradition of shared decision-making. The principals provided intellectual stimulation through their openness to new initiatives and by encouraging a culture of continuous improvement. They also modelled being a professional, having a high energy level, being gregarious, positive and approachable, and importantly, the willingness to share leadership, an important expression of their sincere belief in teacher leadership. Miller (2005) added that the principal must demonstrate courage for innovation and action, responsibility to admit what needs to be changed, energy and commitment to complete the work, and confidence that changes are in the best interest of their students and the teachers who guide them.

Path by which TLs lead

In describing the path by which teachers lead to affect student learning, York-Barr and Duke (2004) covered three areas: (1) the means of leadership influence, (2) targets of leadership influence, and (3) intermediary outcomes of teacher leadership. They suggested that the influence of teacher leadership within an education system can happen on three different levels – fellow teachers, principals, and other people within the district.

Griffin (1995) reported that the teachers who participated in a study involving redesign and restructuring efforts aimed at giving teachers greater roles in school wide decision-making were enthusiastic about the change from being the recipients of others' expectations to taking more direct control over their own workplaces and working conditions. The intimate involvement of teachers in designing, implementing and monitoring specific plans related to improving teaching practices through their own participation was captured powerfully by the words of one of the subjects in Griffin's study in the US, "we can hide a lot from someone who's overseeing us, but we can't hide much from each other when what we're doing is what we've decided to do together" (p. 37). Griffin claimed that the shift from independent teaching and learning to collegial interaction around issues of curriculum and instruction has occurred in many schools and pointed to the creation of a more community-oriented approach to enhancing teaching and learning as a potential effect of teacher leadership and school restructuring.

Giving others real responsibility and developing others is the best possible way for an organisation to move forward (Day and Harris, 2002). This happens in a situation wherein according to Barth (2011), the teacher leader (1) gets to interact with grownups as a first class citizen in the school rather than remain the subordinate in a world full of super-ordinates, (2) enjoys variety or relief, from the often relentless tedium of the classroom, and (3) has an opportunity to work with and influence the lives of adults as well as those of the youth.

Outcomes of leadership identified by 'followers' provided clues to the needs people have that they hope leadership can meet (Leithwood, 2003). The leadership outcomes that surfaced in the studies of Leithwood included gaining the respect of staff and students, activities involving the leader being implemented well, being widely perceived as a leader and being listened to by the people, as well as a desire to emulate the leader.

An important message from available evidence on the effects of teacher leadership is its remarkable positive effects on the TLs themselves. Darling-Hammond, et al (1995) found that defining and assigning formal leadership roles to teachers within the

conventional structure of schools benefitted the TLs themselves. However, this provided little additional learning for the non-leaders leading them to claim that (teacher) learning and leadership are inseparable. Through leadership roles, TLs experienced a reduction in isolation, personal and professional satisfaction deriving from improving their schools, a sense of instrumentality, investment, and membership in the school community, and new learning about schools, about the process of change and about themselves, all of which are positive experiences that overflow into their classroom teaching (Barth, 2011). Teachers will work just as faithfully, but more effectively and more efficiently, if their natural talents and social tendencies are allowed greater freedom than is usually accorded them (Palmer, 1919, p.544).

Impact of teacher leadership on student learning

The students are ultimately the beneficiaries of teacher leadership. In the framework of York-Barr and Duke, (2004), student learning completes the theory of action that links teacher leadership with learning. Along this idea, Barth (2001b) insinuated that teacher leadership can bring about improvements in student learning when he stated that reforming the learning experiences of the adults responsible for young people's education is a pre-requisite for reforming the learning experiences of young people. He also argued that through teacher leadership, students observe and experience democratic leadership and profit from higher teacher morale and better decisions about student life in school resulting from the significant involvement of their teachers in decision-making and other leadership activities.

Anderson, Moore and Sun (2009) did not detect any clear correlation between student learning and school leadership distribution in their study that involved five US schools but claimed that the principal sharing leadership with others in planned yet alternative patterns of leadership distribution may be a worthwhile way to approach improvement in student learning. They suggested, however, that the search for direct measurable correlations between indicators of academic achievement and patterns in the distribution and enactment of leadership may be less productive than to explore how leadership distribution interacts with other variables that can be shown to bear a

more direct relationship to student learning. For example, teacher leadership facilitates the creation of professional learning communities and research has shown that professional learning communities are related to peak school and student performance (Du Four, 2011; Leithwood and Louis, 2012).

The studies of Leithwood (2003) that inquired about principal and teacher leader effects may also be disappointing to advocates of teacher leadership as these revealed that teacher leadership effects on student engagement in school were statistically non-significant and that teacher leadership had smaller effects on school conditions as compared with principal leadership. However, there are studies that point to the positive impact of teacher leadership on student learning. Allen and Glickman (2005) noted that respondents in a survey conducted by members of the League of Professional Schools (a network of schools founded in 1989 whose work is guided by a belief in the power of democracy to guide school restructuring) reported almost unanimously that their school's effort in implementing the League's framework, which centred on a democratised governance of the school driven by the school's own shared vision of exemplary teaching and learning, had resulted in improvement for students in learning. Additionally, the results credited to the schools' participation in the League included lowered dropout and retention rates and improved academic achievement. Other positive results of the survey namely, participation in classroom and school wide decision- making processes, ownership of the implementation of decisions, and better attitudes toward improving teaching and learning may have served as vehicles for the improvements in student learning.

Teacher leadership challenges

To maximise the potential of teacher leadership, Katzenmeyer and Moller (2011) suggested that it is necessary to guarantee teacher quality in every classroom, ensure principal effectiveness, and engage teachers in meaningful leadership responsibilities. Pursuing these goals will require an examination of the leadership structure of the school and school system, a shift from the old norms of teaching in isolation that made teachers focus on just "my teaching" and "my students", and teachers

recognising that a broader role of teacher leadership is available to those who wish to assume the responsibilities.

Transformation on both the level of the school and school system as well as on the level of the teacher is necessary. Although teacher leadership 'has always existed', it may have remained dormant in many places because schools and school systems have not been organised or transformed to treat teachers as leaders within and beyond their classrooms, including the larger policy environment. The organisational contexts of schools could exert substantial influence, often negative, on the performance and outcomes of teacher leadership roles (Smylie, et al, 2011). Without the needed transformation of the vertical hierarchy in schools into more horizontal networks and collective decision-making, teachers will continue to be overloaded with tasks coming from a command and control leadership style and operate in a guarded environment that does not encourage creativity. This will render a participatory ambiance unlikely. Transformation on the school level is imperative and will require the principal to be knowledgeable about what teacher leadership entails, be comfortable with other sources of leadership in order to unleash and strengthen the leadership capacity of teachers, and provide the TLs with active rather than just passive support.

Equally important is transformation from within the teachers themselves. They must have the initiative to take advantage of opportunities for professional growth and personal development that will increase their qualifications and credibility for leadership. Confidence in their abilities to be leaders (Katzenmeyer and Moller, 1996), transcending the scepticism that may come along with the initial stages of shared governance (Allen and Glickman, 2005) and the ability to work with other adults are important given the tensions that exist between the cultures of teaching and creating new hierarchical roles for teachers (Hart, 1995; Barth, 2001b). The teacher who steps in and distinguishes himself or herself from the others by assuming leadership violates a basic taboo of the egalitarian norms of teaching cultures which do not encourage teachers to be singled out from the group and draw attention to themselves in an environment that values treating all teachers equally. These teachers can end up paying a clear price in the form of rejection, isolation, and resistance from their former peers. There are many reasons behind the resistance experienced by TLs

from colleagues, including some named by Barth (2011), for example, *inertia* in terms of the traditional roles of principals and teachers, *aversion to risk* entailed by following another especially someone who has not been officially appointed, the TL's *personal and interpersonal skills*, and plain *active resistance to teacher leadership*.

Also, although the assumption is that all teachers can lead (Barth, 2001b) and the implicit goal is for all teachers to develop into TLs, Timperley (2009) has reminded us of the reality that TLs with high acceptability among their colleagues were not necessarily those with expertise, and, conversely, the micro-politics within a school can reduce the acceptability of those with expertise.

Time has also been named as a constraint to the practice of teacher leadership. Typically, those to whom leadership is being distributed have their plates full. It is helpful that emerging formal roles for teacher leaders such as those of full time mentor for new teachers enable TLs to leave the classroom to take on leadership roles. Katzenmeyer and Moller (2011, p. 7) explained that formal TL roles can enable TLs to be valuable contributors to school improvement as long as they are not pulled into quasi-administrative responsibilities that take them away from the focus on teaching and their authentic relationships with fellow teachers.

Relevance of context

For Hallinger and Heck (2011, p.2), it is crucial for school leaders to pay attention to school contextual conditions as they work towards improvements in school performance. By context they meant “environmental and organisational conditions that moderate the school's capacity for improving student learning”. They advocated studies that would provide empirical basis for action that was based on the contextualised needs of schools rather than on normative prescriptions about good leadership. After all, meaningful contributions to policy and practice must be able to provide not just a roster of relevant factors but also indicate their relative importance for different types of schools at different stages in their school improvement journeys. One size fits all approaches do not in reality exist; the same thing applied to different

contexts and different situations will likely produce different results. Following this idea, Smylie (1995) pointed out that it will be very difficult to understand teacher leadership without also understanding the context in which it functions. Any school is embedded in the educational context of a country and this larger context heightens the point of Smylie.

An important school context is a school's stage in developing leadership capacity. Lambert (2011) classified schools according to their stages in this aspect: low leadership capacity, moderate leadership capacity, and high leadership capacity. In low leadership capacity schools, only the principal is referred to as the leader and teacher leadership is not a topic of interest or conversation. Teachers in these schools cling on to archaic practices, avoid focusing on teaching and learning and deflect responsibility. On the other hand, high leadership capacity schools are learning communities where each member shares in the vision, understands how the school is moving toward the vision and recognises his or her contribution to that journey. In these schools there are structures (teams, communities, study groups) and processes (reflection, inquiry, dialogue) that form a web of interrelated actions. High capacity schools embody the cultural form of distributed leadership identified by MacBeath (2009) where people exercise initiative spontaneously and collaboratively and there is no clear demarcation between leaders and followers amidst all the tensions and challenges present in real vibrant communities.

More generally, a school's readiness for change is an important contextual consideration for teacher leadership to thrive. On the basis of their work with The League of Professional Schools, Allen and Glickman (2005) reported that the schools which were more likely to join the League had a collegial atmosphere where formal and informal discussions about instruction take place and principals who encouraged risk taking and teacher input in decisions. They concluded that a predictor of a school's willingness to embrace shared decision-making was tied to whether its current decision-making process valued professional reflection, was open to change, recognised teachers as having expertise, and reflected some basic knowledge of the role that democratic values should play in teacher renewal.

Harris (2009b) argued for ‘contextually sensitive’ approaches to improvement premised on localised action and agency, school to school networks, community empowerment and community collaboration. She stressed the need for differentiated strategies to improve schools in the most challenging contexts, frequently schools where “the disadvantaged learn with the disadvantaged” (p. 10). She claimed that school improvement approaches that take cursory account of the local factors and context are unlikely to make a long-term difference. The relationship between socio-economic disadvantage and underperformance is powerful, resilient and resistant (p. 11). In particular, schools in challenging circumstances are often hamstrung by red tape, policies or external interventions that actually make it more difficult to improve and many of the policies aimed at improving schools in the most challenging circumstances are hindering rather than helping (p. 17).

However, Harris (2009b) also argued that the bind between economic disadvantage and underperformance can be broken. She contrasted two cases, a research and development project that was undertaken in 2000 with a group of eight English schools in extremely challenging circumstances and the Tower Hamlets story. The first case aimed to raise performance by building professional learning communities within schools, between the schools and across the school with the wider community. Initial success was short-lived and improvement was fragile. A somewhat familiar story, Harris explained that many projects aimed at improving schools in the most disadvantaged settings fail, not because they are bad or faulty projects, but rather because the model of improvement concentrates on the school primarily and factors out the community. The dramatic improvement of the Tower Hamlets schools on the other hand, showed that in synergy with other transformational elements of an improvement agenda, the use of community development strategies to recognise and develop indigenous community leadership, strengthen trusting relationships between professionals and community members, and transform schools into vibrant examples of democracy made a difference.

It would be problematic to develop policy and practice relating to public schools in the Philippines on the basis of knowledge from other cultural contexts. It is necessary to develop new conceptions and possible reinterpretations of Western models of teacher leadership as a key to school improvement (Ho and Tikly, 2012). The concept

of teacher leadership in the Philippine context must derive from and be responsive to local needs and contexts.

SUMMARY

From the review of literature, I have come up with the following definition of teacher leadership that will inform the rest of the research:

Teacher leadership is the willing response of teachers who may or may not have formal leadership positions, to opportunities to actively influence teaching and learning in collaboration with the principal, other formal leaders and colleagues. Directed towards school improvement and increased student achievement, the specific enactment of teacher leadership is shaped by the particular context in which it occurs.

As with other ‘great ideas’, teacher leadership will have advocates and sceptics. Unless the concerns of the sceptics are addressed, the concept and practice of teacher leadership will be severely limited in its ability to move forward and by transitivity, impede schools’ abilities to move forward. Trying to change schools into democratic, professional communities can be difficult, slow and frustrating but examples like the League of Professional Schools is a testimony that it can be done (Allen and Glickman, 2005). A long-term perspective coupled with persistence, diligence, and perseverance on the part of all the stakeholders (Miller, 2005) and building a school-wide vision are necessary to keep things going until teacher leadership becomes the preferred way of proceeding.

The next chapter gives consideration to the research design and methodology of the study.

CHAPTER 3

THE RESEARCH DESIGN

INTRODUCTION

To undertake this exploratory study on teacher leadership in the Philippine setting, I aimed for an approach that could help provide an understanding of the phenomenon about which little is yet known. In this chapter I discuss the theoretical and methodological perspectives that inform the study. I also describe in detail the research design and methodology for the study and end with the ethical considerations.

THEORETICAL AND METHODOLOGICAL PERSPECTIVES

This study involved the exploration of complex, contextual and situational knowledge and was concerned with interpretation, meaning and illumination rather than generalisation, prediction and control, hence, the decision to proceed through the collection of qualitative data for the research. In qualitative research, what the participants are thinking and why they think what they do are of special interest (Fraenkel and Wallen, 2007). As a search for understanding and values rather than facts, and for interpretations rather than measurements, the inquiry was guided by social constructivism, specifically the interpretive tradition which emphasises ‘words’ more than ‘numbers’ in the construction of meaning from experienced reality. Contrary to the claim of positivists, this study acknowledges that all types of research involved selective and thus value-laden interventions of different types during their conduct rendering all data value-impregnated (Scott, 1997). In this tradition, reality is not absolute and data are not ‘out there’ waiting to be uncovered. Rather, what people know and believe to be true about the world is a social construct which involves the meanings human beings bring to the reality. For Usher (1996, p. 19), the interpretive tradition in fact involves a double sense-making process (double hermeneutic) where the subject (researcher) and object (participants) have the same characteristic of being interpreters or sense-seekers. The experience and contextual situation of the research

participants are valuable. Moreover, I recognise that my own experiences and background influenced and shaped the interpretation of the meaning of teacher leadership in the participants' context and setting. Rather than bracket such 'pre-understandings', I acknowledge Usher's argument for regarding these as the essential starting point for acquiring knowledge.

This study acknowledges as limitations two criticisms of interpretivism that Morrison (2012) has pointed out, (1) whether 'lay' accounts can ever be represented as 'reality' given that reality is multi-perspectival and humans create meanings by offering accounts of what they do which is affected by context and (2) the argument that people's accounts of themselves, of others and of events, are incomplete in the sense that research participants may be unaware of the broader structures that govern the interpretations they give or of the conditions that underpin their actions.

In this inquiry, the transformation of the research information into data drew from phenomenology, described by Morrison (2012) as a form of interpretivism which emphasises the way human beings give meaning to their lives and where reasons are accepted as legitimate causes of human behaviour and agential perspectives are prioritised. The goal was to identify the essence of human experience concerning a phenomenon, in this case *teacher leadership*, by studying multiple perceptions of the phenomenon as experienced by different people. The assumption in phenomenology is that there is a commonality to the perceptions that human beings have in how they interpret similar experiences (Fraenkel and Wallen, 2007).

THE RESEARCH DESIGN

Research method

The case study was deemed appropriate for this investigation on teacher leadership because as defined by Yin (2014, p. 16), the case study is "an empirical inquiry that investigates a contemporary phenomenon (the "case") in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident".

This research involved a set of case studies with some features in common, particularly what Bassey (2012) calls picture-taking case studies which are predominantly *descriptive accounts* of educational events, projects, programmes or systems aimed at illuminating theory. While the basic case study involves in-depth research into a single case or a small set of cases (Thomas, 2009), the intent of this exploration was to cast the net widely, to get a broad picture of teacher leadership in the Philippine public school setting through a study of seven schools. The research expectation was to understand teacher leadership in the Philippine setting and the evidence from multiple cases rather than a single case should be more compelling and increase the robustness of the study.

Semi-structured face-to-face individual and focus-group interviews were utilised to operationalise teacher leadership through the voices of the principals and teachers. Interviewing was used as the sole research tool in this study specifically because its flexibility was deemed appropriate for the purpose and nature of the research. Interviewing is the most commonly used method of data collection in qualitative research (King and Horrocks, 2010) and is employed when a researcher's epistemological position suggests, that a legitimate way to generate data on people's knowledge, views, understanding, experiences, and interactions is to interact with people, to talk to them, to listen to them, and to gain access to their accounts and articulations (Mason, 2002). Kvale and Brinkman (2009) described an interview as a conversation that has a structure, a careful questioning and listening approach that goes beyond the spontaneous exchange of views in everyday conversations, with the purpose of obtaining thoroughly tested knowledge. By its nature, it is not a conversation between equal partners because the researcher defines and controls the situation. On another note, the likelihood of gaining relatively speedy insight into the research topic through interviews was an advantage given the time constraints for the completion of the thesis.

The use of semi-structured interviews was deemed appropriate for this study because unlike other interview forms, this could combine the structure of a list of issues to be covered together with the freedom to follow up points as necessary (Thomas, 2009). Also, it was possible to modify the wording of the questions or the order of asking

them based upon the interviewer's perception of what seemed most appropriate (Robson, 2002). A semi-structured interview comes close to an everyday conversation but it has a purpose and is conducted according to an interview guide that contains pre-determined questions focused on certain themes. On the other hand, unlike a closed questionnaire, the semi-structured interview provides opportunities for clarifications and follow-up questions.

This research involved both face-to-face individual interviews and focus-group discussions or collective interviews. An individual or one-on-one interview is a data-collection process in which the researcher asks questions to and records answers from only one participant in the study at a time while a focus-group interview is the process of collecting data through interviews with a group of people, typically four to six (Creswell, 2008). While research interviews had generally been one-on-one initially, the use of focus-group interviews increased in the 1950s. This type of interview was originally developed for market research but has grown in popularity in educational research (Coleman, 2012). The interaction among the interviewees in focus-group interviews could bring forth more spontaneous expressive and emotional views than in individual, often more cognitive interviews (Kvale and Brinkman, 2009) and therefore suitable for this exploratory study in a new domain. In focus-group interviews, the intention is to get at what people really think about an issue in a social context where the participants can hear the views of others and consider their own views accordingly (Fraenkel and Wallen, 2007). It is normal for participants to spontaneously offer additional comments beyond what they originally had to say once they hear the other responses. The focus-group interviews in this research were focused in two ways, in terms of the topic for discussion (teacher leadership) and in terms of the individuals who made up the group (TLs or OTs). Coleman (2012) noted that focus-group interviews are complex to manage but allow the researcher to access the views of several people at the same time with the probability that group dynamics and the resulting synergy will produce data which may not have emerged in a one-to-one situation. Additionally, those who might have been uncomfortable in a one-to-one situation may be more confident to express their opinions in a group. King and Horrocks (2010) added that a situation where people interacted as part of a group

seemed more natural and closer to everyday life than the individual encounter with a lone interviewer.

Challenges related to focus-group interviews include accessing the participants, deciding on the number, size and location for interviews as well as managing the varying dynamics of the groups during the sessions. The use of a tape recorder is more complicated than in the case of individual interviews. While transcribing the interviews, I noticed that some voices were hardly audible on certain occasions contributing to a lengthy and sometimes frustrating transcription process that entailed decreasing and increasing the volume as well as discerning between voices and people especially when the participants spoke at the same time. On the other hand, benefits from the focus-group interviews included direct interactions between the researcher and the participants and among the participants themselves who in many cases were either unknown to each other previously or had few opportunities to interact with one another. Participation evolved in the course of the focus-group interviews as the participants gradually built upon one another's comments through pro-active and re-active verbal and non-verbal interaction (Scott and Morrison, 2005).

The collection, analysis and reporting of the research data followed the process outlined in Appendix B.

Sampling

For this study, purposive sampling was used to select the schools and the participants from each school. In purposive sampling, the researcher intentionally selects individuals and sites to learn or understand the central phenomenon. It was not expected that the schools or individuals chosen were themselves representative of the population but rather that they possessed the necessary information about the population (Fraenkel and Wallen, 2007). Theory or concept sampling was applied in particular, which meant sampling individuals or sites because they can help the researcher generate or discover a theory or specific concepts within the theory (Creswell, 2008).

Selection of the schools

In research involving case studies, the sample selection occurs in two levels, first in the selection of the case(s), and then in the selection of research participants within the case(s). The schools in this study belonged to the Division of QC and the Division of VC. To select the schools for this study (the cases), the Schools Division Superintendents of QC and VC, the District Supervisors, and the Public Schools Teachers Associations of the two divisions were asked to nominate five schools where teachers were perceived to have opportunities to exercise leadership (Appendix C). It was specified that the schools should be characterised by (1) improved scores in the NAT over the last three years, (2) teachers being given roles and responsibilities beyond their classroom duties and tasks, and (3) teachers having the opportunity to lead and to take responsibility for areas of change that are of most importance to the school. From the list of schools that was generated, the most frequently nominated seven schools were selected. The Division Superintendents of QC and VC confirmed that all seven schools were among the top performing schools in their respective divisions even if the NAT scores of Schools EA, EB and HB did not indicate a pattern of continuous improvement numerically. Also, given the issues surrounding the integrity of the NAT, the last two criteria for the selection of schools for this research were given more importance.

Selection of the research participants

All the principals of the seven schools were invited to participate in the research and all agreed to be interviewed. After the interviews with the principals, the Division Superintendents were requested to instruct the principals to identify, in consultation with teachers, five to seven teachers in their respective schools whom they perceived as TLs (selection of the participants within the cases). Teacher Leaders were defined as teachers who had been given roles and responsibilities beyond their classroom functions or who had the opportunity to lead and to take responsibility for areas of change that were of most importance to the school. The instruction specified that these TLs may or may not have formal leadership positions.

To address the research questions more sufficiently, the principals were also requested to select another group of teachers consisting of five to seven teachers who were willing to participate in a focus-group interview and available during the schedule set for this purpose. This set of teachers, referred to in this study as Other Teachers (OTs), was not meant to represent the opposite of TLs. The OTs represented the general population of teachers in the school who could provide information on what other teachers thought of TLs and their leadership work. The OTs consisted of teachers of different ages and years of experience in the profession and likely included some who may also be regarded as TLs or potential TLs. The letter regarding the schedule of interviews for TLs and OTs is found in Appendix E.

Research setting

As a result of the first level of sample selection (the selection of the cases), seven schools were selected to be part of this study. Two were elementary schools and five were high schools. Two schools were from QC while five were from VC. It is assumed that there are no context specific differences between the two cities for purposes of this study. Table 3.1 indicates the distribution of the schools.

Table 3.1

Distribution of sample schools

| | Elementary Schools (EA and EB) | High Schools (HA-HE) |
|----|---|---------------------------------|
| QC | 1 | 1 |
| VC | 1 | 4 |

QC and VC are two cities in Metro Manila and are among the bigger cities in the metropolis. There are 97 public elementary and 46 high schools in the QC under the

supervision of the DepEd Division of QC Schools while there are 39 public elementary and 19 high schools in VC supervised by the DepEd Division of VC Schools.

Table 3.2 indicates the number of students and teachers in the seven schools as of school year 2012-2013.

Table 3.2

Number of students and teachers in the seven schools

| School | Number of students | Number of teachers |
|--------|--------------------|--------------------|
| EA | 6000 | 140 |
| EB | 8907 | 290 |
| HA | 4810 | 146 |
| HB | 9328 | 287 |
| HC | 5800 | 171 |
| HD | 3233 | 123 |
| HE | 3822 | 100 |

The final component of the theory of action for teacher leadership proposed by York-Barr and Duke (2004) was student learning. Higher test scores in standardised tests over a period of time indicate that students achieve learning. Hence, when the Superintendents, District Supervisors, and the Public Schools Teachers Associations of the two divisions were asked to nominate five schools for this study where teachers were perceived to have opportunities to exercise leadership, it was specified that the schools should be characterised by improved scores in the NAT over the last three years.

Table 3.3 presents the NAT scores of the seven schools from school year 2009-2010 until school year 2011-2012. According to the Division of VC Schools, the NAT scores of School HA and School HC for SY 2010-2011 were not released by the DepEd for important reasons. For this reason, the NAT scores of these schools for SY 2012-2013 have been included in Table 3.3.

Table 3.3

NAT scores of the seven schools from SY 2009-2010 until SY 2011-2012

| School | SY 2009-2010 | SY 2010-2011 | SY2011-2012 | SY 2012-2013 |
|--------|--------------|--------------|-------------|--------------|
| EA | 82.58 | 92.19 | 52.13 | |
| EB | 56.27 | 45.66 | 65.62 | |
| HA | 40.0 | | 57.24 | 60.01 |
| HB | 64.51 | 41.75 | 42.35 | |
| HC | 43.54 | | 50.27 | 56.87 |
| HD | 41.42 | 42.56 | 48.12 | |
| HE | 40.95 | 43.17 | 50.06 | |

The research participants

The principals of the seven schools were invited for interviews and all gave their consent. A profile of the principals in terms of gender, years of service in the profession, years as principal and educational attainment is found in Appendix H. It is important to note that the average number of years the seven principals have been principals is 21 years. Moreover, they have been principals in the schools involved in this study for 5 to 10 years.

From the second level of sample selection (the selection of participants within the cases), a total of 72 teachers were selected to be part of the study. All agreed to participate in the study. Of the 72 teachers, 34 were identified to be TLs while 38

were selected to participate as OTs. Of the 34 TLs, 11 had formal leadership roles while the rest had various informal leadership roles. Not any of the OTs had formal leadership roles but some were also engaged in informal leadership work.

Table 3.4 presents the distribution of the TLs according to gender and number of years in teaching.

Table 3.4

Distribution of teachers selected as TLs

| School | Teacher Leaders | | | | |
|--------|-----------------|--------|------------------|---------|--------------|
| | Gender | | Years of Service | | |
| | Male | Female | Less than 5 | 5 to 20 | More than 20 |
| EA | - | 7 | 1 | 3 | 3 |
| EB | 3 | 2 | - | 3 | 2 |
| HA | 1 | 2 | - | 3 | - |
| HB | 1 | 2 | - | 3 | - |
| HC | 4 | 1 | 1 | 3 | 1 |
| HD | 2 | 4 | 2 | 4 | - |
| HE | 1 | 4 | 1 | 4 | - |
| Total | 12 | 22 | 5 | 23 | 6 |

Table 3.5 presents the distribution of the OTs according to gender and number of years in teaching.

Table 3.5

Distribution of teachers selected as OTs

| School | Other Teachers | | | | |
|--------|----------------|--------|------------------|---------|-----------------|
| | Gender | | Years of Service | | |
| | Male | Female | Less than 5 | 5 to 20 | More than 20 |
| EA | - | 5 | 1 | 3 | 1 |
| EB | 3 | 3 | 4 | 1 | 1 |
| HA | 3 | 3 | 4 | 2 | - |
| HB | 1 | 4 | - | 5 | - |
| HC | 3 | 3 | 2 | 4 | - |
| HD | 3 | 2 | - | 3 | 2 |
| HE | 2 | 3 | - | 5 | - |
| Total | 15 | 23 | 11 | 23 | 4 |

Table 3.6 indicates the pseudonyms of the Principals, TLs and OTs.

Table 3.6

Pseudonyms of Principals, TLs and OTs

| Schools | Principals | TLs | OTs |
|---------|--------------|-----------|-----------|
| EA | Principal EA | TL1-TL7 | OT1-OT5 |
| EB | Principal EB | TL8-TL12 | OT6-OT11 |
| HA | Principal HA | TL13-TL15 | OT12-OT17 |
| HB | Principal HB | TL16-TL18 | OT18-OT22 |
| HC | Principal HC | TL19-TL23 | OT23-OT28 |
| HD | Principal HD | TL24-TL29 | OT29-OT33 |
| HE | Principal HE | TL30-TL34 | OT34-OT38 |

Data collection

The principals of the seven schools were all interviewed individually using the Interview Schedule for Principals (Appendix I). The TLs and OTs from each of the schools were interviewed in groups. The Interview Schedules for TLs and OTs are found in Appendix J and Appendix K. A total of seven individual interviews with the principals and 14 focus-group interviews were conducted. The principals and teachers were invited in writing to participate in the study. The informed consent of the participants was sought (see Appendix G) and they were asked to specify their preferred venues for the interviews. The principals from QC were interviewed in their respective offices while the principals from VC all opted to be interviewed in a meeting room in the Division Office. Permission to audiotape the interviews was obtained and all interviews were recorded both by audio-recording and note taking.

Semi-structured open-ended questions with sub-questions were used in both the principals' interviews and focus-group interviews of the TLs and the OTs. Follow-up questions were raised whenever there was a need to extract more information about the topic. Each of the individual or focus-group interviews lasted between 50 minutes and two hours.

The interviews of the principals and the focus-group interviews of the TLs and OTs explored similar themes although from different starting points:

- How they perceived and understood leadership
- The teachers they also saw as leaders in their schools
- The nature of leadership practised by the principals
- The meaning that they attached to the notion of teacher leadership
- Factors that promoted teacher leadership and those that hindered it

Analysis of data

Each interview was transcribed without reference to any non-verbal communication soon after it was conducted. Although time consuming, I opted to transcribe the interviews myself and to do verbatim transcription in order to secure the many details relevant to this research. Transcription is the process of recording material into text, a necessary precursor to commencing the analysis of interview data (King and Horrocks, 2010).

Consistent with the nature of a qualitative design, it was not possible to pinpoint exactly when the analysis of data began in this research. As early as during the interviews themselves, tentative theories started forming in my mind as insights emerged serendipitously on occasions. Throughout the research, data collection and analysis were considerably intertwined processes. The analysis of data was a continuous, iterative and reflexive process rather than a sequential and linear progression.

The recognisable stage following the collection of data involved thematic analysis which is basically a search for patterns within data where emerging themes become the categories for analysis. While there are no hard-and-fast rules on what should be identified as a theme, the following definition of a 'theme' served as guide: "Themes are recurrent and distinctive features of participants' accounts, characterising particular perceptions and/or experiences, which the researcher sees as relevant to the research question" (King and Horrocks, 2010, p. 150).

Thematic analysis is an inductive process where categories are 'induced' from the data rather than decided prior to coding (Ezzy, 2002). The analysis of the interview data involved a coding process which Scott and Morrison (2005) described as an early phase of a researcher's reinterpretation of the research participants' interpretations, an activity consistent with the double hermeneutic of educational research. In analysing the data, I opted for the use of highlighters and other pre-computer era tools over specialised software packages like NVivo primarily because most of the interview

data was in Filipino and it would not have been worth the time to translate the massive amount of interviews into English first. Being a native speaker, conducting the analysis of data from the interview transcriptions did not cause any problems. The analysis of data culminated in linking the findings to the research questions and to the adapted York-Barr and Duke (2004) framework on teacher leadership. This involved interpretation which Patton (2002, p. 480) described as “attaching significance to what was found, making sense of findings, offering explanations, drawing conclusions, extrapolating lessons, making inferences, considering meanings and otherwise imposing order on an unruly but surely patterned world”.

The coding process started with *descriptive coding* which is an initial identification of themes. King and Horrocks (2010) cautioned that these initial codes should stay relatively close to the data with the researcher avoiding any temptation to speculate on what might lie behind what the participant said or to interpret it in the light of theory. The *descriptive coding* process entailed hand coding of the hard copies of the interview transcripts using a highlighter to mark significant words or phrases per line and then moving on to sentences and paragraphs. Initial codes were noted down and after completing the process for all the transcripts, the texts that had been marked as significant were encoded by Microsoft Word under the initial codes for each respondent category (Principals, TLs and OTs).

| | |
|--|--|
| <p>TL21: For me, a teacher is also a leader once he or she accepts the responsibility given by the superior. Then he is willing to go beyond his official time here, accepting any other special assignment. Then of course he has that kind of vision that is always for the betterment of the school.</p> | <p>Descriptive Code:</p> <p><i>The TL accepts additional assignments and responsibilities.</i></p> <p><i>The TL is willing to go beyond official time.</i></p> <p><i>The TL is concerned about the betterment of the school.</i></p> |
|--|--|

Figure 3.1 Developing descriptive codes

The second stage focused on *interpretative coding* which entailed grouping together descriptive codes that seemed to share some common meaning and creating an interpretative code that captured the shared meaning for each set.

| Descriptive Codes | Interpretative Code |
|--|-------------------------------------|
| <ul style="list-style-type: none"> • Looked after the students of teachers who were absent • Created a programme to reform the ‘lost’ students • Empowered students • Special concern for Special Education students • Disciplinarian • Home visits • Calls for the parents • As long as it would help the students • Prepared individual modules for students • When a student has a problem, you don’t fail him right away • Remedial sessions for slow readers • Training for gifted students | <p>FOCUSED ON STUDENTS’ SUCCESS</p> |

Figure 3.2 Developing interpretative codes

In the final stage of coding, *overarching themes* were defined based on the interpretative codes. Throughout the coding process, it was important to constantly compare the codes for similarities and differences and to keep on going back to the data to clarify the codes at all stages. The coding process was done first within each case and then across cases. It ended with a saturation level when no new insights and interpretations seemed to emerge from further coding anymore indicating that a satisfactory conceptualisation of teacher leadership in the Philippine context had been arrived at.

Validity and reliability

Validity and reliability in qualitative research pertain to the degree of confidence that can be placed in what has been observed or heard. Many qualitative researchers believe that validity and reliability are not relevant to qualitative research wherein the goal is to describe a specific situation or event as viewed by a particular individual; hence, they emphasise instead the honesty, believability, expertise, and integrity of the researcher (Fraenkel and Wallen, 2007). Creswell (2008) highlighted three primary forms of validating the accuracy of findings that qualitative researchers typically used: triangulation, member checking and external audit.

To enhance the credibility of this study, triangulation in the form of corroborating evidence from different individuals (Principals, TLs and OTs) was done. The findings were also brought back to the participants for them to give feedback on the accuracy of the accounts (member checking) and a colleague was requested to conduct a thorough review of the different aspects of the study to provide a sense of the strengths and weaknesses of the research (external audit).

To account for reliability, a careful documentation of the data collection procedures employed in this study including a verbatim transcription of the interviews and notes taken during the interviews have been kept to allow anyone to follow and understand the data that led to the conclusions or to attempt a replication in another setting. However, like all qualitative research it must be understood that any replication will never give exactly the same results.

ETHICAL ISSUES

Ethical approval based on the guidelines set by the British Educational Research Association (BERA) was sought before embarking on the research. Each participant was provided an Information Sheet about the study (see Appendix F) and the informed consent of all the participants was obtained. They were also informed that they were free to withdraw from the study at any point in time. At the beginning of

each interview session, the permission of the participants to audiotape the sessions was obtained. I used personal equipment in recording all the interviews and all data collected was kept in my office.

The process for the selection of the TLs and the OTs was formulated in such a way that the participants could be selected equitably so that no one was unfairly included or excluded from the study. In particular, for the selection of the OTs, the availability of the teachers during the focus-group interview schedule was specified as a criterion.

A study such as this necessarily involves power relations and concerns of anonymity and so it was necessary throughout the research process to assure the participants of confidentiality so that they may (re)present themselves as fully and truthfully as possible. In summarising the interviews, pseudonyms were assigned to the schools and the participants in the study to keep their identities confidential. In writing the thesis, effort was exerted to ensure the anonymity of the interviewees by avoiding any mention of information that might allow others to identify them. The same effort will be observed when making presentations about the study in the future and care will be taken to avoid disclosing any information that can harm any of the participants in any way.

An important consideration was my role as head of ACED. Although I had no direct power relationship with any of the research participants, and the degree of my 'insiderness' may not have had a major impact on the research, it cannot be ignored that I was known to all of the principals and to some extent by the teachers who participated in the study. My affiliation with an organisation that is assisting in the development of the seven schools by way of professional development programmes and other interventions actually constitutes some form of power relationship and may have affected the responses of the participants during the interviews. On certain occasions, it seemed that information shared in the interviews may have been aimed at pleasing me. Moreover, my personal viewpoint regarding teacher leadership may also have affected the interview process as well as the analysis of data and reporting of the derived understanding. An awareness of my role and potential bias impelled me to take steps that would minimise biases, for example, by consciously entering each

interview with an open mind and keeping good journal notes. Mercer (2010) claimed that ‘insider researchers’ enjoy freer access, stronger rapport and a deeper, more readily-available frame of shared reference with which to interpret the data but also have to contend with their own preconceptions and those their informants have formed about them as a result of their shared history. As an ‘insider researcher’ therefore, it was important to be conscious of potential bias and to ensure that the nature and purpose of the interviews were clear as well as the research in general.

LIMITATIONS OF THE STUDY

This exploration of teacher leadership in the Philippine setting had a number of limitations. First, the derivation of the research data from seven public schools all of which were from urban areas has restricted the database used. The findings of the study were thus specific to the experiences of the principals and teachers involved and cannot be generalised to other groups or schools. A larger sample may have led to more themes and provided a more comprehensive understanding of teacher leadership. Secondly, in terms of research methods, the use of focused-group interviews could have been a limitation as some participants may not have been as open with their responses. This could also have limited the depth of the responses. Moreover, this research did not distinguish between formal and informal TLs and as such, a segregation of perceptions of what constituted formal and informal leadership work was not possible.

SUMMARY

In this chapter, the research design and methodology for the study was presented, beginning with the theoretical and methodological perspectives that influenced this qualitative study. The research sample and setting, methods of data collection and analysis as well as ethical considerations were also discussed. In the next two chapters, the research findings will be presented. Chapter 4 will cover the findings on the nature of teacher leadership in the Philippine setting while Chapter 5 will focus on the factors affecting teacher leadership and its impact.

CHAPTER 4

THE NATURE OF TEACHER LEADERSHIP

INTRODUCTION

Chapter 3 outlined the process followed in conducting this qualitative study of teacher leadership in the Philippine setting and acknowledged the ethical issues involved. To reiterate, this study was undertaken to explore the nature of teacher leadership in public schools in the Philippines and the contextual conditions that enabled or constrained teacher leadership practices. This chapter presents the analysis of the interview data, specifically it considers the characteristics of the teachers perceived to be TLs in the seven schools and the work they do, thereby illuminating the nature of teacher leadership in the Philippine setting as practised in these schools. Drawing on insights from the literature on teacher leadership, it is argued that teacher leadership can be seen to occur in all seven schools in this study.

The chapter begins by presenting a general profile of TLs in terms of five features which are described briefly. This is followed by a discussion of the responsibilities and leadership work of TLs, both formal and informal. Five characteristics of TLs are then presented and discussed (competent teacher, focus on student success, effective teacher mentor, concern for fellow teachers and learning-oriented) followed by the leadership capacities of TLs organised into three categories (can do any assigned tasks, leadership skills, builds relationships with others). The chapter ends with a discussion of seven attributes of TLs that emerged in the research data: self-motivated, positive outlook, service-oriented, responsible, high expectations, humility and trustworthiness.

GENERAL PROFILE OF TLs

The responses of the Principals, TLs and OTs to the question, “How would you describe a teacher who is a leader at the same time?” provided a general profile of

TLs in Philippine public schools that may be summarised using five descriptions. Based on the interviews, these teachers were (a) excellent teachers specifically in terms of classroom management, (b) not necessarily in formal leadership positions nor interested in such positions, (c) holders of responsibilities beyond their classroom duties, (d) capable of leadership work, and (e) respected and looked up to by students and fellow teachers. Each description or feature is now briefly considered.

Excellent teachers specifically in terms of classroom management

According to the research participants, a teacher who was a leader at the same time was first and foremost an excellent teacher. Those who were cited in the interviews as TLs included both senior and experienced teachers as well as some young teachers who had attained the Master Teacher rank early in their careers. In particular, the teachers were noted to have strong competencies in classroom management and student discipline.

They have good classroom management, you can see that.
They are respected by their fellow teachers. (Principal HA)

Order and discipline were evident in the classes of the TLs. They emphasised that in the classroom, students should be learning and an atmosphere conducive to learning was imperative. TL27 described herself as a disciplinarian who did not have to say anything to get the students to behave. The special mention of the TLs' skills in classroom management and student discipline could simply be a reflection of what Day, et al (2007) noted from reports in the last decade about deterioration in student behaviour in classrooms but notably, the interviews connected skills in classroom management to leadership. TL33 argued that the way teachers managed their classes or disciplined their students was a glimpse of their leadership capability and according to OT29 one would easily recognise a teacher who had leadership capabilities because students followed them and listened to what they said.

Not necessarily in formal leadership positions

The teachers who were perceived to be leaders at the same time did not necessarily have formal positions nor were interested in such. The perception of TL28 was that every teacher was actually a leader.

With or without a position, a teacher influences his (sic) students through good examples and role modelling. We see that students learn, are able to move up to the next level, and are able to complete their studies. These attest to the ability of teachers to influence their students. Moreover, teachers influence students' behaviour. So leadership is not about having a position. (TL28)

The view that every teacher was a leader was alluded to by OT19 when she mentioned that teachers who did not have formal leadership positions were involved in leadership by following simple rules like those related to keeping the classrooms clean and disciplining the students. She added that these teachers did their part by following the instructions of the principal faithfully. OT34 confirmed this idea and explained that implementing school rules properly was the simple contribution of any ordinary teacher towards the effective execution of programmes. Barth (2001a) acknowledged that the least risky and therefore the most common way to influence the life of one's school beyond the classroom was to follow the lead of others. He added that while following the lead of others may seem like a modest contribution, it often constitutes a significant, affirmative, and even courageous form of leadership.

For TL24 opportunities to lead were not exceptional prospects but possibilities that were available anytime. For example, she shared that after classes, she would ask the students to pick up trash, an act which she referred to as a simple way of leading the students. Similarly, TL25 shared that before classes started, she would stand by the entrance of the school to direct the students to proceed to their classrooms in an orderly manner even if this task was never really assigned to her. Both TL16 and OT18 thought that making suggestions and expressing one's opinions were acts of leadership which anyone could do anytime, with or without a formal leadership position. On the contrary, OT22 claimed that a formal position was necessary for a

teacher to exercise leadership functions.

Had responsibilities beyond classroom duties

The teachers who were perceived to be leaders at the same time had responsibilities beyond the classroom. In some cases, they were tapped by those in positions for additional responsibilities while in other cases, they themselves volunteered their services.

Goes beyond the classroom to help the school. There are teachers along that line. (Principal HB)

According to TL8, it is different when you have involvements beyond the classroom.

When you're just a teacher, you are confined to your classroom. You don't have to think about anything else but your students, how to improve their grades, how to help them learn. There is a difference when you have tasks different from what you are usually doing as a teacher. (TL8)

Many TLs also had involvements and responsibilities outside the school, either in the community where they lived or the church they belonged to. These involvements extended the influence of the TLs to the larger community. Some of them served as elected community leaders while others simply helped out in the feeding programmes or youth development projects. TL13 was an officer of the city Aerobics League and her responsibility entailed promoting the well-being of the people through aerobics. TL17 was a member of the Reserved Command of the Armed Forces of the Philippines and she joined medical missions and similar activities on weekends. A number of them participated in Bible studies or did pastoral work with their church groups on weekends. For example, through the organisation they belonged to, TL2 and her husband took part in programmes that aimed to enhance the quality of relationships within families and bring the families closer to God through the service

of fellowmen. Likely, these involvements outside the school have provided the TLs with knowledge, skills, experiences, and perspectives that have in various ways been useful to their work in the school.

Capable of leadership work

The potential to lead was noted by the principals, TLs and OTs in the teachers they perceived as leaders at the same time. TL12 described a colleague who demonstrated leadership qualities spontaneously. He noted that in School EB where classes were conducted in morning and afternoon shifts, the entrance and exit of students when the two shifts met had always been chaotic until one TL took it upon herself to address the problem. The teacher worked on the situation painstakingly and patiently until the situation improved despite comments from others that it was not her job to do so. TL12 also shared how he himself started a waste-management programme in the school that eventually allowed the school to participate in the Search for the Most Eco-Friendly School. He began by asking a group of students to come on Saturdays to collect and segregate waste materials. He commented that through this effort, in addition to the funds they generated from selling items to the junk shops, they were able to accumulate recyclable paper that teachers used for printing instructional materials or for making visual aids.

Teacher Leaders stepped up to leadership opportunities when such instances presented themselves.

I used to be, I really just want to be a teacher. I don't want to be a leader to any position or whatever. But since I was given a chance to be Department Head or Coordinator, I saw my potential to be a leader. (TL8)

I do not say no to any responsibility. As long as I know I can do the assigned task, I do it. Maybe that's why they continue to entrust responsibilities to me. (TL31)

Greenlee (2007, p.65) thus pointed out that teacher leadership is not really about empowering teachers but about organising the largely unused leadership capital in teachers to positively affect school change.

Notably, it was mentioned in several interviews that a good leader also had the characteristic of having been or being a good follower or good supporter. TL32 believed that individuals were appointed to leadership positions principally because they showed evidence of being good followers. TL16 narrated that when he entered the profession, his only objective was to teach. As a young teacher, he just did as he was told by the supervisors and more senior teachers and now he was already being given leadership responsibilities. OT10 asserted that a leader must actually be the first to follow the rules. Their reputation as good followers appeared to have given the TLs the credibility to lead.

The reiteration of the idea of followership several times in the interviews echoed the message of Spillane (2006) that followers have their part to play in determining and shaping leadership practice. The interviews implied that as followers earlier on, the TLs were visibly part of the dynamic relationship among leaders, followers and the situation and this had been noted by those around them.

Respected and looked up to by students and colleagues

All three groups of participants in this research acknowledged that students and fellow teachers respected and looked up to the teachers who were perceived to be leaders at the same time. These teachers were regarded as role models who exemplified desirable personal, professional, and leadership qualities. Principal HC stated, “They are those teachers whom other teachers look up to and respect so much. And who they listen to. Even if they are not the President of the Faculty Club, the teachers can approach them because those teachers can help them or will listen to them”.

Hence, in terms of general profile, TLs were excellent teachers who did not necessarily have formal leadership positions but had responsibilities beyond the classroom and even outside the school. They had the ability to lead and were respected and looked up to by both teachers and students. Consistent with the claim of York-Barr and Duke (2004) the TLs were both teachers and leaders.

For York-Barr and Duke (2004), background as a teacher seemed to account for what enabled teachers to influence the practice of their colleagues. Based on the research data, the TLs from the elementary schools had an average of 16 years of teaching experience while those from the high schools had an average of 11.6 years. Compared to the teaching experience of the TLs from the high schools, the average for the TLs from the elementary schools was closer to the typical 18 years cited by Wilson (2011) based on his study in the US. The lower figure for the TLs from the high schools and the number of TLs who had less than five years of service in the schools may be an indication that even in a hierarchical setting like the Philippine public school system, competence was being given more value than seniority. Just as evidence has not supported the idea that teachers necessarily became more effective over the course of their careers (Day, et al., 2007), it cannot be assumed that TLs would be the more senior and experienced teachers in the schools. Clemson-Ingram and Fessler (2012) thought that if teachers in certain career stages required supports that were sensitive to the peculiar characteristics of each stage, then teacher leadership could be initiated at several points in the career cycle.

WORK OF TLs

This research did not intend to distinguish between formal and informal TLs. York-Barr and Duke (2004, p. 263) reported that “teacher leadership is practiced through a variety of formal and informal positions, roles and channels of communication in the daily work of schools”. It is envisaged that in refraining from distinguishing between formal and informal TLs in this initial exploration of teacher leadership in the Philippine setting, the research can reveal the numerous and varied leadership practices and possibilities for TLs, whether formal or informal. The next two sections

describe formal and informal teacher leadership work as they were illustrated in the interviews. After these sections, the term TL will be used to refer to both formal and informal Teacher Leaders.

TLs with formal leadership positions (formal TLs)

A number of the TLs had formal leadership positions with specific formal titles that identified them as leaders such as the Grade Level Chairmen in the elementary schools and the Department Heads in the high schools. Some had special appointments like the Building Officers who were assigned to be in-charge of affairs in the different school buildings. Outside the formal organisational structure of the school, some TLs also served as officers in the schools' faculty associations. Similar to Middle Leaders or Mid-level Supervisors in other systems, the TLs with formal leadership positions were seen as experts by the principals as well as by the teachers. Principal HB referred to the formal TLs as specialists who had mastery of the specifics of their subject area or assignment and to herself as a generalist.

The roles of the TLs in formal leadership positions were mostly confined to transmitting information and instructions from the principal to the teachers, usually through a memorandum, and communicating feedback from the teachers back to the principal. In bureaucratic organisations, those in leadership and management positions are expected to carry out the rules and policies of the organisation in the most efficient and effective manner possible (Reavis and Griffith, 1992). So-called initiatives from the ground followed the same route. The teachers initiating new projects had to seek the approval of the principal through the Grade Level Chairmen or the Department Heads whose recommendations were valued by the principal. Such 'top down' and 'bottom up' methods that applied to both decision-making and dissemination of information was referred to by the participants as "through proper channel" or "the protocol" or "the flow".

As Grade Level Chairmen, we receive information from the principal which we are supposed to relay to the teachers

concerned. We follow that flow. (TL25)

Principal HD acknowledged the role of teachers in the leadership of the school but typified an understanding of their contribution that was hierarchical and inclined towards formal teacher leadership.

If I am a leader, teachers are also leaders. They are leaders to their fellow teachers and students. Let me start with the department heads, they are leaders of their own departments. Administrative function is also delegated to them like for example when I am in a seminar I assign one head to act as the overseer of the school. (Principal HD)

Many TLs with formal positions served as the principals' alter ego. The principals empowered them, albeit in a limited sense by decentralising decision-making authority. The principals assigned them as officers-in-charge when they were away or sent them to official functions on their behalf.

Our head teacher in Grade 6 has exhibited leadership qualities. When our principal is out of town or out of the country for seminars, he is always assigned Officer-in-Charge. He makes decisions, he moves quickly, he is brilliant and he decides in favour of the welfare of the school. So for us, when mother is away, father is there. (TL17)

Principal HD was very confident about the capabilities of one formal TL who frequently took over his duties whenever he would be away. The individual was highly competent but recognised and deferred to his authority as principal.

He could run our programmes smoothly. When my administrative touch is required, he can provide it. He defends me in any situation. He does not put me in a tricky situation. He does not blame me. He is not all-knowing. He does not try to divest me of my powers. He consults me before taking any action. (Principal HD)

Principal EA remarked that the long term effect on an individual of authority, power, or other entitlements associated with formal positions could be negative. She narrated

that her former assistant found it difficult to accept and cope with the loss of power and authority after her term of office. The former assistant behaved as though she was above the law after she stepped down from office.

Teachers without formal leadership positions (informal TLs)

A number of teachers who were identified as TLs had leadership roles as mentor, coach, student trainer, training facilitator, demonstration teacher, team leader or worked in committees without the benefit of formal leadership positions with designated leadership titles. According to one formal TL from School EA, they serve as “helpers, supporters, assistance to us”. TL11 defined informal leadership roles as ‘tasks which are unexpectedly given to you’. She remarked that unlike formal roles, expectations are not specified in informal roles and one can give anything that he or she can contribute. The responsibilities of the informal TLs were not prescribed a priori and thus tended to be varied, flexible, and peculiar to individual schools largely evolving from specific local leadership needs.

The principals regarded the informal TLs as allies who made important contributions in the decision-making process as intermediaries between the teachers and administration. These informal TLs served as the bridge between the principals and the teachers not so much in terms of dissemination of policies and information as did the formal TLs, but as far as seeking the sentiments of the teachers was concerned. The principals relied on the informal TLs to test the waters prior to the implementation of a new policy or programme and also depended on them to defend the principal’s decision when needed. These roles of the informal TLs worked fundamentally because the teachers were comfortable with them and trusted them.

Those teachers do not necessarily have positions but they are the ones usually approached by colleagues. For example, teachers have concerns they wish to bring to my attention, they approach those teachers. As they are together most of the time, they know that those teachers understand their concerns and will help them. And those teachers, even if they have no positions, will find time to see me. Through them, I get to know the true sentiments of the

teachers. (Principal HC)

As allies, the informal TLs also served as consultants to the principals. The principals recognised their knowledge and expertise and sought their opinions on various matters.

TL15 noted that this role of informal TLs as the principals' allies posed challenges because it required them to play balancing acts most of the time. Increased contact with the principal and perceptions of unmerited recognition on the part of other teachers somehow alienated TLs from their peers. Many times, they had to exert effort to assure their fellow teachers that they could and would represent the teachers' views fairly.

Responsibilities of formal and informal TLs

The interviews demonstrated that TLs were engaged in a myriad of responsibilities related to schoolwork that can be summarised in five categories: (1) teaching-related, (2) professional development of colleagues, (3) administrative, (4) participation in school change or improvement, and (5) parent and community involvement. These categories are consistent with the domains of teacher leadership practice which York-Barr and Duke (2004) found in their review of literature.

In places where the practice of teacher leadership has matured, an important teaching-related engagement of TLs was the development of the curriculum. However, since the centralised nature of the Philippine curriculum does not permit schools much less teachers to make changes to the curriculum, the contribution of the TLs in this area was limited to introducing improvements to the implemented curriculum or teaching practices rather than the intended curriculum (selecting and developing curriculum or defining outcomes and standards). The interviews indicated the involvement of the TLs in the development of teaching practices in ways that addressed the needs of various types of students. For example, TL17 spoke about her involvement in the creation of PowerPoint presentations that she and colleagues uploaded in different

computers for other teachers to use in their classes. The interviews revealed that TLs introduced new ways of teaching the lessons which colleagues recognised as more effective than customary ways.

It used to take teachers 5 days to teach this particular lesson in Math. But with the strategy I introduced, the students could understand the lesson after just one session. It was heart-warming because my colleagues named the new method after my surname and even uploaded it on You-tube. (TL23)

Teacher Leaders produced instructional materials, for example, reviewers for the NAT or exercise sets for preparing students for competitions. Principal HD commended one TL who wrote oratorical pieces and essays for use in the English classes. In the public schools where reference materials were sorely lacking, the preparation of such materials was recognised as a valuable contribution of TLs.

Other teaching-related engagements of the TLs included their work in the remediation programmes for slow learners and enrichment programmes for gifted students, their roles as club advisers or coaches for contestants, and action research. In School HB, Principal HB was happy that the TLs worked on action research topics that dealt with problems the school faced.

The contribution of the TLs in the professional development of colleagues took the form of serving as demonstration teachers, conducting training sessions for fellow teachers, and being teacher mentors on a daily basis. According to the TLs, their experience of success in improving student learning prompted them to extend the advantage to a broader set of students by sharing their ways with colleagues. The School Learning Action Cell sessions and monthly departmental meetings in School HA were venues for mentoring and sharing sessions. In these sessions, teachers shared their expertise in various areas like subject knowledge, technology, or teaching strategies. More frequently, however, mentoring took place informally during break time. The TLs thus served as internal resources and on-site experts who facilitated ongoing professional interactions unlike one-shot workshops that did not really lead to improved teaching practices.

Most of the time, we teach the non-permanent teachers or share with them teaching techniques. I tell them about the strategies that work in my class. I suggest the use of computers or movie-viewing and then all of us try the suggestion. Sometimes they ask questions then we answer.
(TL17)

Administrative tasks were delegated to the TLs by the principals or other formal leaders of the school. According to OT8, TLs helped in decreasing the workload of the school administrators. Often, the preparation of PowerPoint presentations for the principals or other supervisors were assigned to the TLs. Principal EB mentioned that as he was not computer savvy, he depended on one of the TLs to do technology-related work for him. He acknowledged that such delegation of responsibility to someone more knowledgeable than him in the specific area actually increased his effectiveness. The TLs felt that their willingness and ability to work with the administration gained them the trust of senior leaders and their association with the administration enhanced their status as TLs.

Throughout the school year, the TLs were assigned to serve as coordinators of programmes and school wide celebrations which involved planning and managing the events. Some of them even had important roles in the events like giving the Inspirational or Welcome Remarks. The interviews indicated that the TLs were able to successfully coordinate the efforts of all those involved in an endeavour and run projects in an organised and systematic manner.

Teacher Leaders also participated in school improvement processes like Strategic Planning or accreditation procedures. Such processes normally required a lot of paper work and most of the time, the TLs were assigned to prepare the school reports. TL11 was proud that although all teachers were involved in the preparation of the School Improvement Plan, most of his ideas got to be included in it. He cited specifically the Lead to Read programme he initiated for slow readers. In this programme, students had daily reading sessions before or after classes and were required to keep a reading journal.

In many instances, TLs were tapped to streamline different procedures such as enrolment and grading. They contributed by computerising the manual procedures to make things simpler and easier for everyone. TL22 regarded the computerisation of Form 18, the form where students' grades were recorded, as his most significant contribution to the school. Prior to that, he also computerised the preparation of the teachers' individual grading sheets and the process of assigning classes to the teachers at the start of the school year. TL22 also computerised the election process for the school's Student Government. These contributions made routine tasks a lot easier and faster to accomplish and saved much of the teachers' valuable time. Overall, these improvements led to more efficient systems school wide.

Parent engagement is crucial in the school improvement process, both in terms of their involvement in the schooling of their own children as well as their participation in school development efforts. In the interviews, the students' parents were identified as a major stumbling block in improving student achievement. OT4 stated a fundamental role of parents when she said:

I tell the parents that I cannot do it alone. I need their help. I tell them that I wouldn't ask the students any materials that would require finances on their part. I would be the one to provide all such materials. All I expected from them was the students' presence in class. They should not be absent and that's all the help that I ask of the parents.

Unfortunately, many parents required their children to be absent from school to help them earn a living or do the household chores. Also, in general the parents, many of whom were illiterate or under-schooled, did not provide the necessary support for the education of their children in the form of helping them with their homework or projects or participating in school activities involving parents. Relating with parents and engaging them in the education of their children was a difficult but non-negotiable component of the work of the TLs.

In essence, what emerged from the interviews was that TLs, whether formal or informal, were engaged in various responsibilities indicating that leadership opportunities for teachers were numerous and varied. The TLs were normally given

multiple responsibilities and were very busy people who successfully managed their workload. TL6 admitted that she had more things to do than ordinary teachers but believed that this had to be so. She explained that as a leader, it should not be the case that you have nothing to do. On the contrary, you should show others that you are passionate about your responsibilities.

CHARACTERISTICS OF TLs

The work of York-Barr and Duke (2004) revealed that TLs were respected as teachers, learning-oriented, and had leadership capacities. In addition to the general profile of TLs described earlier, the principals, TLs, and OTs presented some specific characteristics for which the TLs were respected as teachers. These five characteristics are presented and discussed in this section.

Competent teacher

The TLs were noted to be competent teachers who could conduct their lessons very well and manage their classes effectively. They derived competence from both their years of experience as well as continuous professional development efforts. These teachers were capable of teaching either the higher sections where the talented and performing students were assigned or the lower sections where the students with academic difficulties and behavioural problems usually belonged. They had extensive and up-to-date knowledge of subject matter as well as a good grasp of effective teaching methodologies. Not surprisingly, their students achieved the required mastery levels in the subjects they taught or at least showed indications of success as in the case of the students from the lower sections.

The proper utilisation of class time for learning purposes is vital. Very importantly, the TLs came to school on time and were present in the classroom for their classes. This characteristic stood out in an environment where many teachers did not have very good attendance and punctuality records probably because of the difficult personal realities they themselves faced. Additionally, in the public schools, the

responsibilities of TLs removed them frequently from the classroom but when this had to happen, the TLs made sure they left meaningful tasks for their students to work on. One TL expressed:

I am serious about my craft. I find it shameful not to be in the classroom when I'm supposed to teach. I really find it shameful to be doing other tasks when I am supposed to be teaching in the classroom. It's like stealing from the children's opportunity to learn. (TL27)

The TLs looked for ways to make their lessons enjoyable. TL26 expressed, "I'm a good storyteller and I think that's my asset. I always try to make sure that my students are enjoying my way of teaching". They supported their lectures with visual aids and other instructional materials and enthusiastically prepared such materials even if they had already been teaching the same subject for many years.

Even if there were very limited provisions for technology in the schools, the TLs managed to integrate the use of PowerPoint presentations, digital portfolios, and similar IT strategies in their lessons. One TL initiated the flipped¹ classroom for the benefit of the students who had to be absent from school frequently because they needed to help their parents earn a living or had no transportation money.

I embarked on the flipped classroom for the sake of the students who are always absent for varied reasons. It's a big problem for them to master the lessons. With the flipped classroom, even if a student is absent, he can just look at the website anytime and I will be there myself teaching the lesson. (TL23)

¹The flipped classroom is a recent development in educational trends where lesson content delivery or classroom-lecture time and hands-on practice time are reversed. The lecture is done for homework usually via a video or audio file and classroom time is spent clarifying and applying new knowledge gained. For example, in literature classes, the students are asked to read the novel outside of class. Class time is spent discussing themes and archetypes and rarely the plot of the story. (Kachka, 2012)

Focus on student success

The interviews revealed that TLs were concerned about the success of their students and were willing to devote additional time to help them achieve success. Well-grounded in pedagogy, they recognised that student discipline was fundamental in the learning process and did everything possible to make sure that students were well-behaved in school. An environment conducive to learning was among their primary concerns. TL6 shared that the Grade 5 students of School EA used to roam around the school campus before afternoon-shift classes started at 12:00 noon. She asked the principal for permission to use the Activity Centre as a holding place for the students and together with another teacher, they started to direct the students to this place as soon as they arrived in school every day. Over time, this became the habit of the students and all 800 Grade 5 students would be seated quietly according to their sections at the Activity Centre before the start of the afternoon shift classes. At some point, TL6 and her colleagues started to ask the students to bring story books to read while waiting. Through this initiative, the Grade 5 students had quiet time to predispose themselves for their classes and to improve their reading abilities at the same time. Moreover, the morning classes which were going on were not disturbed by the Grade 5 students loitering all over the campus. According to OT4, “TL6 was very strict. But you know that she’s doing the right thing. Her students love her. And, during the Graduation Ceremony, she would cheer for her students”.

Additionally, TLs were aware that the daily lessons could not sufficiently prepare the students for the NAT because of many factors that affected student performance and so they conducted sessions after classes or on Saturdays for additional preparations for the NAT. Also, TLs went out of their way to hold enrichment sessions for the gifted students to hone their talents and prepare them for competitions given that their specific needs could not really be addressed in the regular daily classes in public schools.

TL19 gave special attention to students who could write very well. According to her, those students who had talent in writing were usually very shy and at the start of the school year, she had to go classroom by classroom to seek such students. Then she

would begin intensive training sessions with them until they developed confidence in themselves and their talent in writing came out. TL29 focused on the students who were gifted in Mathematics. Before he came, the training of contestants for Mathematics competitions did not start until September but he initiated beginning the training program as early as June. Other teacher trainers soon followed his example.

It was particularly challenging to ensure the success of the students from the lower sections. In general, these students came from really disadvantaged families and had poor study habits, were frequently absent from school, and received very little support from home. These students were not really enthusiastic about learning and had other reasons for coming to school like running away from the harsh realities at home. The TLs expressed their deep commitment to the disadvantaged students and reported that they spent time motivating these students to come to school regularly and pay attention to the lessons. More importantly, they exerted effort to encourage these students to keep their sense of hope alive. They went out of their way to visit the homes of these students and collaborate with the parents who in most of cases were parents who were not interested in the education of their children at all or did not have the means to work closely with the school for the benefit of their children. The experiences of TLs with the disadvantaged students echoed what Day, et al (2007) stated, that the commitment and resilience of teachers in schools serving more disadvantaged communities were more persistently challenged than others. This point is exemplified in the following narrative.

I used to handle the higher section until I was given a lower section. Many of my students were always in the Guidance Office. Many students did not want to attend classes. I talked to them. Even if their grades were really low, I encouraged them to come to school everyday, do what they were required to do and never lose hope. I talked to their parents. Until now, those students come to school regularly and with a sense of hope. (TL26)

The TLs generously devoted their time after class hours for remediation sessions for students who were lagging behind. They repeated lessons, prepared reviewers and worksheets, and continuously explored strategies to help these students improve their grades.

For us Grade 1 teachers, many students come to us in June without any knowledge or skills. We discuss with each other what we can do for these students. It gives us so much joy to see these students able to read at some point. That's a big achievement for us, a fulfilment. It is very difficult to teach in Grade 1. After class hours we hold remedial sessions for the slow readers and we confer with their parents. (TL2)

The TLs refused to give up on the students who had dropped out of school or those with learning disabilities. In schools where the great majority of students are not so privileged materially, culturally, and socially, teacher leadership has often involved action to uplift students' capacity to engage confidently with the broader world (Crowther, et al, 2009). TL7 started story-telling sessions for slow readers every Friday afternoon and proudly spoke about her experience with a student who started out as a non-reader. She patiently taught this boy how to read using the Big Books for early readers. One day, when he could somehow read already, TL7 assigned him to read a book on stage with the students as audience. This superb moment became news even in the neighbourhood where the boy lived. The boy became a voracious reader ever since that impressive incident. This anecdote echoed the reminder given by Reason and Reason (2011) to prioritise the individual needs of the students. They elaborated that the learning, growth, and developmental needs of individual students should be considered in relationship to the class, then the school as a whole rather than look at the students first as part of a school and then as members of a class.

TL28 was particularly concerned about the students with learning disabilities who were enrolled in the Special Education (SPED) classes. She claimed that this required of her a lot of patience and understanding. She worked with colleagues to speak to the parents and other teachers about the detection and assessment of students with learning disabilities and shared with them appropriate interventions for these students like teaching them socialisation skills.

We do not really teach the students academics. We just teach them how to handle themselves. We teach them simple things like how to count. That way they can find some work later on. (TL28)

TL27 intensely desired the success of his students. For him, this meant students turning out to be productive citizens in the future as opposed to becoming burdens of society. He shared that he would be happy to see them land in good jobs that could support themselves and their families. Principal EA pointed out that the result of quality education includes applying in real life what they learned in school. Hence, the concern of TLs like TL27 for the students' success necessarily went beyond academic achievement and included the students' overall personal growth and well-being.

Effective teacher mentors

The TLs were recognised by their peers as mentors. They willingly shared with colleagues, especially the younger ones, whatever new ideas or teaching materials they had. Through mentoring, TLs passed on trade secrets to colleagues specifically the younger ones. Mentoring did not only focus on teaching-related aspects; it included providing new teachers some kind of orientation about the school, the school culture and even the personalities of people around, all geared towards easing the adjustment and socialisation of the new teachers in the school setting. Teacher Leaders were aware of the political climate as well as power relations in the workplace.

When I was new in this school, one TL guided me about almost everything. He advised me on what to do even during my breaktime. He told me stories about the school and enlightened me about the different personalities. That gave me grounding as I started my career in this school. (TL9)

Teacher Leaders also served as inspiration to fellow teachers, motivating them to respond positively to challenges and to give their 'best shot' in everything they did. According to the TLs, it was important that they made their colleagues feel that 'they could also do it' otherwise those teachers would not even try.

Teachers also usually turned to TLs for counsel regarding problems they encountered

in the classroom. The advice TLs gave was appreciated and valued by their colleagues.

If you encounter any problem in the classroom, you can seek advice from them, you can run to them anytime. When you seek help from the senior teachers, they are ready to help you anytime.
(TL4)

According to the interviews, TLs were effective teacher mentors because they provided honest feedback to colleagues, both positive and negative. OT4 shared, “She gave me honest advice. She would tell me both good things and bad, not just the perfect things”. Similarly, Principal HD spoke about a TL who administered examinations to the teachers she worked with in order to determine their strengths and weaknesses in terms of subject knowledge. This TL was able to do that in a manner that did not offend her colleagues. Through this effort, the TL provided the appropriate interventions and eventually succeeded to strengthen the competencies of the teachers she supervised.

Concern for fellow teachers

The concern of TLs for fellow teachers was apparent in two general areas, personal and professional. They demonstrated sensitivity towards the personal needs of fellow teachers. TL31 cited one TL who would be approached by colleagues even for financial assistance when they were in need. TL17 shared that many teachers regarded her as an older sister and she even watched over some of them when they were hospitalised.

The second area included providing help and support to colleagues in terms of their professional development and improvement of classroom practice. The TLs encouraged others to focus on their capabilities rather than their perceived limits. TL2 was able to convince several of her colleagues to go for their master’s degrees. According to her, “I want to help my colleagues. I don’t feel good keeping things to myself. I want to share my experiences with others. I want others to succeed as well”.

She felt very good about having completed her master's degree and wanted others to experience the same success.

TL29 commented that to motivate seemingly disinterested teachers to pursue development he needed to make them feel important. In an environment where opportunities for development were perceived to be limited for the chosen few, many teachers felt that they were not good enough to qualify for development efforts and chose to remain in the 'back burner'. But TL29 observed that when the opportunities were extended to them, they felt encouraged and aspired to belong to what they may have initially perceived as an elite group. He also added that many teachers seemed afraid of responsibility and really needed to be pushed out of their comfort zones. Murphy (2005, p. 101) noted that "for most educators, the current educational system is the only one they have known and it is difficult to move to the unknown even when one can glimpse its contours". TL29 believed that it was important to tap these teachers by discovering their strengths and involving them in projects in order to get them out of their shells. He noticed the change in many colleagues, from seeming indifference and mediocrity to diligence and dedication to work when they were tapped for other responsibilities. He remarked that many teachers who used to 'watch the clock' began to spend long hours in school attending to various responsibilities as soon as they were given the opportunity to do more.

The TLs had the tendency to look after colleagues as exemplified in the following extract.

You're a leader if you don't just think of yourself. You also encourage other teachers to be like you. You uplift your colleagues and say, 'you are good, have your turn'. It cannot be just you all the time. You look at others' capabilities and enrich them. What a TL can do for himself, he shares with others. (TL14)

Based on the way OT37 described one TL, competitiveness appeared to be a trait that helped TLs fulfil their roles but it was a type of competitiveness that included others and promoted their growth rather than excluded them.

She is competitive. You will feel that she will not allow herself to be left behind. But she will bring along her entire group. She will not allow anyone to be left behind. Because of that, when you are part of her group, you get motivated to do your best. (OT37)

One TL was described to have pushed the team members to their limits to bring out the best in them.

When she would ask us to do something, we would follow without hesitation. The pressure she puts on us is good in a way because it pushes us. You think she is just pressuring and rushing you but you realise that she is helping you in another way. After you have completed the task, you feel good that you have accomplished it successfully. (OT35)

As a Master Teacher, TL27 made it a point to observe the classes of his colleagues in their department and he gave them pointers related to good teaching practices, effective lesson planning, and effective strategies. OT2 cited one TL who took it upon himself to always let the principal know about training programmes offered by reputable organisations. Such effort made various training programmes accessible to teachers and while attendance in training programmes required them to accomplish related reports, the teachers were happy that they gained new knowledge and acquired points towards their promotions. One purpose cited by TLs for promoting the growth of colleagues, especially the younger ones, was to develop a next generation of excellent teachers and TLs.

She was the one who trained us. She trained the new ones to make sure that the job was not limited to only one person. New teachers were nurtured as a next generation of TLs through cultural transmission. As a result, opportunities were well-distributed. (TL29)

Clemson-Ingram and Fessler (2014) noted that teaching is a professional career which requires a long and challenging pre-service training and career-long continuing professional development and one important role of the TL is the induction of novices into the profession.

Learning-oriented

Unlike the case with many teachers where focus on learning is often diminished over the years, the TLs were described in the interviews as willing to learn (TL15) or learning-oriented. They pursued their professional development relentlessly. TL2 narrated that initially, she and two other colleagues teaching in Grade 1 hesitated about pursuing their master's degrees. They were afraid that they would not be able to manage because they needed to prioritise their teaching responsibilities. But they decided to start their master's degrees and actually found themselves enjoying their studies. According to TL2, "that was for our own benefit; we wanted to achieve rather than remain where we were". TL10 completed his master's degree early and whenever he encouraged colleagues to do the same and they responded that they would 'wait for the right time', he advised them outright that 'there would never be a right time'.

Sergiovanni (2001) emphasised that continuing to learn means more than seeking new degrees; it means leaders striving to be model learners, continuing to read and engage in discussions about subject matter and the most recent theories of learning. The TLs were always on the lookout for innovations in teaching and learning. According to TL16, he always searched for new ideas from the internet or borrowed reference materials from other schools. He also consulted experts or resource persons whenever possible.

In sum, the TLs were competent teachers who were focused on student success and effective teacher mentors who demonstrated concern for fellow teachers. They maintained a focus on teaching and learning and were learning-oriented.

LEADERSHIP CAPACITIES OF TLs

The leadership capacities of TLs that were revealed in the interviews gained them the respect of colleagues. These leadership capacities have been organised into three

categories and are presented in this section while the attributes or traits of TLs are discussed later in the chapter.

Can do any assigned task

TLs were described to be talented and versatile, capable of doing any assigned tasks successfully without the need for detailed instructions or supervision. TL10 cited a colleague whom he considered to be one of the pillars of the school because “he could handle any assigned task, whether academic or extra-curricular”. According to him, this teacher could mobilise any group of teachers he was assigned to work with. Similarly, TL21 described one TL as “having the skill to coordinate all our efforts”.

TL19 noted the importance of being organised and systematic in the completion of assigned tasks. He cited how a TL in their school who possessed these qualities was able to manage the situation very well when the school was suddenly designated as an evacuation centre for typhoon victims. TL21 shared that doing an assigned task excellently could influence colleagues to do the same.

When it comes to influencing my co-teachers, it’s something like putting your mark of excellence in your work. Somehow, you will move teachers, they will be moved also to work or to give their best shot in all tasks assigned to them and even in their regular tasks. I would love to serve as model, for example, in doing portfolios, visual aids and PowerPoint presentations. Somehow, I want them to show their best always and I can see the result. (TL21)

TL4, a young TL said, “when you see more senior teachers act as leaders, you inherit their behaviour; you see what you should or can do. Because you see what they do, you do the same”.

TL22 suggested that the way to exercise leadership was to excel in areas that would call the attention of everyone specifically the administration. He strove to be part of the Top 10 lists which principals in most public schools generated and publicised to advertise and celebrate the work of teachers who displayed success indicators like

high attendance rates in their classes or high scores in the examinations. While the practice was initially about simply recognising teachers, TL22 disclosed that they actually competed with each other and were pleased when they figured in the Top 10 lists as that was an affirmation of their excellence or recognition of their accomplishments. He believed that colleagues emulated those teachers who were on these sought-after lists.

Leadership skills

The TLs demonstrated important leadership skills like decision-making and problem-solving skills. They were recognised for their ability to make decisions. They were admired for their courage to make unpopular decisions for the good of the school and the majority no matter how controversial their judgement turned out to be. TL15 narrated how one TL stood firm on his decision to change the daily class schedule, in spite of violent reactions from teachers who were inconvenienced by the change, because he sincerely believed that the choice he made was for the benefit of the students and the school. Barth (2001a) contended that principals elicited more leaders and more leadership when they invited teachers to address problems before, rather than after, the principal had determined a solution.

Seeking the opinion or advice of fellow teachers came out in the interviews as an important decision-making characteristic of TLs because this helped them maintain good relations with colleagues especially when they had to make controversial decisions.

For me, from the root word “lead”, a leader does not simply impose upon others what needs to be done. He asks for suggestions and recommendations and then makes a decision based on these inputs. The decision, therefore, is from the body and not just from one person. (OT38)

On the part of the TLs, it was equally important to consult those in higher positions

before embarking on anything. TL30 reported, “In my case, I would always consult not just my colleagues but my Department Head as well”.

Another important leadership skill of TLs that surfaced in the research data was their ability to solve problems or to take the lead in solving problems.

When there is a problem to be solved, I first describe the situation. Then I present some possible solutions and we talk about these, what we could actually do against the problem. How do we attack the problem and what are the pros and cons for every particular option? Would this really be beneficial not just for the implementers but especially for the students? (TL33)

They were seen as problem-solvers or solution driven leaders who sometimes solved problems themselves but usually encouraged other colleagues towards solutions that suited the school community (Earley and Weindling, 2004). They exemplified solving problems in groups. This offered some safety in numbers for the cautious, companionship for the gregarious, challenge for those attempting to influence others, and greater hope for making a significant difference through more perspectives and combined strength (Barth, 2001a).

Builds relationship with others

In the interviews, the TLs revealed different ways of relating with colleagues, ranging from highly professional to very personal ways. TL22 preferred to deal with co-teachers in a very professional manner and refused to join them in out-of-school recreational activities. Likewise, TL11 claimed that she chose to be very professional when dealing with others because she was not sure if colleagues would be able to draw the line. Hence, in all her interactions, she consciously stuck to the objectives. In contrast, TL18 put premium on deliberately establishing and nurturing relationships with colleagues. She contended, “I think we should not only focus on the work that needs to be done. We should also pay attention to camaraderie. Relationships are more important”.

TL6 explained that she had to be careful in dealing with those who were not interested to do work. These teachers told her that they could accept instructions from TLs like her because she “communicated things nicely”. Similarly, another TL in school EA explained that she has encountered stubborn and uncooperative teachers and has accepted that this was normal in any organisation. Although they were just a few and she could choose to ignore them, she has observed that eventually, these uncooperative teachers followed the lead of TLs like her. Conscious effort to reach out to colleagues especially the seemingly stubborn and uncooperative ones was necessary. TL26 always tried to find time to interact with colleagues. He said, “After class, you must have lunch together, it’s a way of bonding with each other. I mingle with my co-teachers. I visit the Guidance Office, sometimes the faculty room, just to mingle with them, to ask how they are or what they are doing”. Reason and Reason (2011) claimed that TLs whose authority is founded on their influence and ability to connect with and motivate others may find it easier to establish authentic relationships with colleagues that are required to create a rich, learning environment where risks are taken and growth opportunities are seized as they emerge.

The TLs’ interpersonal skills and emotional intelligence were highly apparent as they built relationships with others. Principal EA mentioned that she found TLs to be nice persons and believed that they were popular with colleagues because of the way they related with others. OT36 expressed that it was imperative for TLs to adjust to colleagues to maintain good relations with everyone. According to her, the TLs she looked up to showed the ability to interact with different kinds of people, from ordinary citizens to VIPs with high positions. This ability enabled the TLs to network with various stakeholders for the benefit of the school. Teacher Leaders believed that it was necessary to enjoy the support of different stakeholders to ensure the success of individual students as well as the school programmes. For example, TL30 used her connections with the Alliance of Concerned Teachers to obtain computers for the use of teachers. Similarly, OT21 observed that the school benefited from the access of TLs to resources from their contacts outside the school. In particular, OT35 cited the successful initiative of the TLs in School HE to seek material donations from alumni for different school facilities.

An important aspect of interpersonal skills that surfaced in the data was an individual's ability to communicate effectively. OT20 commended one TL for having good communication skills.

He had the ability to speak well and clearly. He can explain things sufficiently. In meetings, he goes direct to the point but also has a sense of humour. He is also unlike other teachers who hold the microphone for a long time and at the end you are so confused with what he is saying. (OT20)

For TL6, good communication skills also included good judgement on what was appropriate to say before doing so. She explained that many times, there are things that are better left unsaid. TL4 and TL19 both insisted that listening was an important aspect of communication. One cannot be talking the whole time; one must know how to listen to others.

OT30 shared that he admired TLs who knew how to direct teachers like him to do things. He added that it would have been problematic if these TLs 'ordered them around like a king would instead of speaking to them nicely'. Yuen (2006) concluded that informal TLs who have never been in authority tended to be more sensitive to the possible reactions from their colleagues and preferred informal approaches and other forms of persuasion including the use of their personality to achieve their goals. Principal HD cited one TL who was very competent and hardworking but what got in the way was how she related with others. This TL was loud and would always yell at colleagues and this was unacceptable to the people she worked with.

TLs were also perceived by colleagues as approachable. OT2 referred to one TL as like-a-mother who was approachable in terms of both work-related and personal matters. Similarly, Principal HC cited a very maternal TL whom teachers listened to and confided in. TL8 shared that she valued approachability in the leaders she encountered and so when it was her turn to be a leader, she was conscious about being approachable. She went out of her way to reach out to colleagues so that they would not find her aloof. Thoughtfulness was also regarded as an admirable trait of TLs. OT37 mentioned that their Chairman would always have tokens for them whenever

she would return from out-of-town trips. They appreciated being remembered in a special way by their leader. However, OT38 asserted that while it helped that TLs treated them as friends, he also valued that the leaders showed their authority when needed. He maintained that it was constructive when the leaders called their attention for mistakes or wrongdoing.

Diplomacy also appeared to be important in maintaining smooth interpersonal relations with colleagues. TL21 said:

Much as I would like to please everybody, it is not possible. I just maintain diplomacy with everyone, meaning, not taking sides. I have friends within the school and go out with them occasionally but when they tell me about conflicts with one another, I just listen and avoid taking anyone's side.

In general, Filipinos are emotionally sensitive and easily get hurt, that is why it requires diplomacy both in words and actions to deal with them (Ongsotto and Ongsotto, 2002).

According to TL13, interpersonal skills had a bearing even in the interactions with the principal:

We don't have problems relating with our principal. She approves everything I propose to her. As long as you approach her well, she will not object to your proposal. Unlike other principals, you can tell her things. But you need to let her finish talking first before you say anything. She doesn't like anyone butting in. So, we let her finish talking first and then we make suggestions. (TL13)

To grasp the complexity of how TLs related with others, built relationships and applied their interpersonal skills, it is important to understand the Filipino trait and value, *pakikisama*. Filipinos regard this as an important trait that equips them to form and maintain good, harmonious, and healthy personal relationships with others and they take its application and practice in life with utmost seriousness (Leoncini, 2005). On the extreme, it can mean a preference for conformity to group decisions and for the maintenance of 'smooth interpersonal relationship' rather than acting as an

individual (Roffey, 2000). *Pakikisama* is helpful when interpreted as ‘cooperation for the good of others or the organization’ leading to a willingness to ‘try’ rather than saying ‘no’ right away but can also be an impediment to change or innovation when practised as ‘trying to get along with everybody’ and not doing anything at all ‘in order to get along with everybody’. Leoncini expressed that with Filipinos, it is difficult to imagine interpersonal relationships that do not include *pakikisama*. In the context of teacher leadership then, *pakikisama* enables the TL to influence colleagues to follow their lead but on the other hand, it could also be the source of the inhibition to lead change or innovate so as to ‘get along with everybody’. The additional responsibilities they handle can be a grave threat to the TLs’ ability to get along well with their peers. *Pakikisama* is complex enough in terms of social relations but more so in the context of the leadership work of TLs which involves decision-making or initiating change where collegial relations cannot simply be social.

ATTRIBUTES OF TLs

Certain attributes of TLs that surfaced in the interview data are worth mentioning. These provide a richer description of TLs, and therefore teacher leadership, in the Philippine setting. Seven attributes were identified and each is briefly considered in this section. These attributes have been found in different combinations and degrees in other researches on effective or successful leaders. Day, et al (2009) found that although there was no single model of the practice of effective leadership, successful leaders were found to draw on a common repertoire of broad educational values, personal and interpersonal qualities, competencies and decision making processes.

Self-motivated

The interviews revealed that TLs were self-motivated. Most of the time, they spent long hours in school and were always willing to go beyond official time without seeking anything in return. OT23 felt that these individuals did not have personal ulterior motives like promotion. Barth (2001a) claimed that teachers will not go

through the heroic efforts of leading schools in addition to teaching classes if the consequences of their work go unnoticed, unrecognised or unvalued by others but being self-motivated, the TLs considered self-fulfilment and self-actualisation as the more important rewards. They derived joy from seeing the students learn their lessons or win competitions. They were happy when students succeeded and were extremely proud when students came to inform them about their success years after they taught them (TL5). TL2 would always be delighted whenever her Grade 1 students would demonstrate that they could read already. TL17 admitted that promotion, and the increase in pay that came with it was actually a motivation for accepting additional responsibilities, but that was not really the main focus of her efforts. She mentioned self-satisfaction from knowing that you were able to help others and contribute to school improvement as enough incentive for her.

TLs did not have to be instructed to perform tasks and did not need anyone to watch over them. TL1 referred to a TL who did not have to wait for memos before preparing the students for dance presentations. She would start preparing the students early and when the memo came her dance troupe was already ready. Being self-motivated was related to other characteristics like having initiative and being generous and hardworking. OT4 expressed admiration for a group of TLs who thought of creating a small garden in the school. These teachers even worked with their husbands on weekends to set-up the garden which eventually served as an important learning resource for the students.

For me, a TL is someone who has initiative. What is important in a person is initiative, you don't have to say what needs to be said. He knows what to do at the time it has to be done. That for me is a good leader, not one who will act only because he was instructed to do so. (TL22)

Principal HB described TLs in a similar manner, "You don't have to instruct them to move. On their own volition, they act. I can just sit down and these people will move". Likewise, Principal EB cited one TL who "approaches me to ask what more can be done to improve the school and how he can help".

Principal HA expressed her observation that the TLs were always excellent in anything they did because they believed that God was always watching them. This was validated by TL3 who identified “fear of the Lord” as a personal characteristic that motivated her to perform her leadership roles and by TL15 who declared that in everything he did, he made sure that God would be glorified. TL15 claimed that he looked at a person’s relationship with God in judging whether the person had leadership potential because he believed that competence can be developed but a basic ‘goodness’ had to be a quality of the person from the beginning.

Positive outlook

The TLs were similar to the ones encountered by Crowther, et al (2009) in their work who exuded optimism and a “can do” attitude that was contagious. They had great confidence in the power of schools and the teaching profession to shape lives. The research data revealed that the TLs exhibited positive attitude in different forms. They had the predisposition to say ‘yes’ to opportunities that came their way. According to TL5, “they do not say ‘no’, always ‘yes’, even if it is difficult for them”. Remarkably, the attitude of the TLs towards failure was positive. TL12 expressed that when one fails, one should be willing to repeat as many times as necessary in order to improve what can still be corrected or enhanced. Similar to the source of their motivation for doing what they do, a strong sense of spirituality appeared to be one reason for their optimism.

Whenever I join a competition, I believe that God makes things happen. So, if I don’t make it, that’s because God has a better plan for me. When my co-teachers ask me for the secret behind my achievements, I just say it’s God. Just dig a deep relationship with the Lord and everything will happen. (TL15)

What was striking for OT24 was that the TLs could be jolly amidst difficult responsibilities and that was for her a sign of their positive attitude towards things. For OT1 it was the inspiring smile of the TL assigned as Property Custodian that

made a difference, “We are inspired by her smile. It’s good for us. Even if her job is heavy, she can still smile”.

For Principal EA, the fighting spirit of the TLs stood out. She narrated that when the ranking of School EA in the NAT went down, the teachers were saddened but not long after the initial disappointment, those she regarded as TLs already looked forward to the next administration of the NAT. They expressed the intention to turnaround the school’s performance as soon as possible. Comparable to this was the openness of TL18 to evaluation procedures. She expressed, “In the implementation, we also have to evaluate. Not all plans can be successful and if a project is not successful, we can come up with alternative projects in the future. That is why we have to evaluate”.

Service-oriented

Day, et al (2007) credited teachers for their sense of vocation and added that this asset fuelled teachers’ resources with determination, courage, and flexibility, qualities that were in turn buoyed by the disposition to regard teaching as something more than a job. The data from the current study revealed that TLs were service-oriented, motivated by a desire to be helpful to others without counting the cost. They normally worked “beyond official time” (TL5). OT14 spoke about a TL who always worked beyond required hours driven by his concern for the students whom he was preparing for competitions. TL2 cited a TL who would even invite her students to her home for training for competitions. In Philippine public schools where a significant number of students come from disadvantaged families, it is not uncommon to find teachers who extend their personal resources to the students although TL2’s use of her home for training the students is rather notable. TL10 narrated that he once assigned a TL to watch over his class when he had to go somewhere and this TL took it upon himself to go beyond ‘baby-sitting’ the students, he taught them an Art lesson. OT3 claimed that this willingness to do something for no other reason than the good of the students seemed innate to the TLs she knew. Their service orientation appeared to be behind the TLs’ willingness to go beyond the minimum required of them as teachers and to

‘put in the extra mile’ for the benefit of their students. These TLs showed genuine interest in the students’ needs and their well-being (Crowther, et al, 2009).

The Teachers as Leaders Framework (Crowther, et al, 2009, p. 3) depicted TLs as confronting barriers in the school’s culture and structure by standing up for children, especially disadvantaged and marginalised individuals and groups, working with administrators to find solutions to issues of equity, fairness and justice, and encouraging student ‘voice’ in ways that were sensitive to students’ developmental stages and circumstances. OT27 narrated that a TL in their school made it her mission to seek out the recalcitrant students who were disinterested in their studies and did not seem to fit into the school system. The TL recruited these students to become part of clubs in order to keep them busy and productive. This strategy proved to be beneficial in transforming these students and getting them focused on their studies once more. Similarly, Principal HA cited one TL who went out of her way to look after the students who were nearly expelled from school by creating a programme for these troublemakers. According to Principal HA, this teacher’s intervention made a positive difference to these students as well as to the school.

Responsible

The TLs revealed a strong sense of responsibility that came along with dedication and willingness to make sacrifices. TL8 said, “When I am assigned a task, I see to it that I accomplish it, whether it is easy or difficult. I work on it even if I have a really hard time and even if I have to stay up late at night”. TL32 spoke about the school’s feeding programme and mentioned that there were times she contributed personal money to keep the programme going because she saw its positive impact on the performance of the students. One TL expressed the extent of her sacrifices and reason for doing so.

I am persevering and hardworking. I am willing to do anything for the good of the students. My target is to raise their NAT scores. Sometimes I am not able to attend to my family. I go home late in the afternoon. For the school, I don’t stop. As long

as there is something I can do for the school, I will do it. (TL30)

Principal HD confirmed that TLs were very hardworking and rather workaholic. TL32 added that TLs sometimes focused on their responsibilities at the expense of their families. Typically, TLs came to school much earlier than the required time and went home late. TL15 shared that he devoted all his time after classes to the training of students in preparation for competitions and even kidded that he had no love life because he “considered career to be inversely proportional to love”. TLs were described in the interviews as being known for finishing their tasks promptly and having a high sense of responsibility for their assignments that enabled them to focus on the tasks on hand and ignore those who wished to pull them down. They focused on serving the needs of others and during difficult times in the organisation could forgive, offer support, and keep bigger goals and objectives in mind without obsessing about egos, positions, or power (Reason and Reason, 2011). Commitment to the job and the teaching profession was for TL21 behind his sense of responsibility. For TL10, love for his work was the stimulus. According to him, “without love for the work you do, positive results will not come your way”. TL30 linked responsibility to accountability and stated that “a true leader never blames others for his or her decisions”.

High expectations

TLs were perceived to be very ambitious, not for their personal benefits and interests but for the school, the students and their colleagues. For TL21, TLs were individuals whose vision was always for the betterment of the school. The motivation of TL20 even included social change and the transformation of society.

TL34 thought that the characteristic that fuelled her high ambitions was passion. One TL spoke about the need to be unhesitant and fearless in the discharge of one’s responsibilities.

You have to be unhesitant and fearless when it comes to dealing with stuff. Most of my batch mates opted not to do things because of fear. That's what has limited them. If you want to actually help children, if you want to teach them, if you want to be the person you dream of, you need to be fearless. (TL33)

Their high expectations and great ambitions for the school translated into resourcefulness specifically when it came to instructional equipment and supplies. TL31 mentioned that through fundraising efforts, they were able to acquire much needed computers and LCD projectors for their department. TL33 lamented that the school did not have a Science laboratory but expressed that such lack did not mean they would not conduct Science experiments and activities. She shared that they had to be resourceful to produce the needed materials for the lessons and TL31 added that they had to do so without having to spend a single centavo.

Humility

From the interviews, humility surfaced as a noticeable trait of the TLs. One TL shared that when he applied for the teaching position and was told to say something about himself, he chose not to speak of his credentials. He recounted that he said to the principal, "Sir, I am sorry, I will not say anything. But if you will hire me, I will let my examples prove me".

The humility of TLs was manifested in different forms. TL22 described his meaningful contributions to the school but commented that he was not after recognition at all. For him it was more than enough that his contribution worked and it was useful to the school. TL15 stated that for him, humility meant accepting that no one was indispensable, that one can be replaced by anyone anytime. In the case of TL20, humility meant acknowledging one's mistakes and welcoming feedback from others. Similarly, TL29 accepted that many others were better than him in many ways.

There are others more knowledgeable than I am. For example, I have met students during our training sessions who had better

techniques for solving the problems. You must accept that rather than insist on your way. (TL29)

TL18 and TL20 demonstrated humility in the form of attributing the success of projects to others or the team rather than themselves.

We were recognised as a regional winner in the Forest Park. That's really a big recognition for the school. It was not only me but many of the Science teachers. Everybody really contributed. Even in the e-library and the electronic instructional laboratory, it was not only me. Others were also instrumental in these. (TL18)

I don't recall any improvements in the school that I initiated myself. All ideas came from the principal. She just gave us assignments and I appreciate those assigned tasks because I learned much from doing those. (TL20)

TLs were described as maintaining a low profile, never calling attention to their positions or to themselves.

She is so simple and yet so full. She is very competent but she is never boastful. There is no trace of arrogance in her, she is always just in the corner. And yet, we always follow what she instructs us to do. Her actions speak authority. (OT24)

OT24 added that the low profile maintained by the TL he idolised made him feel at ease and enabled him to consult her freely.

The humility of the TLs also took the form of leading by example which, according to Barth (2001a) was the purest form of leadership and the one over which each individual has the most control. It was mentioned in the interviews that the TLs did not order people around; they showed the way instead. Teachers and leaders believed in the power of setting an example because they knew that this influenced students and colleagues alike (Earley, 2013). TL18 considered it imperative to set a good example so that others may be inspired. OT25 experienced the humility of those who

had formal leadership positions through their approachability. Humility was also associated with being ‘silent doers’ (OT18) as well as with being soft-spoken and having the gift of approaching colleagues in an affable manner (OT1).

Trustworthiness

TLs were perceived as trustworthy by both supervisors and colleagues. TL11 appreciated Principal EB for sharing ‘secret formulas’ on leadership with TLs like her. She felt that ‘secret formulas’ were not entrusted to just anyone and felt honoured that the principal shared these with her. OT2 thought that when a TL was entrusted with assignments by the principal and formal leaders, that meant being perceived as trustworthy.

When you are given an assignment, you are fortunate. That means you are trusted. You have to take care of that trust. You have to return that 100% to your leader. That trust serves as inspiration to the teachers, to prove that they deserve the trust given to them. (OT2)

It is ‘enhancing’ to be trusted by the principal; being trusted is a boost to leadership (TL4). Interestingly, Principal HB shared that loyalty was an essential pre-condition for a TL to earn her trust.

Principal HC observed that teachers trusted someone who showed concern for them and actually distrusted someone who did things for ulterior motives. Principal HE elaborated that the trust of colleagues in the TLs came along with support and cooperation from them which helped TLs in the accomplishment of their tasks and consequently, in the realisation of school goals.

In sum, the TLs demonstrated decision-making, problem-solving and interpersonal skills. They demonstrated the capacity to do any assigned tasks and showed a sense of responsibility and high expectations. They exerted effort to build relationships with

colleagues and promote the growth of colleagues. They were perceived to be humble and trustworthy.

SUMMARY

This chapter examined the way the participants in the study understood and experienced teacher leadership in their schools. The interview data revealed that TLs were teachers who may or may not have formal leadership roles but had responsibilities beyond their classroom duties, were perceived to be excellent teachers specifically in terms of classroom management, and were capable of leadership work. The characteristics of the TLs as teachers as well as their capacity for leadership responsibilities earned them the respect and admiration of students, colleagues and principals.

The presentation and discussion of research data in this chapter confirmed that as established by York-Barr and Duke (2004), (1) the TLs were respected as teachers, were learning-oriented, and had leadership capacities and (2) the leadership work of the TLs was valued, visible, negotiated and shared. In terms of the means of leadership influence, the data have confirmed that TLs (1) maintained a focus on teaching and learning, (2) established trusting and constructive relationships, and (3) led from formal leadership roles and positions as well as informal collegial interactions. In terms of targets of leadership influence, the data have also shown that TLs in the Philippine setting influenced individuals, teams and overall organisational capacity towards school improvement. Notably, country-specific factors influenced the practice of teacher leadership in the schools.

Now that the leadership work and characteristics of TLs have been illuminated, it is necessary to examine the conditions that helped TLs with their work as well as the obstacles that impeded their effective practice. The impact of teacher leadership as well as the enablers and hindrances to the practice of teacher leadership are presented and discussed in the next chapter.

CHAPTER 5

FACTORS AFFECTING TEACHER LEADERSHIP AND ITS IMPACT

INTRODUCTION

This chapter reports the impact of teacher leadership as perceived by the research participants and examines the factors that either enabled or constrained the practice of teacher leadership in the Philippine setting and in Philippine schools.

IMPACT OF TEACHER LEADERSHIP

The most frequently mentioned leadership work of TLs reported by the TLs themselves and acknowledged by the principals and OTs in the interviews involved remedial and enrichment programmes for students, mentoring of teachers, and various forms of administrative work. The conduct of after-school programmes that intended to improve the performance of students in the NAT beyond what was possible in the regular classes was mentioned in the different interviews in five schools. This work required additional time on the part of the TLs for the actual sessions as well as the preparation of materials. The NAT data of School EA and School EB showed that after many years, the scores reached beyond 75% for school year 2012-2013. The NAT scores of the five high schools remained low but were confirmed by the Superintendents of QC and VC as improved scores. While increased NAT scores were mentioned several times in the interviews, the many issues surrounding the integrity of the NAT make it difficult to use it as basis for conclusions related to the improvement of student achievement in the schools. Unfortunately it is the only examination administered in all schools nationwide in the Philippines and the results cannot be ignored.

Considering the issues surrounding the NAT, this study paid attention to other indicators of school improvement in looking at the impact of teacher leadership. As Sergiovanni (2001) commented, there are leaders who are considered highly effective

not because they have improved their schools, but because they have changed their schools. For example, there were claims in the interviews about improvements in teaching practices attributed to the availability of materials prepared by TLs, the computerisation of forms, and the creation of visual aids using computers. These innovations have changed the schools. TLs cited the physical improvements in the schools specifically those which were made possible through the work of TLs. TL10 mentioned his participation in the creation of the Art Centre in the school's covered court where exemplary art works of the students could be displayed.

Also, many awards received by the schools were linked to the work of the TLs. Among other distinctions mentioned in the interviews, both Schools EA and EB were one of the first elementary schools to be granted accreditation status in the country, School HA was awarded Third Cleanest School in school year 2011-2012, some teachers of Schools HA and HE had been selected as Outstanding Teachers, and a teacher in School HC received the Best Action Research Award. Being singled out as 'the cleanest school' or 'eco-friendly school' was mentioned a few times in the interviews. The emphasis on such seemingly inconsequential distinctions, normally taken for granted in other school contexts, indicated that these are important achievements in the public schools where cleanliness, order, and adequate space necessary for learning are a luxury.

The achievements of the students in various competitions were cited in the interviews. These included placing in the Top 10 of English, Mathematics and Science competitions or in extra-curricular activities like the Drum and Lyre contests. Reduced drop-out rates in the classes or the school in general and students being able to complete their elementary or high school education were also mentioned. Even the impact of the daily in-school feeding programme on the students – weight gain, glowing skin, increased participation in class – was mentioned in the interviews.

Individual achievements of teachers also surfaced like the awards for outstanding performance. The promotions of various teachers to the Master Teacher Rank and to formal leadership posts in the school or in the Division level were also mentioned. It was also mentioned that TLs helped bring about changes in the behaviour of negative

and uncooperative teachers. TL9 mentioned that previously, certain teachers would go home as soon as classes were over but now they stayed behind, training students or helping out in school activities just like the TLs. TL10 experienced that it was important to motivate seemingly negative teachers and make them feel that they could do the work. Unless they felt capable, they will not do anything. For TL12, the best way to deal with the negative or uncooperative teachers was to lead by example. The opportunity to lead could be transformational even in the case of someone who may be presenting himself as an uncooperative member of the group. Principal EA concluded from a previous experience that appointing a stubborn and negative person to a position where he would have important responsibilities could be transformative.

The research data revealed signs of school improvement such as qualifying for accreditation status or receiving citations for various accomplishments. These successes opened new opportunities for advancing initiatives and pursuing new ones.

When our school qualified for accreditation, I noticed that many teachers stepped up. It opened opportunities for everyone, old or new, to do something for the school. Because of new activities and programmes, the tendency was for leaders to come out. (OT1)

Encouraging feedback about the school also surfaced many times throughout the interviews. TLs expressed that they felt proud to be associated with a school that received many awards or was featured on television for good things. In School EB, the TLs felt honoured themselves whenever the school received Division, National and International awards. In School HD, teachers were proud that a number of them had been awarded as Outstanding Teachers in the Division level. TL34 was delighted to say that visitors who came had commented that School HE was like a private school.

The perceived impact of teacher leadership presented in this section are indicative of York-Barr and Duke (2004)'s intermediary outcomes of leadership in the form of improvements in teaching and learning practice. It is not fair to attribute the schools' achievements to the TLs alone but their critical role must be acknowledged. Fairman

and Mackenzie (2014) emphasised that leadership within the ranks is needed in order to guide and coach the rest. The TLs expressed that these signs of improvement made them proud and encouraged them to pursue the leadership work that they did. The sentiment of being motivated by signs of improvements in the school may be explained by the claim of Sergiovanni (2000) that in successful schools, teachers work harder, are more satisfied with their jobs, and are committed to the school and its work. Furthermore, teachers are more likely to experience meaningfulness, control, and personal responsibility when they are allowed to function as “origins” rather than “pawns” (op cit, p. 136) as the case is with the TLs.

FACTORS THAT ENABLED TEACHER LEADERSHIP

TL’s previous background and experience

According to the TLs, their previous leadership experiences and background prompted them to accept leadership roles without having to think twice and to fulfil the required tasks. A number of them mentioned that they were leaders of their classes or clubs back in their high school or college days. TL22 was an officer while he was on military training and his authoritative ways as a TL came from that experience. TL20 was formerly a community organiser. TL29 was the president of the Science Club back when he was in high school and the president of the Mathematics Majors when he was in the university. TL11 felt that the principal assigned her to take the lead in crafting the School Improvement Plan because of her background in educational management.

However, while most of the TLs had previous leadership experiences, there were those who claimed that their leadership journeys only began with certain principals. For example, TL19 expressed that she had always been a passive follower until Principal HC pushed her beyond her comfort zone. She confessed that she had no leadership qualities at all but Principal HC guided her until she was able to do it. The belief of the principal in her gave her confidence and shaped her colleagues’ perceptions of her as an expert in writing and publication.

TL11 was of the opinion that the leadership capacity of a person came out naturally, over time.

A teacher on his first few years would be timid and not show what he can do. His leadership capacity can be developed by the principal or by himself, if he accepts the opportunity to enhance his potential as a leader. Sometimes a person will claim that he prefers to remain a follower than to be a leader. That's the perfect opportunity for any leader to encourage the person to take on leadership responsibilities. (TL11)

Leadership of the principal

Competence of the principal

Of the seven principals in the study, five had completed their doctorate degrees while two have already acquired some units towards a doctorate degree. The principals had been in service in the education sector for an average of 33 years. In terms of number of years as principal, the shortest was 14 years (Principal EB) while the longest was 31 years (Principal HE).

Licuanan (1995) studied high performing and low performing schools in the Philippines and identified the leadership of the principal as one of two major factors that contributed to better school performance despite resource constraints. In relation to Licuanan's recognition of the leadership of the principal, the competence of the principal was identified in the interviews as an important factor that supported the practice of teacher leadership. Such competence made the principal open to new ideas (TL1), gave him or her the capability to react to teachers' suggestions, give appropriate advice, and stand firm with his decisions (TL28), and in general, determined how good a school could be (TL16). It mattered that the principal was knowledgeable specifically about matters related to teaching and learning. TL4 expressed that Principal EA "teaches us how to improve the reading skills of the children, where to begin, and all the important steps". TL9 didn't mind that Principal EB was very straightforward whenever he called their attention because his comments

and critiques were always followed by good suggestions on how to do better. According to TL9, Principal EB was truly an expert and in-command.

Distributed leadership practice

The numerous accounts of principals and headteachers who have been perceived as heroes and heroines in their school communities because of the difference they made in the life chances of young people have reinforced the message that leadership is primarily a singular rather than a collective activity (Harris, 2005). Like these heroes and heroines, all the principals of the seven schools were perceived to be making a positive difference in the schools. However, all of them advocated distributed leadership and accepted that it was not possible for them to lead the school alone. Day, et al (2009) noted positive associations between the increased distribution of roles and responsibilities and the continuing improvement of pupil outcomes.

Leadership in my school is shared leadership. I share it with the Department Heads and other personnel. (Principal HA)

I am not a superwoman. I would say in meetings that I can't do this alone. (Principal HB)

It's not always the principal. Everybody must be a leader. (Principal EB)

Their inclination towards distributed leadership was based on the conviction that like themselves, others also had the capability to lead. Principal EB believed that it was important for someone with leadership potential to actually experience leadership roles so that he may realise his capability. OT9 appreciated that unlike other principals he knew, Principal EB did not limit himself to those with positions when assigning responsibilities.

Principal EB knew each of us well and when he had a task to assign, he could point to the one he thought could handle the task. When he points to you, you will really be forced to get out of your shell and exhaust your capabilities. (OT9)

He ensured that those with potential were involved in school activities or assigned as Officers-in-Charge when he was away so that they could be trained as leaders. He considered it to be a failure on his part if not any of his teachers became a principal like him in the future.

Like Principal EB, Principal HD made it a point to give all the teachers in his school some kind of leadership roles in programmes or school wide events. He insisted that all teachers needed to experience leadership. Whether they succeeded or failed was secondary; the more important gain was the experience of leadership. TL26 shared that, “As Adviser of the Supreme Student Government, Principal HD gave me the freedom to take the necessary steps towards our mission to uplift the condition of the students”. These principals have learned that when they relinquished some authority to teachers, they unlocked and enlisted the creative powers of the faculty in the service of the school (Barth, 2001a).

The result of distributed leadership was noted by the TLs. TL9 expressed, “Because of his style, it’s not only our principal who is aware of school affairs. All of us here know about our programmes and projects”. Shared commitments are important because they pull people together and create tighter connections among them and between them and the school and these count in helping students learn at higher levels (Sergiovanni, 2000).

The acknowledgement of the benefits of distributed leadership surfaced amidst traces of traditional top-down leadership that remained in practice. For example, Principal HB conveyed that she always communicated through the head teachers and left it to them to talk to the teachers under them. She also revealed that one of the teachers who always served as her Officer-in-Charge whenever she would be away followed her instructions to the letter in order to please her. This was Principal HB’s idea of a loyal subordinate. TL17 mentioned that in School HB, all proposals came from the school officials and TLs like herself were simply tasked to disseminate information or discuss matters with the teachers when instructed to do so. The situation was slightly better in School EA where, as TL7 shared, they were told that they were free to

initiate improvements. However, they would have to seek the principal's permission before doing anything and submit their proposals through the principal's assistant.

Harris (2005) contended that the distribution of leadership can occur by design, default, or desperation. From the point of view of Principal EA, the number of students, teachers and parents in the public schools made distributed leadership imperative. Principal HB agreed with this impression, "With the school population and a big school to take care of, I really get to move people to work on their assignments". But, more than the size of the school population, what Principal HD regarded as an impetus for distributed leadership was the number of problem students.

I have so many problem students that I need these teachers. My school does not refuse students and so we always end up with a significant number of problem students. (Principal HD)

The policy of inclusion in public schools that required all schools to accommodate even those students with special needs, has not been matched with adequate provisions for the schools and has created challenging conditions. Principal HB was emotional when she shared that on her first days in School HB, she found that the school population was so big and everything so disorganised that she just cried to God in despair every time she went home in the afternoon. She was however, determined to change things and began the process by turning to the people who could help her. She worked with the Teachers Club, the Students Club, and some parent officers, and sought the help of external organisations which were concerned about the plight of School HB. The first thing on her transformation agenda was student discipline and this proved to be an important first step which the different stakeholders concurred with and supported.

Collaboration and consultation

Harris and Jones (2010) found that supportive leadership from those in key roles and shared leadership practices were important in successful professional learning communities. Consistent with their inclination towards distributed leadership, all the

seven principals in this study acknowledged the importance of collaboration and consultation in leadership practice. Principal HB shared that when she first arrived in the school, the teachers were not working together. She put in place structures by which the teachers would be forced to work together and started using ‘family’ to refer to the school community. According to her, the teachers soon internalised the implications of working as a family and this changed the culture among the teachers from a very individualistic to a collaborative one.

The principals accepted and maintained that they were the ultimate decision makers in the school but insisted that consultation was vital.

I delay making a decision until I can afford to do so, in order to think things over and over. I think hard and while I’m thinking, I get the points of people around me. I consult. I present hypothetical situations when I consult. (Principal HD)

You consult before you initiate changes. They must be aware of what these changes are, if they are for the benefit of the school and the students. (Principal HE)

Likewise, Principal HD was portrayed as a leader who gave importance to the ideas of TLs.

He asks us. He does not make decisions on his own. He gives us the chance to present to him ideas that could contribute to the success of his plans for the school. He always consults us. (TL27)

Principal HC narrated a recent experience that illustrated how she herself believed that “those doing the job must be included in the decision-making loop” (Reavis and Griffith, 1992, p. 33).

Last June, I wanted to have some changes in the school schedule. After the head teachers agreed with my idea, I implemented the new scheme. But then the teachers and students started to express difficulties with the change. Initially, I said this is what needs to be done even if they don’t like it. I felt that they should comply with my

decision. However, I listened to them and eventually changed my decision. Later on, I realised that in making my initial decision, I did not consult the teachers and the students. Maybe that was not the real solution to the problem. Maybe they will not really be happy with the change. (Principal HC)

Meetings were very much a part of the consultation process. The principals held meetings with the formal leaders like the Department Heads or PTA Officers or the Student Council as well as the teachers, parents and students as organised groups. Earley and Weindling (2004) espoused that meetings were a visible manifestation of a leader's values system; clear ideals about respecting, transforming, developing and including staff could be evidenced by the importance given to meetings in a school and by the way they are run. Timperley (2009) found that the most significant outcomes of distributed leadership came from meetings which allowed the sharing of knowledge through collaboration which in turn lead to action centred goals. In the long term, this improved teaching and learning. Principal EB stressed the importance of being prepared for meetings in order to discuss matters thoroughly. He added that when the body senses that you do not know what you are talking about, they will not think highly of you as a leader.

Aside from formal group meetings, informal occasions for consultation were also cited by the principals as equally consequential opportunities for consulting the different stakeholders. Principal HD went around the school every day and during his rounds, he talked to the teachers, students, parents, and even the security guards. When a teacher was absent, Principal HC would enter the classroom and use the opportunity to talk with the students regarding any relevant school matter. Principal HB required the teachers to personally see her whenever they needed her signature on their employment records and she used the moment to seek their opinion on applicable matters. The principals viewed consultation as part of a natural way of proceeding that could happen formally or informally rather than a required numbered step in the decision-making process.

Principal HC mentioned that she knew some principals who involved only the formal

leaders in the decision-making process but for her, such practice would result to a rather limited perspective that could affect the quality of a decision or its acceptability. She reiterated the value of a wider consultation process that included the teachers, “Sometimes the administrators agree with you but how about the teachers? Do they like the decision?”

Influencing people

In the interviews, the principals emphasised that school leadership was fundamentally about influencing people to look towards the same direction and contribute to the school goals. Principal HB said, “It’s getting people to be involved in whatever direction in the realisation of the vision-mission. That’s leadership for me, if you’re able to carry and guide them towards one vision”. For Principal HC it was important for a leader to have a clear vision of where he wanted the organisation to go, to be competent in the field, and to do as he preached in order to influence people to look to the same direction. Principal EB underscored the importance of modelling in order to influence people.

I should be a model to my teachers, to the pupils, to the parents and to the community. For example, in the morning I make it a point to come to school earlier than the teachers. I noticed the impact of that. I heard the teachers say that they would be embarrassed to come to school late because the principal comes on time. (Principal EB)

The reference to Principal HE by TL30 as transformational, citing in particular his ability to transform people into leaders, supports the observation that the principals had the ability to influence people.

In my opinion, Sir is a transformational leader. He transforms you into a leader. He teaches you how to make decisions. He shows me what more I can do for the school. (TL30)

Motivators

Successful school leaders improved teaching and learning and therefore pupil outcomes indirectly and most effectively through their influence on staff motivation, commitment, teaching practices and developing teachers' capacity for leadership (Day, et al, 2009). All seven principals in the study claimed that they were motivators. Principal HE pointed out, "A school administrator is one who does not just take the lead but one who motivates, one who makes the best out of the followers or subordinates". They encouraged teachers to pursue further studies and participate in competitions for teachers. This claim was confirmed by TL7, "Our principal really pushes us upwards. She says you can do that, you are good there. She knows where to assign each one of us because she knows us well". Principal HB shared that she went after "plain" or "ordinary" teachers and motivated them to give their best in doing what was expected of them and helped them get promoted so that they may be legitimately assigned greater responsibilities. She suspected that principals who did not exert effort to motivate their subordinates intended to preserve their power and glory. Barth (2001a) explained that principals have worked long and hard to get to where they were and once they have secured their positions as school leaders, they protected those positions tenaciously.

In motivating the teachers, Principal EB both applied pressure and demonstrated understanding. The TLs revealed in the interviews that he pressured the teachers to do their best and to achieve. The teachers did not resent the pressure because they saw that he provided them all the needed assistance, from financial to moral support. When the teachers did not succeed, he never blamed them and was quick with the comforting assurance that they could do better next time. TL10 also remarked that Principal EB was very demanding of those he assigned responsibilities to but also knew how to give recognition and rewards for jobs well done. In the opinion of OT4, the principal's recognition of the TLs' contributions helped those teachers fulfil their leadership roles.

Focus on instruction

Sergiovanni (2001, p.130) asserted the need for school leaders to focus on instructional excellence. He explained that schools are moral institutions and school leaders have a moral obligation to see that children are well-served, and that teachers are supported in their efforts in behalf of children. The following remarks are illustrative of how the principals in this study acknowledged that their primary responsibilities centred on instruction.

I have to look at the overall, the totality of the school. But foremost, the instructional aspect because this is why we are here as principals. We have to make sure that the school is providing good instruction. (Principal HC)

As principal you must be a curriculum leader. You are supposed to study the curriculum. You're supposed to create in-service programmes for the teachers. I should make sure that they receive incentives and look into their working conditions. (Principal HA)

To confirm the principal's focus on instruction, TL25 cited the open forums that Principal HD organised as venues for the teachers to discuss the performance of the students. Whenever the results of the exams were low, the teachers discussed in these forums the possible reasons and what could be done to improve the performance of the students. TL29 added that Principal HD invested in professional development programmes for teachers because he believed that "one cannot give what one does not have".

Principal leadership vis-à-vis teacher leadership

Supported by high quality principalship, teachers demonstrated how, given the chance, they were able to succeed and also to lead (Crowther, et al, 2009). All the principals in this research were described to have the ability to relate well with their subordinates both on the professional and personal levels although using different styles. Their openness to teacher-led initiatives was highlighted. TL8 shared that Principal EB encouraged them to conduct action researches and always told them that

if they had any ideas that were good for the school, they should not hesitate to discuss the ideas with him. TL8 regarded that openness of the principal as the opportunity to be creative and initiate projects. Interestingly, Principal EB mentioned that he sensed the positive effect on teachers whenever he picked up their suggestions. Teachers' lives are enriched and energised in many ways when they actively pursue leadership opportunities and in the process help to shape their own schools and their own destinies as educators (Barth, 2001a).

The principals provided support to the TLs in various forms. TL14 shared that Principal HA was always quick to approve the reproduction of the Learning Packages that she prepared. TL16 appreciated the mini-library created by Principal HB for the Math teachers in support of their enrichment programme for the gifted students and the permission to use one of the rooms regularly for this programme. TL25 was grateful to Principal HD for making funds available for things they needed like laboratory apparatus and supplies. Principal EA was described as always finding a way to provide what was needed no matter what.

The availability of opportunities for professional growth was cited by TL30 as an enabler for teacher leadership. She elaborated that such opportunities could only be made possible by principals who believed in the value of continuous professional development of teachers for their own advancement, for the benefit of the students, as well as for school improvement in general. TL32 added that Principal HE pushed her to pursue further studies because that would be important for her future.

In general, the principals granted TLs the autonomy to innovate or to initiate programmes although in most cases the scope was limited. The principals claimed that in terms of their own classes, the TLs could do as they saw fit. However, in their responses during the interviews, it was apparent that they were conscious to include a play-safe clause that insinuated compliance with the DepEd.

I always tell the teachers, as long as the students will learn you are free to use your own teaching methods. I am liberated in that sense. We have prototype lesson plans but you can go out of the box.

You do not have to teach as the lesson plan specifies. You have to innovate. It doesn't matter to me as long as the students learn and you do not deviate from DepEd guidelines. (Principal EA)

Personal characteristics

It helped that even if the principals were strong-willed they were also kind-hearted (TL18) and approachable. TL3 shared, "When I had a concern, our principal invited me to go to her office so we could discuss the matter". TL25 commented that he chose to maintain a distance with the principal but felt he could approach Principal HD whenever he needed to. Based on the story of TL19, she was initially so afraid of Principal HC that she would not dare visit the principal's office but when she came to understand the motives behind the strict and demanding ways of the principal, their relationship improved. TL29 described Principal HD as highly successful but very down-to-earth and never intimidating.

School culture

The interview question on the structure of leadership in the schools led to responses that pointed to a hierarchical system in all seven schools. In spite of the hierarchical structure, however, there was evidence of a school culture that supported teacher leadership in all the schools. References to this supportive culture in the interviews included a sense of collegiality and collaboration among staff, consultative processes and shared goals, opportunities to engage in new roles and responsibilities, recognition and rewards for teachers' efforts, and high degrees of trust.

Principal HE was proud to say that the culture in School HE was different from other schools he had been assigned to. The sense of community within the school was very evident and this spirit which was apparent in the harmonious relationships among the teachers helped TLs perform their leadership roles. This observation of Principal HE was confirmed by TLs when they spoke about school conditions that helped them fulfil their leadership roles, specifically the camaraderie among teachers (TL34) and

support of colleagues (TL33). According to Principal HE, he reinforced this culture by constantly reminding everyone to work together towards school improvement for the sake of the students.

The culture is strengthened by your constant reminder to them that we have to be united, we have to help each other not for ourselves but for the very reasons why we are here, our learners, our students. When this ultimate goal is impressed upon teachers, they really go out of their way to help. (Principal HE)

This idea was echoed by TL4 who shared that in School EA co-teachers were not just co-workers but also friends and like brothers and sisters. She added that one can turn to anyone anytime, especially to the more senior teachers, for problems encountered in the classroom. Moreover, the teachers spontaneously helped one another when workload was rather heavy (TL5). This sentiment was also expressed by other TLs as represented by the following accounts.

I was able to do my work as Brigada Eskwela² Coordinator because of the support of my colleagues. They were very cooperative in carrying out their share of the work. Things became easier for me and as a result our school was recognised as the Best Brigada Eskwela School Implementor. That was because of everyone's help; I couldn't have achieved that alone. (TL4)

Support from everyone is very important. Your industriousness and dedication to the work will be useless without the support of administration and colleagues. We are proud that all forms of support are available in our school. You can see the support, you can feel it in School HD. (TL27)

² Brigada Eskwela is literally translated as School Brigade. It is a nationwide voluntary effort in the Philippines of teachers, parents, students, community members and organisations to do repairs and clean-up in the schools in preparation for the start of the school year. It is an annual weeklong event that was initiated by the DepEd in 2003 to encourage volunteers to give their time and effort as well as donate materials such as cement, paint or lumber for minor repairs and construction work in the public schools.

Even if it's just the job of one person, there will be persons there right behind you to help you out. (TL33)

The positive environment may be the reason why teachers were oblivious of time while at work. TL20 claimed that in other schools in their Division, time would always be an issue but in School HC, they never discussed time. What was important was the satisfactory completion of the job.

Bishop, Tinley and Berman (1997) proposed that an appropriate school culture provides teaching personnel opportunities to decide on actions to be taken, methods to complete such actions, and the instrumentality for successful results. The observation of OT23 regarding the culture of leadership in School HC echoed this idea. He saw that whenever the formal leader was unavailable, someone would automatically take over without any need for formalities. He said, "Leadership can be attributed to the system. It is part of the system. When you are placed there, whoever you are, even if you are a newcomer, you will be forced to exercise leadership because it is already in the system". He thought that such culture of leadership was stimulated by the culture of excellence in the school, an environment where it was embarrassing not to perform.

If you don't perform, you will be out of place. When I was new and I saw that the people around me were all very hardworking and diligent, I told myself that I should do the same. Everyone had leadership and it was contagious.(OT23)

Similarly, TL29 was proud to say that in School HD, there was a culture among the teachers of giving their best all the time and exceeding the minimum requirements for any task.

For us, if you are not willing to give your best, don't do the task anymore. Here, we always do our best. When we join competitions, we do not just participate. We participate to win. (TL29)

In School HA, the administrators modelled teamwork and collaboration. One time, a change in the daily class schedule caused disagreements and threatened the sense of

community among the teachers. The principal and department heads came together as they would on similar situations, discussed how the crisis could be addressed and soon, “within the group of administrators the situation was fixed and after two weeks we were back to normal, we ate together again” (TL13). In School EB, several indicators of a positive school culture were present: all teachers were hardworking (TL2), you were given freedom and opportunity to execute your ideas (TL1), there was cooperation among teachers (TL10).

This research revealed the existence of positive culture in the schools that was intertwined with the collaborative work of TLs and other teachers. Such culture can remain even when the principal or other formal leaders leave their posts and therefore support the sustainability of initiatives. A school culture safeguarded by the TLs and teachers can serve as the antidote for *bagong hari, bagong ugali* (literally translated as new king, new behaviour) pattern of leadership which has been a common feature in organisations in the Philippines, specifically the public schools. Teacher leadership could thus be the stabilising factor in a situation where the frequent turnover of principals cannot be avoided. When many lead, the school wins (Barth, 2001a) and in schools where a culture of teacher collaboration and leadership existed, teachers were more likely to stay (Muijs and Harris, 2006).

The culture characterised by teamwork, collaboration, trust and constructive relationships may be better understood in relation to *bayanihan*, a core essence of Filipino culture. Related words to *bayanihan* are *bayan* which means “town”, *bayani* which means “hero”, and *anihan* which means “harvest”. In its basic sense, *bayanihan* meant working together towards a common noble purpose so that the community will reap and share in a bountiful harvest. *Bayanihan* actually referred to the old Filipino tradition in the rural areas of neighbours helping a relocating family by getting enough volunteers to carry the whole house, literally moving it to its new location. As Filipino houses of long ago in the rural areas were built on stilts, they transported the house by placing long bamboo poles lengthwise and cross-wise under the house and then carried it using this bamboo frame. It took a fairly large number of people working together to carry the entire house and all this was done in a happy and festive mood.

Bayanihan signifies a communal spirit that enables completion of tasks through the power of unity and cooperation (The Philippine National Service Coordinating Agency, 2012); it implies a different kind of assistance for it connotes heroism regardless of existing social ranking and structures, leadership roles, and authority relationships (Aguiling-Dalisay, 2012). Given how natural the spirit of *bayanihan* is to the Filipino people, teacher leadership or the conditions that can bolster its practice could be inherent in Philippine schools.

Local government

In the Philippines, each city such as the two cities in this study is run as an independent local government unit (LGU) with a Mayor as its chief executive. The LGU is vested with powers and entitled to sources of revenue that can enable the effective and efficient provision and delivery of basic services to the constituents like the promotion of education and health. In the Philippines, where the national government does not have enough resources to provide even the most basic needs of the public schools, the LGUs have played an important role in addressing the needs of the schools. The role of the LGU in the improvement of public education might be an inconsequential point for many but Candelaria (2012) pointed out that when used constructively, politics can make reform engagements work.

The support of the LGU for the work of TLs was mentioned several times in the interviews. Funding was specifically cited as a significant contribution of the LGU. TL13 mentioned that LGU officials provided the awards and prizes for the Physics Olympics she started. TL20 narrated that he was once sent by Principal HC to propose to the Congressman the construction of a new building in School HC and this was approved right away. Reciprocally, the work of TLs ensured the effective utilisation of the contributions of the LGU to the schools. OT4 noted, for example, that the feeding programme for malnourished children that was being implemented in all elementary schools in the city actually truly benefited the intended recipients because of the close monitoring of the programme by the assigned TL.

Family support

It is not uncommon to hear of teachers working in the evenings, on weekends and on holidays to prepare for lessons, mark papers and do other teaching-related tasks. This is probably more so in the case of TLs given their additional responsibilities. The support of family thus counted in the practice of teacher leadership. One TL shared that she goes home late in the afternoon, “For the school. My husband understands. He is very supportive”. The evidence from a study of TLs from nine elementary schools revealed that spouses and children took on extra responsibilities to give the TLs the freedom to keep demanding hours at work (Zinn, 1997).

OBSTACLES TO TEACHER LEADERSHIP

Relational issues

Misgivings about being associated with the principal or other formal leaders that ranged from discomfort to fear prevented some teachers from going beyond the confines of their classrooms and accepting additional responsibilities. In School EA, teachers who were given additional responsibilities were perceived as favourites of the principal and judged as ‘seeking instant promotion’. When these TLs would be seen in the principal’s office, it was said that others often suspected them of reporting colleagues to the principal. TL10 commented that it was very frustrating whenever colleagues misinterpreted her actions but TL8 emphasised that a TL should be prepared to face and hear negative comments from colleagues. She said, “Sometimes they are angry at you when you are just doing your job or following the instructions of the principal. They have pre-conceived ideas and no explanation can change their beliefs”. Principal EB counteracted the perception that TLs were his favourites by being hard on them.

One time I asked Principal EB why he had to scold me in front of other teachers. He told me that he wanted to show everyone that he was not allowing me to get away with my mistakes. Also, whenever I would be absent, he would call me to make sure that there was an important reason for my absence. (TL10)

Relational issues in the practice of teacher leadership were heightened in the Philippine context. *Pakikisama* required forming and maintaining good, harmonious, and healthy personal relationships with others and fear of negative reactions from colleagues when one stood out as different because of leadership work was cited by OT15 as a reason why certain teachers like her choose to remain to be a ‘common teacher’. TL14 added that she had colleagues who had the tendency to give meaning to how she related with the principal but swore that she never received any personal favours from the principal. All the approvals and support she received were work-related and for the benefit of the school.

Young TLs like TL15 mentioned as an impediment the reactions of senior teachers to their leadership roles. They were frowned upon as ‘smart alecks’ and unworthy of ‘taking over’ what the senior teachers had for ages been responsible for. The senior teachers also disapproved of their new ways of doing things claiming that the old and tested ways worked perfectly well.

Principal HA admitted that she had contributed to the obstructions to teacher leadership herself during the times she reacted negatively to teachers who had initiative. She thought they were too aggressive and were trying to beat her. She also confessed that she had the tendency to judge teachers’ ideas as not feasible. Barth (2001a) explained that since principals would be held accountable for what others did, they found it risky to share leadership with teachers and it was natural for them to want evidence in advance that those they empowered would get the job done well”. Typically, TLs deliver results, giving principals the assurance that the jobs they delegate or share get done.

Dual roles in the form of simultaneous administrative appointments and roles in the Faculty Association also presented challenges in the case of some TLs.

As Faculty Club President, I am expected to be pro-teacher. So, with my role as administrator, they say, “Are you admin or President of the faculty? We cannot depend on you anymore because you are now

pro-admin”. I have assured them that I am the ‘balancer’. I must present the problems of the teachers to the administration and then communicate the stand of administration to the teachers. And, in discussions, I tell the principal explicitly when I am wearing my hat as admin and my hat as Faculty President. (TL15)

Middle leaders continually face role ambiguity and role conflict with difficult choices to be made and difficult people to be confronted (Fleming, 2014). Smylie and Denny (1990) found that TLs were very careful not to separate or alienate themselves from their fellow teachers but were also sensitive about their relationships with their principals. This tension is presumably more intense in the case of formal TLs than informal TLs given the positional role and authority granted to them.

Personal circumstances

It was said that what prevented certain teachers from engaging in leadership work was their situation which included personal or family problems or their beliefs in terms of priorities in life. OT6 commented that she had very simple goals and aspired for a balance between work and family. She did not want to be given additional responsibilities because that would mean sacrificing the needs of her family. OT1 complained that only a few were given chances to exercise leadership roles even if everyone actually had leadership potentials but also acknowledged that those who were given opportunities were those who managed to find time to work on other responsibilities within the tight schedule. For OT8, as a mother and a married person, she could not afford to give to the school any more time beyond Monday-Friday. OT24 revealed that he had another job after school hours. OT30 shared that she had poor health.

Interestingly, for OT21, the fear of having to live up to certain expectations was the hindrance to accepting leadership responsibilities. He said, “The higher you go, the more people look up to you and then you have to live up to the standards and expectations. That’s one hindrance”. OT18 added that doing well could mean being promoted and a promotion could mean moving to another school where the higher-

level positions were available. She did not want to transfer to another school because she did not want to leave her colleagues behind. Zinn (1997) pointed out that while intrapersonal factors can provide a teacher with the beliefs, value system, desire to learn and change, and confidence to support leadership, these can interfere with leadership when a teacher feels insecure, discouraged, frustrated, and unwilling to take necessary risks.

Time

The TLs with formal leadership positions were assigned less classes to teach but the informal TLs had full teaching loads. While the evidence in this study clearly showed how the TLs were actually able to make time for the additional responsibilities they had, TL16 stressed lack of time as a serious obstacle to teacher leadership. There was hardly any time left within the official school hours for thinking about or planning new initiatives and at home, his children would complain whenever he continued to do schoolwork. Similarly, TL23 lamented that the many tasks assigned to them on top of their usual responsibilities resulted in difficulties performing both teaching and leadership roles implying that classroom teaching and leadership responsibilities were incompatible. It was understood that those who were more senior and therefore receiving higher pay had to be assigned more tasks but while TLs generally welcomed challenges and meaningful initiatives, they frowned upon the many routine and clerical tasks expected of them like completing various types of forms while still having major teaching responsibilities.

The DepEd prescribes six hours of actual teaching for all public school teachers and two hours of teaching-related tasks to complete the eight-hour work day mandated by law. Recently, a memorandum was issued that allowed teachers to work on the two hours of teaching-related tasks in school or outside. Principal EA mentioned that this new policy had resulted in fewer teachers staying in school after their classes. Prior to this policy, teachers normally stayed around after their classes to plan lessons together or simply share ideas with one another and these were occasions when teacher leadership surfaced. The issue on time is reflected simultaneously in the tension felt

by TLs in the allocation of time between classroom and leadership functions and in the concern of colleagues about their lack of contact and work with the leaders (Smylie and Denny, 1990).

Challenging realities of the schools

Many realities faced by the schools hindered the practice of teacher leadership. Principal HE narrated that strong rains flooded the school campus easily and the water was usually waist-deep forcing the school to call off classes whenever the likelihood of flooding was anticipated. Calling off classes every now and then obviously affected everyone negatively.

Class size was a serious concern in most public schools. TL11 remarked that in spite of having morning and afternoon shifts, they still had 60-70 students in a class and this prevented her from trying out new things. Her energy would normally be spent on just maintaining order in the big class. Decreasing class size was not possible because of lack of classrooms (TL20). The TLs also named lack of financial and material resources as a serious impediment to the practice of teacher leadership. TL8 lamented that they had many new ideas about their lessons and felt they could advance teaching and learning significantly if only computers, LCD projectors and other equipment were available in the school. Unfortunately, no funds could be allocated by the school to procure these. TL33 and TL34 dreamt of having a Science laboratory and a Speech laboratory respectively, so that they could improve the way they conducted their lessons. TL31 simply wished for more reference books in the library. The TLs also expressed that lack of facilities affected their ability to apply what they had learned from the professional development sessions they attended.

The context of the majority of students enrolled in the public schools prevented TLs from trying out new things in the classroom. Many of the students were frequently absent from class or came to school tired and sleepy from having to work for a living when not in school and this situation demotivated the teachers (TL9). In many classes, there were a number of over-age students, those who stopped schooling in previous

years. TL19 shared that the presence of over-aged students in class, like the 15 or 16 year-old students in his Grade 6 class, posed much difficulty. He admitted that his heart went out for these students but the varying ages and ability levels in the class was just too difficult to handle preventing him from being creative with his lessons.

In general, the TLs felt they couldn't go on with the lessons smoothly and were always torn between attending to the performing students or those who were lagging behind for various reasons. In connection with this concern, OT24 emphasised the need to strengthen the relationship between parents and teachers so that more proactive measures could be undertaken for the problematic students. Day, et al (2009) noted that effective leaders continuously engaged with parents and the wider community to improve pupil outcomes especially in disadvantaged communities.

The DepEd

The DepEd in general was perceived as a hindrance to teacher leadership for two reasons: policies that did not encourage teacher leadership and the inability to provide adequate resources to schools. According to Principal HB, many rules were very stifling. She perceived a dissonance between the directives of DepEd officials and what was actually relevant to the schools and vowed, "Whenever I'm exasperated, I tell people that on the first day after I retire, I will write about DepEd. Up there, they do not see". While still part of DepEd, however, she maintained the position that she would encourage creativity among the teachers but only as long as they stuck to the policies, no matter how unreasonable or limiting these may be. Similarly, Principal HD cited as a hindrance to the professional growth of teacher leaders the recent DepEd mandate which discouraged seminar workshops for teachers in line with the government's austerity measures.

The principals shared that they were supposedly empowered to lead and manage their schools on the basis of School Based Management (SBM) principles, but in reality so much formal authority still rested with the DepEd. SBM supposedly gave them

greater power over aspects of school management but in practice, the curriculum, school calendar and similar aspects of schooling were still largely controlled centrally by the DepEd. Hence, changes or improvements were not supposed to be major (with the distinction between major and minor to be determined by the authority) and had to be limited to the confines of the school. Not surprisingly, Principal EA described her major role as implementing the directives of the DepEd and running the school according to the specifications of the DepEd. Consistent with this restriction, Principal HA explained that as far as TLs were concerned, “inside the classrooms, they had full authority; seldom did I interfere with their classes”. Changes and improvements by teachers had to be confined to their lessons or classrooms.

The lack of opportunities for professional growth which was named by the TLs as a source of frustration and hindrance to teacher leadership can somehow also be attributed to the DepEd. While their very roles as TLs enabled them to grow professionally, the TLs yearned for training programmes that could expose them to new knowledge and teaching approaches. The professional development of TLs needed to be prioritised if they were to lead the improvement of schools in their simultaneous roles as teachers and leaders.

How I wish we could be given the chance to attend professional training. Seminars and workshops for free would be good. Longer programs, say, for one week or six Saturdays would be helpful rather than the usual one-day training given to us. (TL15)

The insufficiency of professional development programmes across the system could also be the root of the disappointment of OT18 who said that in her department, opportunities for training was offered rather selectively to those she thought were favoured ones. The shortage of or limited access to training programmes may be part of the reason behind some teachers’ lack of confidence that made them shy away from leadership responsibilities.

SUMMARY

This chapter explored the data from the research that revealed the perceptions of impact of teacher leadership as well as the enablers and obstacles to the practice of teacher leadership in the Philippine setting. The evidence showed that the leadership of the principal which was characterised primarily by a predisposition for distributed leadership was a critical factor that allowed the emergence of teacher leadership in the schools. Other enablers included the previous background of the TLs, a positive and collaborative school culture (which to a large degree may also be attributed to the principal), signs of improvement in the school, and support from the LGU as well as the family. On the other hand, the TLs' personal circumstances, shortage of time, the challenging conditions in the schools, and the DepEd were perceived to hinder the successful practice of teacher leadership.

The next chapter summarises the main findings of the study before the final chapter which offers a review of what has been achieved in this research and presents recommendations for policy and practice as well as for future research.

CHAPTER 6

DISCUSSION OF FINDINGS AND IMPLICATIONS

INTRODUCTION

Improving public education in the Philippines will require solutions beyond structural reforms such as the K-12 Reform. School leadership is critical and this exploratory study recognised the idea that principals cannot do it alone. The leadership of key tasks needs to be distributed to those with appropriate expertise (Earley, 2013). Guided by the framework of York-Barr and Duke (2004), the study proceeded from two research questions:

1. What are the different forms of, or approaches to, teacher leadership in public schools in the Philippines?
2. How do school contextual conditions enable or constrain teacher leadership practices?

To answer the research questions, semi-structured individual and focus-group interviews were conducted with principals, TLs and OTs from seven public schools selected by purposive sampling. The interview questions covered how the research participants perceived and understood leadership, the teachers they saw as leaders in their schools, the nature of leadership practised by the principals, the meaning that they attached to the notion of teacher leadership, and factors that promoted or hindered teacher leadership.

In this chapter the main findings from the exploration of teacher leadership in the Philippine setting are discussed in the context of the theoretical framework and review of relevant literature. It is anticipated that the answers provided by this study to the research questions can help the Philippine government, specifically the DepEd on both the national and local levels, as well as the practitioners in the schools to strategise how the current school reform efforts can be more effectively pursued.

SUMMARY OF THE MAIN FINDINGS

The analysis of the evidence showed many similarities between the theory of action for teacher leadership that was suggested by York-Barr and Duke (2004) and the work of TLs in the Philippine setting. In terms of the foundation upon which teacher leadership is possible, this research has confirmed that (1) the TLs were respected as teachers, were learning-oriented, and had leadership capacities; (2) the leadership work of the TLs was valued, visible, negotiated and shared; and (3) a supportive, collegial and collaborative culture aided by the support of the principal, colleagues, and family boosted the work of TLs. The research data confirmed that time is a critical issue in the practice of teacher leadership (Murphy, 2005). The data also indicated that in the Philippine setting, fiscal and material resources as well as opportunities for development that directly supported the TLs' leadership work were not sufficiently available. In terms of the means of leadership influence, this study has confirmed that TLs (1) maintained a focus on teaching and learning, (2) established trusting and constructive relationships, and (3) led from formal leadership roles and positions as well as informal collegial interactions. In terms of targets of leadership influence, this study has shown that TLs in the Philippine setting influenced individuals, teams and overall organisational capacity towards school improvement. Evidence pointed to the LGU as an important target of influence. Finally, this study has brought to the fore improvements in teaching and learning practices which may not have resulted in high levels of student learning and achievement yet but are perceived to be leading towards that direction.

As far as Research Question 1 is concerned, the evidence from the research suggested that teacher leadership occurred in Philippine public schools in the form of formal and informal leadership work by teachers. Teacher leaders acted as agents of change towards school improvement. Key findings 1 and 2 indicate the answers to Research Question 1. In terms of Research Question 2, the research evidence pointed to factors that enabled or constrained teacher leadership practices. The factors that enabled or constrained teacher leadership work are described in key findings 3 to 6. It must be noted that the local and exploratory nature of this study implies that the conclusions are mere propositions that should be subjected to further inquiry.

The similarities between the emergent model of teacher leadership in the Philippine setting based on this research and what is known about teacher leadership from literature, which is largely from the West, suggest the universal nature of teachers engaging in leadership work. This study affirms the statement that teacher leadership is a *sleeping giant* in schools (Katzenmeyer and Moller, 1996). A local study that looked into the perceptions of administrators and teachers on Teacher Leadership Readiness and School Support of Teacher Leadership found that both administrators and teachers perceived that teachers are ready for teacher leadership and that school conditions are supportive of teacher leadership (Atienza, 2006). However, perhaps unsurprisingly, while some aspects of teacher leadership are universal, this study has revealed certain nuances induced by Filipino culture and circumstances in the public schools that have provided a country-specific context and a local face to teacher leadership in the Philippine setting.

Key finding 1

Teacher leadership was a meaningful concept in Philippine public schools even if the term ‘teacher leadership’ has not been introduced. Teacher leaders were competent teachers who possessed leadership capacities.

This study has unearthed evidence of teacher leadership that preceded a formal introduction of the concept in the Philippine setting. The *bayanihan* spirit which lies deep in every Filipino motivates individuals to help out one’s neighbour as a community and to do tasks together; this spirit could be why teacher leadership was found to be present in the schools in this study even if the concept had not been formally introduced in the schools. This value could be behind the inclination and will of TLs to be helpful to students and colleagues, to work and learn together collaboratively and cooperatively, and to *move* the schools to better *locations* in a manner similar to the way houses were moved in olden times.

This finding indicates that many teachers are engaged in important leadership work, whether formal or informal (Greenlee, 2007) even if the concept of teacher leadership has not been formally introduced in Philippine public schools. Consistent with the idea of York-Barr and Duke (2004) that teacher leadership is a process by which

teachers influenced their colleagues, principals and others to improve teaching and learning practices, the research indicated that teachers could be influential in school even without holding formal positions. This supports the statement of Earley (2013) that the leadership of learning is everybody's responsibility.

The TLs were excellent teachers who were consulted by peers when planning their lessons and recognised by principals, co-teachers and students as highly effective. They led by example. In particular, the TLs' skills in classroom management and student discipline came out with remarkable consistency in the evidence. This was called for by the situation in the public schools where because of the size of the school population, the limited facilities, and the context of the students, discipline and order were a serious challenge. Evidently, the effectiveness of even the highest quality of teaching would be compromised if an environment conducive to learning was not in place. The TLs in the study were singled out for their ability to maintain order and discipline inside and outside the classroom, promote a safe and orderly environment, and begin and end their lessons on time. Day, et al (2009) noted that effective leaders practised 'layer leadership' strategies within three improvement phases, with the first phase focused on basic aspects such as physical environment and pupil behaviour. In promoting the idea that teachers need to prioritise order and discipline, however, caution must be exercised so that teachers are not misled to think that, as it was in the old order of schooling, students must be made to work quietly and passively and be taught orderliness and obedience at the expense of stimulating learning, creativity and active participation in class. While the need for order and control may be legitimate, provisions for deep levels of student engagement in class should not be sacrificed.

The TLs were highly effective teachers focused on student success and effective teacher mentors who demonstrated concern for fellow teachers. As Odell (1997, p. 122) pointed out, "One cannot be an effective TL if one is not first an accomplished teacher. This is particularly so if teachers are to provide mentoring and leadership to other teachers by openly sharing instructional practices in their classrooms". The TLs had a particular and deep concern for the success of students especially those who came from disadvantaged backgrounds. They strove to teach well and when needed, they increased the learning time and provided additional support for students through

remedial and enrichment sessions beyond class hours. Teachers are generally known to be values driven and concerned about the motivation and performance of their students but this was very apparent in the Philippine public school setting where education was perceived to be the only route out of poverty. They conveyed convictions about a better world by articulating a positive future for all students (Crowther, et al, 2009) regardless of their backgrounds. They had a strong sense of moral purpose. They also had a deep concern for colleagues especially the new ones and those who needed their help the most. They served as catalysts for improving individual teachers' classroom practice.

The TLs were learning-oriented who found time to constantly seek and apply new knowledge in their subject areas. In learning more, these TLs were able to help both colleagues and students to also learn more. When attention is focused on stimulating learning, students become more engaged, their learning improves and the opportunity for significant improvements in student achievement increases (Reason and Reason, 2011).

As leaders, the TLs showed that they were capable of doing any assigned tasks successfully without any need for detailed instructions or supervision. The interviews revealed situations that required the TLs to fill in leadership gaps in the schools such as the control of student movement in between the morning and afternoon shifts. The TLs' decision-making and problem-solving skills enabled them to act intuitively, take advantage of the opportunities to do things and did them. They took the lead in addressing problematic situations and in doing so undertook important development work. Importantly, building relationships was central in their leadership work.

The TLs had notable attributes. They were self-motivated and service-oriented with a great sense of responsibility and accountability. Examples were given of TLs who used their personal resources for the benefit of students. The TLs spent extra time with students and reached out to their parents. They had high expectations and believed to their core that the school conditions and achievement levels could be improved against the odds. They were humble, trustworthy and exuded a positive attitude towards things.

Key finding 2

Informal teacher leadership exists in a restricted form in a centralised and structured hierarchical system.

The contributions of TLs came out strongly in the research data but similar to the findings of Greenlee (2007), teacher leadership emerged as an essential component of school improvement within a traditional environment of formal organisational roles that defined competence as knowing about educational leading and authority as formal leadership role. In all the schools, the formal TLs operated according to the norms of a hierarchical setup and the informal TLs reported the need to clear their leadership activities with the principals or their supervisors. Such an environment required a deliberate attempt by those in formal leadership roles to create the conditions where teachers would feel involved in decision-making and in shaping the future development of the school (Muijs and Harris, 2006).

The informal TLs were hardly referred to as TLs by their colleagues nor did they refer to themselves as such. While they spoke about the leadership work they did, they did not consider their roles as that of leaders within the school. The teachers' willingness to engage in informal leadership suggested their preference to work in a situation where they either felt or were perceived to be equal to their peers rather than above them or closer to the side of the school leaders. Their leadership work indicated the existence of informal teacher leadership in a centralised and hierarchical organisational structure. Formal TLs stood out to be different from the rest of the teachers by virtue of the intentional roles assigned to them whereas the informal TLs did not have to stand out as different and could continue to get along well with others in the spirit of *pakikisama* even as they did leadership work.

The presence of teacher leadership in the seven schools seemed to be incompatible with the hierarchical and bureaucratic structure characteristic of the Philippine education system where the understanding is that leadership and power are located predominantly at the top. Therefore, where leadership is now distributed, it is critical to evolve structures that would support the leadership work of the TLs especially the

informal TLs. Even if the informal TLs do not have appointment papers and official titles, the reference to them as TLs can connote the imbalance that is common in hierarchical systems. The execution of their leadership work would ultimately show some power relations and hierarchy and reveal who leads and who follows.

Both formal and informal TLs were recognised by the principals and their colleagues as leaders. While the results of the study revealed common characteristics among the TLs, however, the research data indicated that the formal TLs tended to lead by ‘instructing’ others to perform tasks according to what was expected of their positions while the informal TLs who did not have formal designations as leaders influenced teaching practice by their example and by sharing their ideas. The informal TLs did not seem to feel obliged about having to deliver results. As TL 9 stated, “What are expected of us are (sic) not really specified. We can give anything that we can contribute”. Based on the interviews, it seemed that the formal TLs felt accountable and pressured to perform their duties and responsibilities while the informal TLs were more relaxed.

Key finding 3

The leadership of the principal has a strong influence on teacher leadership.

One convincing argument from the literature in support of teacher leadership has been the limitation of the single heroic leader or Collins’ (2001) “genius with a thousand helpers” model in securing systemic change in educational practices for sustainable outcomes in organisations. This means recognising leaders and leadership at different levels of a system and for schools, giving teacher leadership an opportunity to develop. Accepting and supporting the notion of teacher leadership is, however, not simple especially in a traditional hierarchical structure of bureaucratic management and warrants attitudinal change as well as a range of new skills on the part of both principals and TLs. Teacher leadership requires principals who would be comfortable with flatter and more spontaneous rather than hierarchical organisational structures and are willing to distribute leadership including ‘relinquishing’ some of their power to the TLs. For some principals, jealousy could get in the way. Barth (2001a) pointed

out that a principal's disposition to share leadership with others seemed to be related with personal security: the weaker the principal personally, the less they are likely to share leadership with others while the stronger, more secure principals are more likely to share leadership. On the other hand, Harris (2013) called attention to the 'dark side' of distributed leadership where power, influence and authority are misused or abused and emphasised the need for a balance of control so that no individual or group can undermine, disrupt or derail the efforts of the principal to move the school forward. Harris emphasised that the firm establishment of mutual trust is key to the successful distribution of leadership and those in formal leadership positions have a substantial and integral role to play to make this happen.

This study confirmed that the principal plays a crucial role in promoting the cultural conditions for teacher leadership to thrive especially in a hierarchical set-up. The attitude and inclination of the principal facilitates (or constrains) the leadership of teachers. Greenlee (2007) found that the involvement of teachers in leadership activities was more dependent on the teacher-principal relationship than on the leadership expertise of the teacher. Principals could control whether and to whom they delegated responsibility for important decisions (Barth, 2001a). They are in a critical position "to move initiatives forward or to kill them off, quickly through actions or slowly through neglect" (Murphy, et al, 2009, p. 181). As Harris (2013) pointed out, change flows from the principal's office as this is ultimately where formal responsibility lies and ultimately where final decisions are made.

This research showed that the conditions for teacher leadership were most ideal when the principals:

- demonstrated effectiveness in matters related to teaching and learning and leadership
- exercised distributed leadership with focus on collaboration and consultation
- promoted a clear focus on instruction

- provided multiple points of engagement and opportunities for TLs to lead development work
- facilitated strong and open communication systems
- exhibited characteristics and modelled behaviours that encouraged trust, openness, and respect throughout the school

The findings suggested that the role of the principal was far from redundant in the practice of teacher leadership. While the principals did not actually implement the initiatives, they influenced and motivated the TLs to take responsibility for change and development. They engaged others in the emotional work of building collaborative and trusting relationships for without this emotional climate for change, it would be difficult for even the most well-conceived innovation to succeed (Harris, 2005). Initiatives are unlikely to happen if the principal does not drive or support them by setting the tone and laying the foundations. Schein (2004) pointed out that the dynamic processes of culture creation and management are the essence of leadership.

Key finding 4

A school culture marked by collegial, collaborative, and trusting relationships supports teacher leadership.

The leadership work of the TLs indicated their acknowledgement of both their capacity and calling to contribute beyond the classroom which they were able to actualise in a shared leadership setting. In schools that are accustomed to and dependent on teamwork, teachers recognise that the answers to their problems related to teaching and learning are within the faculty, those who know the students and have been working on similar issues through the years (Fairman and Mackenzie, 2014). This study of teacher leadership has been dominated by stories of how TLs built and nurtured relationships towards school improvement.

Numerous references were made to the school community using ‘family’ as a metaphor and relatedly, to the leaders as ‘father’ or ‘mother’ and to colleagues as

‘siblings’ implying that members of the school community related with each other in ways similar to the interactions within a family. In the Philippines, the family is a social institution that has remained at the core of the social structure, a most important unit of society and it is widely known that the Philippines is one country where family ties are very strong.

The Filipino family is closely knit and characteristically an extended family. All members recognise and religiously assume their respective but collective role. This means that the better-off members of the family have the responsibility of taking care not only of their own immediate families but also other relatives. (Ongsotto and Ongsotto, 2002, p. 20)

The remarkable closeness within the Filipino family that translated into collegiality, collaboration and trusting relationships within the school community enabled TLs to engage in leadership work. However, while this served as an important background for teacher leadership, the support provided by the principals cannot be overlooked. In all seven schools, the role of the principal in shaping and nurturing a positive culture marked by collegiality, collaboration and trust was evident.

Through what they pay attention to and reward, through the ways in which they allocate resources, through their role modelling, through the manner in which they deal with critical incidents, and through the criteria they use for recruitment, selection, promotion, and excommunication, leaders communicate both explicitly and implicitly the assumptions they actually hold. (Schein, 2004, p. 270)

The way the TLs acted out their leadership locally was affected by *pakikisama* with both colleagues and the principals. *Pakikisama*, a Filipino trait and value which is strongly present in everyday interactions in Philippine society served as a natural pull for teachers to follow the lead of TLs. On the other hand, it could also inhibit TLs from doing leadership work. Even well-intentioned mentoring or coaching or sharing of initiatives can be interpreted as the TL having more power and responsibility in the relationship and the seeming hierarchy can get in the way of *pakikisama* especially with those teachers who would rather be left alone to continue with their old practices.

Key finding 5

Teacher leadership is nurtured by the support of family and the Local Government Unit.

When the OTs were asked about what they did outside their classroom duties, many of them responded that they had no other preoccupations as they had ‘to fulfil their duties as wife and mother’ or other family obligations. On the contrary, the TLs spoke about the support of their spouses for the leadership work that they did which usually required more time from them. Zinn (1997) found that the single most critical source of support for teacher leadership from outside the educational context was the encouragement of family and friends.

The support of the LGU figured prominently in the interviews and largely in connection with frustration over important and much-needed educational provisions the DepEd was unable to deliver to the schools. For example, to address the lack of teachers in the schools, there are teachers who have been hired under the payroll of the LGU rather than the DepEd. In terms of lack of classrooms and other learning facilities, it was a natural recourse to approach the LGU. Many times, the LGU officials who are politicians rather than educators are at a loss in terms of how to be truly helpful to the schools. The work of TLs can serve as concrete projects the LGUs can support and vice versa, the TLs can help ensure that the resources that come from the LGUs are put to good use and maximised.

While the support of the LGU for the improvement of schools was recognised to be helpful, and although such acts may have actually been motivated by the LGU’s sense of responsibility for the needs of the constituents, it must be acknowledged that these politicians are also concerned about their image as being able to provide the needs of the people to increase their chances of getting re-elected in public office.

Key finding 6

The practice of teacher leadership is challenged by such factors as relational issues, personal circumstances, the challenging realities in schools, lack of time, and the DepEd.

Many teachers in the study reported that the greatest obstacle to their leadership came from colleagues. According to Barth (2001a), institutional inertia (principals lead and teachers teach; so it has been, and so it shall be), aversion to risk (teachers who lead violate the taboos of their school and may be dealt with severely by their peers), and primitive adult relationships (many faculties are congenial but few are collegial) collectively provided a backdrop against which more active forms of resistance from teachers played out. Relational issues are perhaps inevitable and necessarily come with teacher leadership. Smylie and Denny (1990) commented that the sanction of the leadership roles of TLs by school leaders placed them in a precarious and ambiguous position with respect to violating professional norms. The TLs who receive recognition from school leaders for their achievement may appear like they are trying to 'out do' their peers, thus, damaging relationships with others (Leblanc and Shelton, 1997). The TLs are aware of the risks but they like their work and derive satisfaction from their achievements.

The personal circumstances of TLs that inhibited leadership work included responsibilities to their family and health issues. Zinn (1997) noted the difficult balance TLs needed to maintain between their commitments to work and responsibilities to family. She added that personal and health problems are a very real impediment to leadership. Personal circumstances have a powerful bearing on a teacher's decision whether or not to lead. Zinn pointed out that while intrapersonal factors can provide a teacher with the beliefs, value system, desire to learn and change, and confidence to support leadership, these can interfere with leadership when a teacher feels insecure, discouraged, frustrated, and unwilling to take necessary risks.

The TLs expressed that they did not have enough time to complete all their duties and to do these well. In terms of the workload in school, what they reacted to were the

many clerical tasks such as form-filling that they found unnecessary or more efficiently accomplished in other ways. In addition to their responsibilities in school, most TLs led demanding lives outside the school as they fulfilled their obligations as spouses, parents, or caretakers of elderly parents or grandchildren. A number of them even had second jobs to augment their incomes. The issue of time cannot remain unresolved because if there is indeed very little time during the day for TLs and teachers to work together and converse about classroom practice, then the essence of teacher leadership is lost. Some schools have successfully created such time but it has not been easy.

The improvement of public schools depends on there being a constant flow of teachers willing to assume teacher leadership roles but it also depends in large part on the DepEd taking a position in accepting and supporting the practice of teacher leadership, perhaps informal teacher leadership in particular. The dearth of opportunities for professional development is a cause for concern even for TLs because while they may not need as much training on pedagogical and subject knowledge and skills given their status as excellent teachers (i.e. more than merely being competent), they would definitely need knowledge and skills necessary for leadership. Creative solutions are called for because organisationally, the DepEd is the largest bureaucracy in the country and it is a real challenge to provide professional development for over 500,000 teachers it is responsible for.

GENERISABILITY OF FINDINGS

The small-scale nature of this research obviously limits the extent to which the findings can be generalised to a national level. There are many similarities with findings from previous research conducted on school leadership: teacher leadership, distributed leadership, principal leadership and other related fields. However, these findings relate to only a small number of teachers in seven public schools in the Philippines located in two cities in one region and may not readily apply to other school contexts such as those in the rural areas. Larger scale studies will be necessary to generalise the findings to a broader extent. In spite of this limitation, however, this

research involving seven schools provided a rich data source concerning the practice of teacher leadership that deserves consideration and can inform future work with TLs. By the way they were selected, the seven schools can be said to be advanced in terms of the practice of teacher leadership within them and therefore, the results of the study allows tentative generalisations with regards the way teacher leadership exists in the Philippine setting.

While teacher leadership offers an alternative lens for looking at school leadership, the context and situation of schools have a bearing and teacher leadership is not a formula that can guarantee school improvement. It can only offer a way of reflecting upon and rethinking current leadership practice. It is clear, however, that the traditional model of one sole leader at the apex of the organisational hierarchy is increasingly seen as untenable.

CONTRIBUTION TO KNOWLEDGE

The teachers who were doing leadership work at the same time but had no formal appointments were rarely referred to as TLs in the interviews. Their deeds were visible and valued but unlike the clear reference to such teachers in the US and the UK as TLs, what clearly appeared like teacher leadership work similar to that found in Western literature was presented as the teachers' passion, sense of responsibility, or willingness to go beyond the basic responsibilities of a teacher in the classroom. In the highly centralised and hierarchical structure of school leadership in the Philippine setting, the teachers who were engaged in informal leadership work were not recognised as leaders in the same sense as those with official appointments, titles, and roles.

This study revealed that in the Philippine setting, teacher leadership existed in a centralised and structured hierarchical system with inadequate support in terms of time, resources and developmental opportunities given the difficult circumstances faced by the schools. The study also showed that social and cultural factors characteristic of Filipino society affected the practice of teacher leadership. But, based

on this inquiry involving seven schools, teacher leadership was shown to exist and the following definition is proposed:

Teacher leadership consists of a set of actions undertaken by teachers who respond positively to opportunities to improve teaching and learning. These teachers who may or may not have formal leadership roles, possess a strong sense of moral purpose, requisite pedagogic and leadership competencies and help create conditions that support teaching and learning, often in challenging circumstances, in collaboration with colleagues and the school's leadership.

This definition arising from the research is far from neat and direct as the theory of action for teacher leadership proposed by York-Barr and Duke (2004) appears to be. Teacher leadership in the Philippine setting occurs amidst an interplay of enablers that facilitate its practice and obstacles that pose challenges. The diagram that follows is proposed to be a more suitable representation of teacher leadership in the Philippine setting based on the findings from this research.

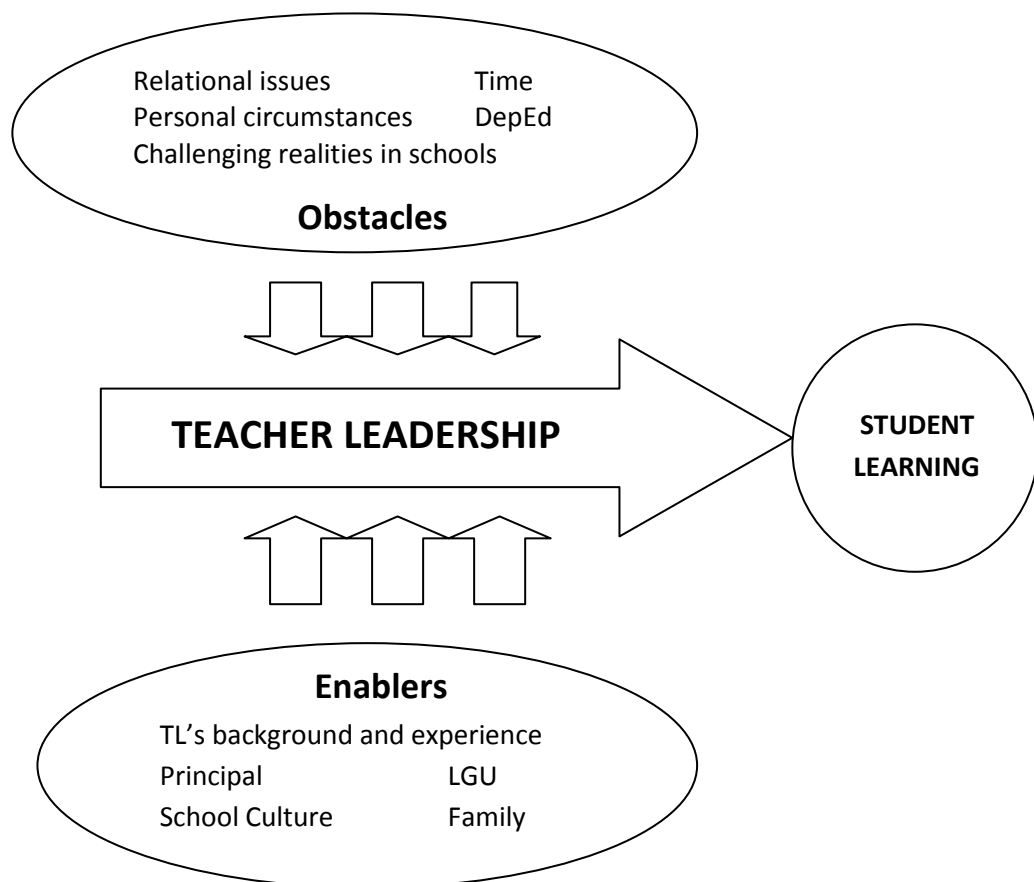


Figure 6.1 Teacher leadership in the Philippine setting

CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

INTRODUCTION

This final chapter reviews what has been achieved in this small-scale inquiry and presents recommendations for policy and practice as well as for future research. This research explored teacher leadership in the Philippine setting based on the framework of York-Barr and Duke (2004) and a review of relevant literature. It is my belief that to make progress on improving public education in the Philippines, it is necessary to take advantage of the rich resources found in the teaching force. The results generated from the study suggest that teacher leadership can contribute positively and significantly to the improvement of public education and the onset of the K-12 Reform presents a timely opportunity to consider this form of leadership seriously in Philippine schools. As put forward in this study, the distribution of important leadership functions to the TLs, or those closest to the classroom and with appropriate expertise, has profound implications for solving old and seemingly intractable problems. Such is an alternative view to the conventional perspective that the principal can lead on everything and do it alone. However, similar to the situation in US schools, there is much that needs to be done for ‘precious few opportunities for school wide leadership are offered to teachers and precious few are accepted’ (Barth, 2001a).

RECOMMENDATIONS FOR POLICY AND PRACTICE

What sets this study apart from other similar studies is its focus on teacher leadership in the Philippine setting and education system. The findings from this study, therefore, call for specific actions to be taken on the levels of both policy and practice in the Philippines.

Recognising teacher leadership in the education reform agenda

This study has demonstrated that TLs have the potential to contribute positively to the improvement of education in the public schools. Therefore, school improvement efforts such as the nationwide implementation of the K-12 Reform will benefit from including a specific role for teacher leadership in the reform agenda. The authorities at the different levels of the DepEd need to recognise the value of teacher leadership as an alternative form of school leadership that can support rather than compete with the leadership of the principal. The authorities must be willing to change or modify aspects of the system that prevent TLs from engaging in leadership work in schools. This includes a shift from a highly bureaucratic and single-person conception of school leadership (the heroic head) to a more distributed practice and the development of the conditions for supporting TLs. In contrast to mere *restructuring*, high priority should be given to *reculturing* or the process of developing collaborative work cultures or professional learning communities in the school (Fullan, 2000).

Recognition of teacher leadership in the education reform agenda of the country implies the acknowledgement of this form of leadership in the basic unit of the education sector, the schools. It would be helpful if individual schools developed a shared vision of what teacher leadership is and the form it can best take in specific schools. Once teacher leadership attains better acceptance and grounding in the schools, the DepEd can proceed to define the parameters for informal teacher leadership work vis-à-vis the roles of formal teacher leaders. However, in defining teacher leadership in a more formal sense, the DepEd must be careful not to formalise informal teacher leadership work to become similar to the formal teacher leadership roles because of the inherent characteristics and benefits of the two forms of teacher leadership. Both forms are important and they have their specific contributions to make to school improvement.

The introduction of the K-12 Reform in the Philippines actually presents an opportune moment to promote teacher leadership to support the structural changes but consideration will have to be given to professional development programmes that can strengthen the leadership capacities of TLs as well as provide principals with the

skills they need to develop other leaders and work effectively with them. The Level 5 leaders in Collins' (2001) research built deep and strong executive teams in the good-to-great companies in contrast to the comparison companies which followed a "genius with a thousand helpers" model. The 'geniuses' seldom built great management teams because they did not need or want them. In the Philippine public school system where the principals have little freedom to select staff, the need to develop people, specifically other leaders, and work effectively with them is very important. Educational leadership programmes must thus go beyond the usual preparations for formal leadership positions and preferably include educating formal school leaders and informal TLs together. The development of many leaders or of a deep and strong leadership team within the school is particularly important in order to ensure the sustainability of school improvement efforts in Philippine public schools where principals come and go, sometimes very quickly.

Encouraging TLs to accept leadership work

Teachers must be prepared to take on the additional responsibilities associated with teacher leadership and support one another in the leadership work. Harris (2005) pointed out that it was much more difficult to build leadership capacity among teachers than to tell them what to do. Moreover, leadership work is demanding and in Philippine public schools, the additional pay is not perceived to be commensurate to the responsibilities involved. In the case of informal TLs, there is no additional compensation for the leadership work they do on top of full teaching responsibilities. Hence, what is important is to highlight the benefits of teacher leadership in terms of job satisfaction, sense of moral purpose, increase in motivation and morale among teachers and the transformation of the workplace into a better place.

The active involvement of a critical mass of teachers in various aspects of the leadership of the school can allow teacher leadership to function and flourish. It goes without saying that the principal must also realise the benefits of teacher leadership and not be threatened by the TLs or their work. The conditions in the schools must be able to attract teachers who are qualified and enthusiastic to do leadership work. This

means provisions for the professional and personal development of TLs as well as an incentive or reward system for them even if the findings from this research revealed that self-fulfilment and altruistic purposes (moral purpose) had been the TLs' motivation for doing leadership work. Given the limited resources of DepEd and the current participation of LGUs in school improvement processes, the possibility of an incentive or reward system for TLs complementary to a formal recognition of teacher leadership in the schools can be sought from the LGUs.

Time is an important component of the teacher leadership equation. Encouraging teachers to undertake leadership work implies that time needs to be set aside for teachers' leadership work including professional development and collaborative work with colleagues. In Philippine public schools, teachers with formal leadership positions have reduced teaching loads but informal TLs engage in leadership work on top of full teaching responsibilities. Bubb and Earley (2010) suggested that schools explore creative ways to find time for staff development during the course of the normal school day or working week and to evaluate whether existing time is being utilised well.

Development programmes for TLs and principals

Professional development programmes that can build the leadership capacity and capability of TLs and develop principals to become leaders of leaders and leaders of learning are urgently called for. By the very nature of teacher leadership, opportunities for reflection on practice should be included. Odell (1997) described three examples of university programs in the USA for preparing teachers for teacher leadership where habits of inquiry are fostered in different ways through collaborative action research, portfolio development, research report writing, journal writing and delivering papers at professional conferences. The goal for the emphasis on inquiry was for TLs to become reflective and to inquire in order to produce change in the social context and curriculum in schools. While this sounds ideal, however, expectations must be tempered. Opportunities for reflection on practice in the form of

the activities cited by Odell will be difficult to realise without additional staffing and other resources.

In this age of greater collaboration and teamwork in schools that has led to the establishment of Professional Learning Communities in many places, learning groups for teachers that are not “private, autocratic, or role equated” (Odell, 1997, p. 123) and which are not too costly to support can be a starting point for the public schools. These learning groups can meet regularly, engage in meaningful dialogue on professional practice, and develop improved strategies and approaches. To address the problem of finding time for professional development, Bubb and Earley (2010) suggested reducing administrative meetings that are highly transactional in favour of meetings for staff development characterised by interaction, discussion and sharing of ideas. Reason and Reason (2011) were hopeful that the idea of professionals coming together to improve their individual and team performance would not just come and go with other educational trends. Muijs and Harris (2006) claimed that there is increasing empirical evidence concerning professional learning communities and asserted that these could create and support lasting sustainable improvements because they build professional skill and the capacity to keep the school progressing. Based on the model of professional learning communities that was piloted to support improvement and change across the education system in Wales, Harris and Jones (2010) suggested that system-level improvement can only be achieved by changing the way people connect, communicate and collaborate. They claimed that there is basis for believing that well-constructed professional learning communities can contribute to system wide improvement. The Teacher Quality Circles and School Learning Action Cell sessions mentioned in the interviews may be pursued or perhaps advanced to transform into Lesson Study groups, an initiative that has been recently introduced and promoted in the two Divisions involved in this study.

Teacher leader development is a complex undertaking (Smylie and Denny, 1990) that will require efforts aimed at improving the TLs’ knowledge and skills needed to perform the new work roles. Development programmes for TLs will need to cover aspects specific to their leadership role such as leading groups and facilitating group sessions, collaborative work, mentoring and teaching adults, adapting to continuous change, and research, specifically action research. Smylie and Denny (1990)

suggested that teacher leadership development be approached as an issue of organisational change and not merely as a task of enhancing individual opportunity and capacity.

This study has direct relevance and application in terms of the work of ACED with public schools. The development programmes for both principals and teachers can now include sessions on teacher leadership, specifically in the Philippine context, so that the principals become mindful of this type of leadership that can complement their leadership and the teachers are encouraged by the possible benefits from stepping up to leadership opportunities. Discussions on understanding teacher leadership more deeply and on how to carry the concept forward in the interest of school improvement and better student outcomes can be incorporated in the programmes. Given the diversity of the schools that ACED works with, ideas like promoting professional development through teacher-designed projects similar to the Teacher Learning and Leadership Program in Canada where teachers produced projects that were connected to their contexts, strengths, interests, and needs, seem to be interesting and promising prospects. There are many possibilities for teacher leadership to facilitate improvement in the public schools and ACED has a distinct opportunity to begin with the 400 schools it is presently working with.

RECOMMENDATIONS FOR FUTURE RESEARCH

While this study has begun to answer the question of what teacher leadership looks like in the Philippine setting and how it is undertaken, further work is required to explore teacher leadership in more depth. The following four research possibilities emerge from this study:

Conduct a larger study to test the findings

Research on teacher leadership has tended to be dominated by small scale qualitative studies and even this study focused on only seven schools all of which were located in

urban areas. Given the differences in the contexts of schools in the Philippines, research on teacher leadership on a larger scale and over a longer period of time can test the findings of this study and offer a deeper understanding of teacher leadership at the national level in the Philippine setting. Also, it would be important to look into the forms of teacher leadership in schools considering such variables as school location (urban and rural), size (large and small), phase (elementary and high schools) or in schools in other districts, provinces and regions. Such analyses would increase our understanding of how different teacher leadership practices are related to different school contexts.

Investigate the impact of teacher leadership on student outcomes

Due to the limitation of time and space, this study was not able to cover what would have been a third research question, “What are the distinguishing features of teacher leadership in ‘improving’ public schools in the Philippines?” A study that would illuminate how teacher leadership can bolster student outcomes would be beneficial in terms of the overall goal of improving public education in the Philippines and pulling the next generations out of poverty. The immediate challenge for such an inquiry is to find suitable measures of student outcomes including both cognitive and affective measures, given the widespread negative perceptions about the integrity of NAT results.

Not enough is known at present about how teacher leadership (Muijs and Harris, 2006) influences schools despite widespread optimism in the literature. Ultimately, therefore, there is a need to connect teacher leadership to student outcomes, preferably in specific subject areas, to identify specific skill sets needed by TLs to improve the teaching and learning of each subject area. In mathematics for example, it would be helpful to generate knowledge about who mathematics teacher leaders are, how to develop them, and how best to use their expertise to improve mathematics education for all students (Yow, 2010).

Investigate the enactment of teacher leadership by informal TLs

One weakness of this exploratory study was not having distinguished between formal and informal teacher leaders. Hence, a study that concentrates on the teacher leadership practice of informal TLs would be useful. TLs who are engaged in formal leadership roles may hold beliefs of their responsibilities and practice that differ from the beliefs of the informal TLs. A study that focuses on the informal TLs will not only enrich the findings of this study but generate knowledge on the specific nature of the leadership work of informal TLs, their motivations and aspirations, and the support they need parallel to the formal positions and roles that formal TLs have.

Understanding why teachers assume additional responsibilities as they engage in informal leadership work where there is little or no formal power or financial reward on a comparative standing with school leaders who hold considerable positional power (Greenlee, 2007) would contribute to the teacher leadership literature.

It has been asserted that teacher leadership is a positive move for schools but it would be beneficial to study how principals or formal leaders have transitioned a traditional, hierarchical organisational structure to a more inclusive one through models of schools that have effectively made the transition in order to enable teacher leadership and distributed leadership to flourish in the Philippine setting.

Conduct a study on the leadership preparation and development needed for teacher leadership

The weak provisions for professional development programmes for teachers that the research data hinted at is an indication of equally weak or unavailable development programmes specifically for TLs. Research that would illuminate needed or desired teacher leadership skill sets would be beneficial in terms of pursuing the contributions teacher leadership can make to school improvement.

Additionally, a longitudinal study that tracks the learning of TLs or the changes in their beliefs and behaviours in relation to the training received could provide useful

information to the DepEd or organisations involved in the design and implementation of such programmes.

CONCLUSION

The attention teacher leadership is being accorded presently does not propose it to be the alternative leadership model for school reform. Rather, it offers those who work with and within schools different and potentially illuminating ways of thinking about leadership practice. Teacher leadership capitalises on teachers as a leadership source. It aims to increase the leadership density of schools. In most schools this is an organisational resource that is unrecognised or untapped rather than maximised to lead to new initiatives or better ways of doing things towards school improvement.

This research on teacher leadership in the Philippine setting offers a real possibility of looking at school leadership through an alternative lens that challenges traditional or conventional positions of formal leadership and comfortable conformity. However, the future of teacher leadership in Philippine public schools will largely depend on whether principals and other formal leaders are prepared to relinquish power and the extent to which teachers embrace the opportunity to lead. The more confident and capable principals already recognise that leadership is not a fixed entity and that their main role is to develop leadership in others (and not only teachers!).

To be a TL is both a demanding challenge and a privilege. Powerful forces exist to prevent restructuring of leadership or impede the success of teacher leadership in Philippine schools but this research suggests that this form of school leadership is an exciting and promising prospect. It is exciting because it can challenge the existing, long-standing leadership structures in schools and promising because it can offer new strategies for leading that take advantage of the ‘sleeping giant’ in schools. It is reasonable to expect the hesitation in some teachers to awaken the ‘sleeping giant’ in them because of the great demands of leadership work and other consequences but the revelations of TLs in this study indicate that it is possible to be a successful and effective TL and still lead a normal and healthy professional and personal life.

Moreover, the key role played by the principals in developing TLs and in shaping the school cultures can serve to encourage teachers to embrace leadership work.

It is acknowledged that generalisations at a national level are difficult to make on the basis of a small-scale study of this type. However, by illustrating teacher leadership in tangible ways in the Philippine public school context, the research conducted for this thesis can serve as a small step towards helping school leaders and policy makers think about its possibilities especially to complement the structural K-12 Reform. This thesis was never meant to criticise the school reform efforts of the Philippine government, particularly the DepEd. On the contrary, its intention was to explore how teacher leadership can support and strengthen current reform efforts. The research undertaken for this thesis hopefully has provided a sharper, more focused picture of teacher leadership in practice in schools facing challenging circumstances, specifically in the Philippine public school context. It has also provided insights on what needs to be done to carry the concept forward in the interests of school improvement and raising student outcomes. The central impetus for teacher leadership is that it empowers teachers. Tapping into the skills, ideas and initiative of those closest to the classroom and the students can unleash a greater capacity for school change and improvement for students to achieve excellence and have a chance of a better life.

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Appendix A

Research Protocol

1. All research participants will be made aware of this protocol before participating in the research.
2. The participants will be fully informed of the nature and extent of the research including the topic and methods to be employed before agreeing to participate.
3. By agreeing to participate in this research on the basis of this protocol, the participants consent to the use of their evidence for the study including direct quotations from the interviews conducted with them.
4. The researcher will maintain the anonymity of all participants and the confidentiality of all information emerging from the interviews. The data from the interviews will be used solely for the purpose of the research. Any information from the research participants will not be disclosed to their supervisors or anyone else.

The schools where the participants come from will be referred to as Schools EA, EB, HA, HB, HC, HD and HE. The principals will be referred to as Principals EA, EB, HA, HB, HC, HD and HE. The teacher leaders will be referred to as TL1 to 34 and the teachers not identified as TLs will be referred to as OT1 to OT38.

5. For the purposes of this study, the researcher will not be acting as Director of the Ateneo Centre for Educational Development but as a student researcher of the Institute of Education, University of London. The views expressed in the course of data collection, the final report and the dissemination of findings will be those of the researcher and not those of the Ateneo Centre for Educational Development.
6. The researcher will have ownership of the collected data, and the analysis, findings and conclusions of the report.
7. The final report will be available at the Institute of Education library. Access to the report will be subject to the regulations of the Institute of Education library.
8. The researcher as author, together with the Institute of Education, reserves the right to publish the research. Publication will only take place after consultation with the research participants and will remain subject to this protocol.

Appendix B

Phases of the Research

| | |
|------------|--|
| Phase 1 | Approval of thesis proposal on 31 October 2011 |
| Phase 2 | Revision of research design based on feedback on the thesis proposal Continued review of literature |
| Phase 3 | Selection of schools and interviewees Interviews conducted |
| Phase 4 | Transcription of interviews Field notes of interviews drawn up |
| Phase 5 | Analysis of interview transcripts |
| Phase 6 | Finalised analyses of data |
| Phase 7 | Writing-up the thesis Revision of write-up based on feedback from |
| Supervisor | Finalised appendices |
| Phase 8 | Finalised thesis write-up Audit trail established |

Appendix C

Letter to Superintendents, Supervisors and Teachers' Associations for the Selection of Schools

13 August 2012

Addressee

Dear _____,

I would like to seek your assistance in connection with my research on “Teacher Leadership in Public Schools in the Philippines”. In particular, I would like to request you to please identify five public schools in Valenzuela/ Quezon City (elementary or high school) where teachers have opportunities to exercise leadership. The schools should have the following characteristics:

- (1) The schools have improved NAT scores over the past three years
- (2) Many teachers are given roles and responsibilities beyond their classroom duties and tasks
- (3) Teachers have the opportunity to lead and to take responsibility for areas of change that are of great importance to the school

Kindly list down the five schools on the attached sheet and fax this back to me at 4265975.

Thank you very much for your kind assistance. May God bless you always!

Sincerely,

Mrs. Carmela C. Oracion

Researcher

Appendix D

Letter to Superintendents Regarding the Schedule of Principals' Interviews

17 September 2012

Addressee

Dear _____,

In connection with the research I am conducting, "Teacher Leadership in Public Schools in the Philippines", I would like to request for your permission to interview the following Principals of Valenzuela City on Wednesday, 19 September 2012 in any available space at the Division Office or in their respective schools.

- | | |
|-----------------|---------------------|
| 1. Principal HD | 8:30 am – 9:30 am |
| 2. Principal EA | 9:30 am – 10:30 am |
| 3. Principal HE | 11:00 am – 12:00 nn |
| 4. Principal HA | 1:00 pm – 2:00 pm |
| 5. Principal HC | 2:00 pm – 3:00 pm |

Thank you very much for your support! God bless you always!

Sincerely,

Mrs. Carmela C. Oracion

Researcher

Appendix E

Letter to Superintendents Regarding the Schedule of Interviews for Teacher Leaders and Other Teachers

15 February 2013

Addressee

Dear _____,

Thank you very much for granting me the permission to interview the selected principals from your Division on “Teacher Leadership in Public Schools in the Philippines”. I learned a lot from them. As a follow up to those sessions, I would like to request for a focused group interview of selected teachers in School EA. If possible, I would like to schedule the interviews on Monday, 18 February 2013.

9:00 am – 10:30 am

one English teacher, one Math teacher, one Science teacher and 2 -3 other teachers who have exhibited leadership qualities. They may or may not have formal leadership positions.

10:30 am – 12:00 nn

any group of 5-7 teachers who are free for interview at this time schedule

Thank you very much and may God bless you always!

Sincerely,

Mrs. Carmela C. Oracion
Researcher

Appendix F

Information Sheet for Principals and Teachers

My name is Carmela C. Oracion, of the Ateneo Center for Educational Development and also a student of the Institute of Education, University of London. This leaflet tells you about my research. I hope the leaflet will also be useful, and I would be pleased to answer any questions you have.

Why is this research being done?

The broad focus of this study is teacher leadership and will entail an exploration of teacher leadership in schools facing challenging circumstances in the Philippines, specifically in two cities, Quezon City and Valenzuela City. The research aims to provide contemporary evidence of teacher leadership in action in the Philippine context.

Who will be in the project?

The project will involve 5 – 7 principals and 50 – 70 teachers from public schools in the Philippines.

What will happen during the research?

Individual interviews and focus group interviews will be conducted during the research. Each interview will last for around 1 – 2 hours.

What questions will be asked?

Questions for principals include:

1. Describe your understanding of leadership in a school setting. How is leadership exercised in your school? What is the role of teachers in the leadership of the school?
2. In your school, how are teachers who do not have formal leadership positions involved in leadership? Cite examples.

Questions for teachers include:

1. Please describe any formal or informal leadership assignments or experiences which you may have had in the past as a teacher.
2. How would you describe a teacher who is a leader at the same time?

What will happen to you if you take part?

If you agree, I will schedule the interviews and ask you where we can hold the session. I will tape record the sessions and type them up later. I am not looking for right or wrong answers, only for what everyone really thinks.

Could there be problems for you if you take part?

I hope you will enjoy talking to me. Some people may feel upset when talking about some topics. If they want to stop talking, we will stop. The interviews will not entail any harm or risks on your part. If you have any problems with the project, please let me know. You may also ask me any questions you may have anytime.

Will doing the research help you?

I hope you will enjoy helping me. The research will mainly collect ideas to help us understand teacher leadership better in the Philippines especially in terms of contributing to school improvement. This can also enhance my skills as a researcher so that I may do more research in the future which will help other people.

Who will know that you have been in the research?

My supervisor, Dr. Peter Earley and your principal [for the teachers] will know that you are part of the research but I will not tell them or anyone else what you tell me unless I think someone might be hurt. If so, I will talk to you first about the best thing to do.

I will keep tapes and notes in a safe place and in my reports I will use pseudonyms for the schools and participants involved so that no one knows who said what. Confidentiality will be strictly observed.

Do you have to take part?

You decide if you want to take part and, even if you say ‘yes’, you can drop out at any time or say that you don’t want to answer some questions.

You can tell me that you will take part by signing the consent form.

Will you know about the research results?

I will send you a short report by October 2013.

Who is funding the research?

There is no funding for this research. I will be using my personal funds for incidental expenses.

The project has been reviewed by the Faculty Research Ethics Committee.

Thank you for reading this leaflet.

Researcher: Carmela C. Oracion
Ateneo Center for Educational Development
coracion@ateneo.edu
426 – 59 - 75

Appendix G

Informed Consent Form

Name of participant: _____

Name of researcher: Mrs. Carmela C. Oracion

Title of research project: TEACHER LEADERSHIP IN PUBLIC SCHOOLS IN THE PHILIPPINES

I have been given and read the Information Sheet describing the study and the nature of the study, including interviews and other procedures. I understand and voluntarily accept the invitation to participate in the above study.

I understand the purpose and process of the research project and my involvement in it.

I also understand that

- I can at any time prior to publication withdraw from participation without penalty, prejudice, negative consequences, repercussion, or disadvantage and demand that my personal data/information be permanently deleted from the database.
- the researcher will use my personal data/information solely for this study.
- the researcher will render my personal data/information anonymous and protect the privacy and confidentiality of my personal data/information.
- while information gained during the study may be published, I will not be identified and my personal data/information will remain confidential.
- the research records will be securely kept under lock and key.
- I will be audio taped during the study.
- the tape will be kept under lock and key except when the recordings are being transcribed. The transcriptions will be stored in a CD ROM. The only one who will have access to the audiotape and the transcriptions will be the researcher. The access to these will be confined to the purposes of the research.
- the ethical aspects of the project have been approved.

I confirm that I am over 21 years of age.

If I have any questions about the research at any point in time, I will contact Mrs. Carmela C. Oracion at (632) 4265975 or (632) 4265693.

Name of participant:

Signature: Date:

Researcher's confirmation statement

I have provided information about the research to the participants and believe that he/she understands the nature of the study, the expectations of the procedures, and the rights of a research participant.

To the best of my knowledge, the participant has voluntarily signed this informed consent form, without coercion or undue influence.

I have witnessed the participant signing this form.

Researcher's signature:Date:

Name of Researcher: Mrs. Carmela C. Oracion

Appendix H
Profile of Principals

| Principals' | | | | |
|--------------------|---------------|-------------------------|---------------------------|-------------------------------|
| School | Gender | Years in Service | Years as Principal | Educational Attainment |
| EA | Female | 38 | 15 | PhD-Educ Management |
| EB | Male | 20 | 14 | PhD-Educ Management |
| HA | Female | 40 | 19 | MA-Admin and Supervision |
| HB | Female | 34 | 27 | PhD-Educ Management |
| HC | Female | 37 | 21 | MA-Education |
| HD | Male | 24 | 18 | PhD-Educ Management |
| HE | Male | 40 | 31 | PhD- |

Appendix I

Interview Schedule for Principals

How many years have you been in education? _____

How many years have you been principal? _____

How many years have you been principal in this school? _____

Guide Questions for the Semi-Structured Interview:

1. Describe your understanding of leadership in a school setting. How is leadership exercised in your school? What is the role of teachers in the leadership of the school?
2. Describe your major roles as principal.
3. What are your activities as a principal outside the principal's office?
4. How are decisions or changes made in your school?
5. Briefly describe one successful decision or change and how it was made. Likewise, describe one situation when decision making was not successful. What do you think contributed to the failure of the decision?
6. Were there occasions when you engaged teachers to participate in decision making or allowed teachers to initiate changes? Describe one particular situation.
7. In your school, how are teachers who do not have formal leadership positions involved in leadership? Cite examples.
8. Describe your relationship with the teachers in your school.
9. How would you describe a teacher who is a leader at the same time?
10. Where do you see opportunities in your school for teachers to exercise leadership?
11. Can you identify two teachers in your school who also exhibit leadership qualities? Cite a concrete situation when they manifested leadership qualities.

12. What personal characteristics help these teachers fulfil leadership roles?
13. What conditions in the school help these teachers fulfil leadership roles?
14. What conditions in the school deter teachers from fulfilling leadership roles?
15. What autonomy do teachers in your school have to initiate improvements?
In what ways are they restricted?
16. Give three examples of teachers in your school whom you perceive as having contributed to school improvement significantly. Describe their contributions briefly. What factors allowed them to contribute to school improvement?
17. Is there anything you wish to add to the information you have provided earlier?

Appendix J

Interview Schedule for Teacher Leaders

How many years have you been a teacher? _____

How many years have you been a teacher in this school? _____

What subject area(s) have you taught? _____

What are your current assignments? _____

Guide Questions for the Semi-Structured Interview:

1. Please describe any formal or informal leadership assignments or experiences which you may have had in the past as a teacher.
2. Describe the leadership structure in your school. How are decisions made? How are initiatives introduced and undertaken?
3. In your school, how are teachers who do not have formal leadership positions involved in leadership? Cite examples.
4. How would you describe a teacher who is a leader at the same time?
5. Can you identify two teachers whom you have worked with who also exhibited leadership qualities? Cite a concrete situation when they manifested leadership qualities.
6. Where do you see opportunities in your school for teachers to exercise leadership qualities?
7. What are your activities as a teacher outside the classroom?
8. Describe some leadership roles that you are currently engaged in.
9. What personal characteristics help you fulfil these leadership roles?
10. What conditions in the school help you fulfil these leadership roles?
11. What conditions in the school deter you from fulfilling these leadership roles?
12. Describe your relationship with the principal of your school. How does your principal work with you?

13. Describe your relationship with your co-teachers.
14. Can you cite an improvement in your school which you have initiated. How did you go about initiating these changes? What are the outcomes of the changes you initiated?
15. What autonomy did you have as a teacher to initiate the improvements? In what ways were you restricted?
16. Cite a situation when you were able to influence others. What factors allowed you to influence others in the given situation?
17. Is there anything you wish to add to the information you had provided earlier?

Appendix K

Interview Schedule for Other Teachers

How many years have you been a teacher? _____

How many years have you been a teacher in this school? _____

What subject area(s) have you taught? _____

What are your current assignments? _____

Guide Questions for the Semi-Structured Interview:

1. Describe the leadership structure in your school. How are decisions made?
How are initiatives introduced and undertaken?
2. In your school, how are teachers who do not have formal leadership positions involved in leadership? Cite examples.
3. How would you describe a teacher who is a leader at the same time?
4. Can you identify two teachers whom you have worked with who also exhibited leadership qualities? Cite a concrete situation when they manifested leadership qualities.
5. What personal characteristics help these teachers fulfil the leadership roles?
6. What conditions in the school help these teachers fulfil the leadership roles?
7. What conditions in the school deter these teachers from fulfilling the leadership roles effectively?
8. Describe your relationship with these two teachers. What are your interactions with them?
9. Where do you see opportunities in your school for teachers to exercise leadership qualities?
10. What are your activities as a teacher outside the classroom?

11. Can you cite one or two improvements in your school which teachers have initiated? How did the teachers involved go about initiating the changes? What are the outcomes of the changes initiated?
12. What autonomy do teachers have to initiate changes in your school? In what ways are they restricted?
13. Give three examples of teachers in your school whom you perceive as having contributed to school improvement significantly. Describe their contributions briefly. What factors allowed them to contribute to school improvement?
14. Is there anything you wish to add to the information you have provided earlier?

Appendix L

Extract from Principal's Interview

| | |
|--|---|
| <p>How are decisions made in your school?</p> | <p>Decision. There are a lot. I am happy with all our decisions. First, what I do, whenever I think of something that needs to be done, I discuss it first with my head teachers because it's the head teachers who implement and all that. Then if the head teachers tell me, "Ma'am, it's okay", my head teachers will tell me if they like it or not, if it is good or not. They will not just follow. The head teachers are the ones in-charge per department. They are the immediate heads of the teachers. They are the ones who are together every day. So I discuss it with them. Then I also discuss it with some, after discussing it with the head teachers, the master teachers who are senior. They are like institutions, respected, looked up to by teachers. I discuss things with them also, informally. To get some feedback. And then, when things seem okay, I float the idea. It's like you float the idea and then you get feedback from teachers. Sometimes, administrators think things are okay okay. But how about the teachers? Do they like it? Their level is different. So, there, I float the idea. And, I float it in such a way that it appears like it is already to be implemented next year or next month. I say, "This is what we will do". So everyone is like, "Really?" There are teachers who can be very frank. There are negative ones. "Oh is that so?" Then we talk about the matter again until you make them understand. If I see that their reactions are really violent, or they are not really comfortable, maybe you reconsider. I don't also like it to be, "this is what you do whether you like it or you like it".</p> |
| <p>Describe one situation when decision making was not successful. What do you think contributed to the failure of the decision?</p> | <p>What decision of mine failed? Ah, there was one time, it was already around June, July, August and there were some problems. I wanted to have some changes in the schedule. Then I said, "Okay, this is what we will do. Maybe, let us revise the schedule". Let's schedule the 1st year and the 4th year classes in the morning. We will change the shifting. I said, "I think this is the best because we are encountering problems with the schedule". So, what do you think? The head teachers said, "That's okay, Ma'am". I really wanted to push the idea. That will change things but what's wrong if the afternoon shift will be asked to come in the morning and the morning shift in the afternoon? And the teachers are around anyway to teach. When they took their oath as teachers, the pledge did not</p> |

| | |
|--|--|
| | <p>specify whether they would teach in the morning or afternoon. So wherever they are assigned, that's it. So I was very firm. I really wanted to do that. But then, there were negative reactions among the teachers. Then there were also students who did not want the afternoon shift because they were already used to the morning shift. Some reactions were even posted on Facebook. I said, "No, we will do that". After a while, some student leaders came to me and said, "Ma'am, please don't change the schedule because of this and that". They were able to convince me. So I didn't change the schedule anymore. Oh, after all, that was not a decision because I did not win.</p> <p>After a while I said, that's because at first I said this is what I have to do. This is really what needs to be done. So what if they don't like it. I wanted my word to rule. But in the end, I followed them. I listened to them and did not change the schedule.</p> |
| The students went to you? | Yes |
| Did the teachers approach you as well? | <p>Not the teachers because I think the teachers are hesitant to approach me. So, there, I did not implement the change. Later on, I realised that I made that decision of mine without consulting. Then I realised that maybe, it's not really the solution to the problem. And with what I wanted to do, maybe they won't really be happy with it. But that does not always have to be the consideration. If something is good for the organisation, you have to accept it. We don't have to be happy with decisions always, right? There are decisions we just have to abide with even if we are not happy about it because it will be good for the whole organisation. We have a bureaucracy, right?</p> |

| | |
|--|--|
| | <p>lead by example to show the difference of a leader who has in his heart service of the Lord. In the community, I am the adviser of the youth organisation. I am also one of the active participants in the barangay particularly in conducting peer teaching for leadership seminars.</p> <p>TL14: Ma'am, are you a Catholic? I am the Coordinator of the Block Rosary every Sunday. We move from one house to another, I am accompanied by the children. They lead the prayer. My daughter is in 4th year high school and she leads because I am the coordinator. I am with young people, we train them so that they will learn. When we were young ourselves, we were trained and then when we grew older, we became the coordinators. So all my children come with me. I just hope they take it to heart.</p> |
|--|--|

Appendix N

Extract from a Focus-Group Interview: Other Teachers

| | |
|---|---|
| <p>What are your activities as a teacher outside the classroom?</p> | <p>OT34: For me, Ma'am, everyone knows I have another job, teaching also, teaching English to Korean students. That's my day, in the morning, I work here as a teacher of course and then in the afternoon, I have a part-time job. In the evenings, we usually have activities in Church so twice a week, we have activities and then during weekends, I am in the Church.</p> <p>OT35: For me, in school I am teaching but outside I am a normal person. I hang around and go around. In short, I am a normal person enjoying life.</p> <p>OT36: For me, after school, sometimes people from the community come to my house. I do not have a position in the community but one of the officials in the next barangay is my friend. So anytime they need help, they come to me. We have feeding programs in the barangay. The most recent one was a feeding program in the school where I went for my elementary schooling.</p> <p>OT37: For me, after school, I am a mother. I am separated so I am the only one looking after my children, solo parent to the two. I make sure that I am able to take good care of the two children, that they are able to eat and learn how to do household chores. I really train them to wash the dishes. They really follow what I say.</p> <p>OT38: The regular classroom activities are not always the same. Sometimes I attend seminars or meetings if I am asked to. But every day is really like a routine. After classes, go home or sometimes hang around. However, when there are activities in Scouting, I do more of that or sports.</p> |
|---|---|

Appendix O

Extract from Data Analysis

Clustering common themes from the responses to the interview question: How would you describe a teacher who is a leader at the same time?

Cluster A

- Teach lessons very well
- Aside from being competent, they are faithful to their work
- They have good classroom management
- Can discipline the students
- Good role models
- Assists new teachers with teaching strategies
- Through her work in the classroom you would see her quality as a person, as a teacher and as a leader

Common theme for Cluster A: excellent teachers specifically in terms of classroom management

Cluster B

- Do not have official appointments but are approached by teachers
- Even without positions, those teachers find time to see me (principal)
- Regardless of position, every teacher is a leader
- I have no position aside from Master Teacher but have been a curriculum writer
- Teachers without positions but who give suggestions
- They run for official positions
- As department head or coordinator, you see your leadership potential unlike classroom teachers

Common theme for Cluster B: not necessarily in formal leadership positions nor interested in such positions

Cluster C

- Goes beyond the classroom to help the school
- They always say yes to additional responsibilities
- Goes beyond official time for additional responsibilities
- Volunteers for other tasks

Common theme for Cluster C: holders of responsibilities beyond their classroom duties

Cluster D

- Leads and influences other teachers
- Has command to make people follow
- Decisive
- Helps other teachers
- Capable of serving as Officer-in-Charge even if he is not a Master teacher
- They do leadership work spontaneously
- Future leaders
- Natural leadership qualities
- Her presence was felt even when she was away
- Good follower
- Leads by example

Common theme for Cluster D: capable of leadership work

Cluster E

- Nice
- Popular
- Credible
- Teachers listen to what they say
- Can understand teachers' concerns
- Teachers have high regard for them
- They represent teachers' interests
- Has rapport with colleagues

Common theme for Cluster E: respected and looked up to by students and fellow teachers