

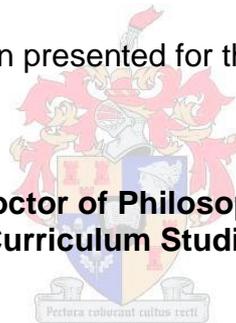
COACHING FOUNDATION PHASE LITERACY TEACHERS AS LEADERS IN A SCHOOL IN THE WESTERN CAPE PROVINCE: A PROFESSIONAL DEVELOPMENT STRATEGY

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DECLARATION

By submitting this dissertation electronically, I declare that the entirety of the work contained therein is my own original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe my third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

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ABSTRACT

The South African education system needs literacy teachers with the capacity to lead innovative and appropriate literacy instruction in schools. Schools can benefit from suitable continuous professional development strategies that have the potential to build the leadership capacity of literacy teachers to sustain literacy improvement efforts.

Coaching has proven to be an effective development strategy in the business sector and in the field of sport. However, the field of coaching in the educational context is under-explored in research in South Africa. Coaching is a situated practice, which is aimed at the learning and development of individuals within a specific context. Coaching is an on-going professional development strategy for teachers and leaders as opposed to traditional one-shot professional development activities such as workshops or training sessions.

There is a need for evidence-based research on alternative professional development strategies, such as coaching. In this research study the researcher argued that coaching has the potential to provide a more effective and sustainable capacity-building strategy for the continuous professional development of teacher leaders. It argued further that the recognition of their own capacity as teacher leaders can empower teachers to take ownership of decision-making for on-going literacy improvement in schools.

The specific context for coaching in this study was the professional development of literacy teachers as leaders for the improvement of literacy teaching and learning. In the absence of a suitable coaching model, the Integrated Capacity Coaching model and a coaching programme were purposefully designed by the researcher for the development of literacy teachers as leaders in this study. Cognitive coaching, peer coaching and coaching circles were incorporated as coaching methods in the coaching programme.

This study was designed to determine what can be learnt from using coaching as a professional development strategy within the formal structures of the school and its current constraints. Findings from the data indicated a number of positive learning

insights about coaching as a continuous professional development strategy to build internal leadership capacity for literacy improvement in schools. This study is significant because the outcome of the study extended the existing body of knowledge and evidence-based research on coaching in the educational context. The implementation of these findings could lead to improvements in the nature and characteristics of future continuous professional development of literacy teachers as leaders to sustain literacy improvement in schools.

The proposed model shows potential as a capacity-building coaching model for the education sector, but further research is needed to determine the impact of this coaching model and the coaching approach in different school contexts.

OPSOMMING

Die Suid-Afrikaanse onderwysstelsel benodig geletterdheidsonderwysers met die kapasiteit om leiding te gee ten opsigte van innoverende en toepaslike geletterdheidsonderrig in skole. Skole kan voordeel trek uit toepaslike voortgesette professionele ontwikkelingstrategieë wat die potensiaal toon om leierskapkapasiteit in onderwysers te bou met die doel om die verbetering van geletterdheid te volhou.

Dit is bewys dat afrigting 'n effektiewe ontwikkelingstrategie in die besigheidsektor en op sportgebied is. Navorsing in die veld van afrigting in die onderwyssektor is egter onderverken. Afrigting is 'n gesitueerde praktyk wat gerig is op die leer en ontwikkeling van individue in 'n spesifieke konteks. Afrigting wat as 'n voortgesette professionele ontwikkelingstrategie vir onderwysers en leiers beskou word, verskil van tradisionele "enkele geleenthede" van professionele ontwikkeling soos werksinkels en opleidingsessies.

Daar is 'n behoefte aan bewysgebaseerde navorsing oor alternatiewe strategieë soos afrigting vir professionele ontwikkeling. In hierdie navorsingstudie argumenteer die navorser dat afrigting potensieel 'n meer effektiewe en volhoubare kapasiteitsboustrategie vir die professionele ontwikkeling van onderwysers as leiers blyk te wees. Daar word verder geargumenteer dat onderwysers bemagtig kan word om eienaarskap te neem van besluite oor die verbetering van geletterdheidsvlakke in die skool indien hulle bewus word van hul kapasiteit as onderwyserleiers.

Die spesifieke konteks vir afrigting in hierdie studie was die professionele ontwikkeling van geletterdheidsonderwysers as leiers ter verbetering van geletterdheidsonderrig. In die afwesigheid van 'n toepaslike afrigtingsmodel is 'n toepaslike model vir afrigting, naamlik die Geïntegreerde Kapasiteitsafrigtingsmodel en 'n toepaslike afrigtingsprogram deur die navorser ontwikkel. Hierdie model is spesifiek ontwikkel vir die afrigting van geletterdheidsonderwysers as leiers in die studie. Kognitiewe afrigting, portuurafrigting en afrigtingsinkels is as afrigtingsmetodes in die model geïnkorporeer.

Die studie is ontwerp om binne die formele strukture en huidige beperkinge in die skool te bepaal wat geleer kan word indien afrigting as professionele

ontwikkelingstrategie gebruik word. Die bevindinge het 'n aantal positiewe leerinsigte oor afrigting as 'n voortgesette professionele ontwikkelingstrategie getoon en om leierskapkapasiteit vir die verbetering van geletterdheid in skole te bou. Die studie is betekenisvol, want die uitkoms van die studie sal die bestaande kennis en bewysgebaseerde navorsing oor afrigting in die onderwyskonteks uitbrei. Die implementering van hierdie bevindinge kan lei tot die verbetering van die aard en kenmerke van voortgesette professionele ontwikkeling vir geletterdheidsonderwysers as leiers, om die volhoubaarheid van geletterdheidsverbetering in skole te verseker.

Die voorgestelde model toon potensiaal as 'n kapasiteitsbou-afrigtingsmodel vir die onderwyssektor, maar verdere navorsing is nodig om die impak van hierdie afrigtingsmodel en die afrigtingsbenadering in verskillende skoolkontekste te ondersoek.

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To God be the glory.

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LIST OF ACRONYMS/ ABBREVIATIONS

ACE:	Advanced Certificate in Education
BEd:	Bachelor of Education
DoE:	Department of Education
CEOM:	Catholic Education Office in Melbourne
CPD:	Continuous Professional Development
EI:	Emotional Intelligence
FP:	Foundation Phase
Gr R:	Grade Reception year
HoD:	Head of Department
ICC model:	Integrated Capacity Coaching model
ILST:	Institutional Learning Support Team
ICF:	International Coach Federation
MEd:	Master of Education
NPDE:	National Primary Diploma in Education
PAM:	Personnel Administration Measures
PhD:	Doctor of Philosophy
WCED:	Western Cape Education Department

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DIAGRAMMATIC ROADMAPS

Diagrammatic roadmaps of the whole thesis and the different chapters can be found on the following pages. Each roadmap represents a summary of the chapter contents and illustrates the logic of the layout of the chapter.

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CHAPTER ONE

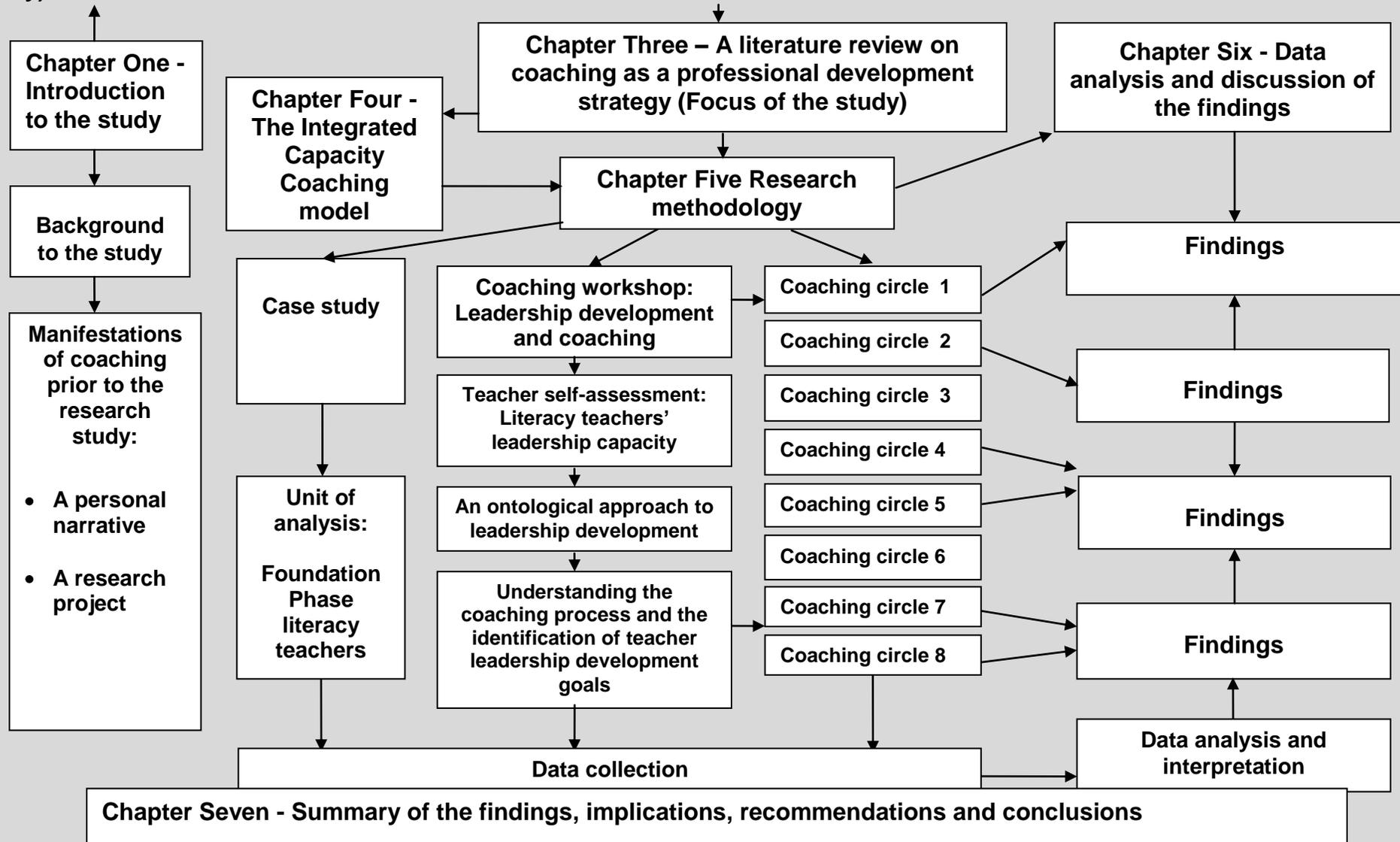
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A diagrammatic roadmap to the whole thesis is presented on the next page. It serves as a summary of the content of chapter one and illustrates the logic to the layout of the chapter.

DIAGRAMMATIC ROADMAP OF THE WHOLE THESIS

Chapter Two- A literature review on the professional development of literacy teachers as leaders (Context of the study)



CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

The diverse cultural and linguistic backgrounds of young learners, more prevalent in some schools than others in South Africa, create a challenge for Foundation Phase teachers (Grade R (Reception year) to Grade 3), who are the key role players in providing effective literacy instruction. Although the quality of teachers can make a difference to the learners' level of achievement, effective leadership is also important when the needs and challenges of literacy instruction are addressed in the attempts to transform education (Steyn, 2011:43). The effective professional development of literacy teachers and leaders is therefore seen as essential to empower, build and enhance the capacity of literacy teachers and leaders to bring about much needed change in learners' achievement of literacy. According to Harris and Lambert (2003:4) the twenty-first century requires a shift in focus from the improvement of instruction to emphasising the building of internal capacity to ensure the sustainability of instructional improvement in schools. If the goals of the National Reading Strategy (Republic of South Africa, 2008b) and the Western Cape Education Department's Literacy and Numeracy Strategy (WCED, 2006) are to raise the level of literacy performance for all learners, they need to ensure that the nature and characteristics of current professional development approaches are suitable to build internal capacity to bring about sustainable change. After all, one of the primary goals of professional development is to build teacher leaders capable of leading literacy improvement in schools (Durrant & Holden, 2006:9). The impetus for this study is the researcher's on-going concern about the ineffective nature of certain traditional professional development strategies currently used in many South African schools. In my view the inequalities in teacher professional development on pre-service and in-service levels as experienced in the years prior to 1994, and the negative effect that it has had on teacher quality cannot be ignored as we continue the search for alternate effective strategies for professional development and learning.

In this study the researcher argues that coaching has the potential to be a more effective and sustainable capacity-building strategy for the continuous professional

development of literacy teachers. Through the process of coaching, the leadership capacity of teachers may be enhanced to lead literacy improvement in schools. In the next section (1.2) the researcher shares her professional journey, concerns about literacy instruction and experiences with coaching as these are essential motivational aspects in her decision to focus on coaching as a professional development strategy in this study. Section 1.2, which describes the professional history of the researcher, is written as a personal narrative and the researcher is thus referred to in the first person.

1.2 THE RESEARCHER'S PROFESSIONAL HISTORY AS BACKGROUND TO THE STUDY

1.2.1 Literacy professional development: A personal narrative

Literacy development has always been an aspect of Foundation Phase teaching, known as “K to 3” in the US context, which has been proven to correlate strongly with the future learning success of young children. I was trained as a Foundation Phase teacher from 1971 to 1973 and taught Grades One to Three for more than twenty years, before accepting the position as the principal of a primary school in 1993. This school accommodated nearly 800 learners in Grades R (Reception year in the Foundation Phase) to Four. I became a Foundation Phase curriculum advisor in 1997 and was subsequently appointed as a lecturer in 2007 at a university in the Western Cape with the brief to teach early childhood literacy education. My entire professional life has therefore been concerned with the teaching, learning and leading of literacy in various educational contexts. Many of my own experiences of professional development, especially in the area of literacy, form part of the rationale and thinking behind this study. Throughout my career in the educational sector I was never given the opportunity to be effectively and appropriately trained to manage the complex role of providing leadership for literacy instruction to my colleagues and other literacy teachers in the district. Nor was I consulted on my professional development needs as a formal or informal teacher leader. The intention of the latest National Policy Framework for Teacher Education and Development is to promote the continuous professional development (CPD) of teachers in order to “continually enhance their professional competence and performance” (Republic of South Africa, 2007:4). The purpose of CPD is to empower teachers towards self-efficacy to enable

them “to become less dependent on outside agencies and more able to become responsible for their own professional development” (Republic of South Africa, 2007:18). According to Reddy (2004:142-143), traditional professional development sessions for teachers and leaders in South Africa are irregular and are seldom based on their needs. If this CPD policy is interpreted correctly and implemented as intended, it is hoped that the nature of professional development will improve. To a certain extent I agree with Steyn (2011:45) that teachers know best what their professional development needs are. However many teachers are not always in the position to express their professional development needs and to take ownership of their professional development to cope with the constant change in schools.

My interest in and concern for the improvement of literacy instruction is not a recent development. Over the years it has motivated me to search for more effective ways of improving the capacity of Foundation Phase teachers to sustain and transform literacy teaching, learning and leading in schools through classroom research and self-study. The need to improve literacy levels in most primary schools in the Western Cape and the broader South African context remains a serious problem. Research by the WCED indicates that only 36% of Grade Three learners reach acceptable literacy levels and that insufficient literacy-related work or explicit literacy teaching is done on a daily basis (WCED, 2010:5). Since the launch of the National Reading Strategy (Republic of South Africa, 2008b) and the WCED's Literacy and Numeracy Strategy (WCED, 2006), there has been an appeal to focus on leadership and management development to enhance the professional development of teachers and to improve their knowledge and classroom practice through mentoring (WCED, 2006:21). However, these official documents do not provide any strategic guidelines or directives to assist schools in how to implement the process of mentoring. My own positive experiences and the suggestions made by Helmer, Bartlett, Wolgemuth and Lea (2011:198) lead me to believe that coaching has the potential to be a collaborative and reflective approach to the professional development of literacy teachers. In the next section I share more about my experiences with coaching and how specific manifestations influenced me.

1.2.2 Manifestations of coaching before my research journey

1.2.2.1 My experiences with ontological coaching

In 2004 I reached a stage in my professional career where I started to question my role and purpose in life. My professional career was not going according to plan and I became frustrated with the nature of the professional development that I was subjected to. It did not address my development needs and I started exploring new avenues for my personal and professional development. I became interested in the concept of emotional intelligence (EI) – a concept promoted by Goleman (1995) – and decided to search for a suitable short course in EI. This resulted in a meeting with an ontological coach who not only practised ontological coaching, but also trained ontological coaches. After experiencing a safe space in coaching to share my concerns and future plans, I decided to register for the year-long certificate course in ontological coaching, which is focused on coaching to the human being. “Ontological coaching is the practice that has been developed to facilitate ontological learning and support people to make shifts in their way of being” (Sieler, 2003:3). As part of the course I was coached on a weekly basis towards reaching my identified goals, which were based on my development needs. I qualified as a certified ontological coach in 2007 (refer to Addenda E1-E4).

Ontological coaching is based on an ontological model of human nature and is concerned with how we see ourselves and what is possible for us to achieve. It is concerned with changing our “way of being” to improve the quality of our lives on a personal and professional level. Three domains of a human being are involved in ontological coaching - emotions, language and the physical body. All human beings are emotional beings and it is through our emotions that we create our realities, positive and negative. Language is part of who we are, because we live in interaction with others. Lastly, our spoken words cannot be separated from the messages that our body language, posture and facial expressions impart. Through the process of ontological coaching individuals develop a different “way of being” through their language, emotions and body to enable them to improve the nature of the conversations that they have with other individuals. Ontology, the theory upon which ontological coaching is based is the study of being human. It studies how human beings make sense of themselves and their world – our “way of being” affects our

communication and relationships with others, our behaviour, the outcomes of our actions and eventually the quality of our existence (Sieler, 2003:4).

The ontological coach creates a trusting coaching relationship with the coaching participant, known as the coachee, and a safe space for conversations of personal and professional learning and discovery. The ontological coach facilitates the coaching process, which offers coachees the opportunity to expand their ability to see things differently and to be empowered to act and change in a meaningful way. During the coaching process, the coachee decides on the desired goals for change and chooses the focus of the conversation. The coach facilitates the conversations, listens and asks questions to clarify the new learning and to move the coachee into action. During these conversations the coach will carefully observe the corresponding language, emotions and bodily responses that are expressed or demonstrated by the coachees to be able to determine which aspects of their "way of being" are hindering their progress.

Applying the three dimensions of coaching entails that the coach becomes an effective observer of (i) how the coachee uses language, (ii) the emotional experience of the coachee, and (iii) how the particular ways of using language and expressing emotions are configured in the coachee's body (Sieler, 2003:8-9). During my coaching course my ontological coach very respectfully worked with me on how I could change my domains of language, emotions and body – generating constructive new perspectives which would eventually open possibilities for effective action by me. This initial encounter with coaching took me from a state of frustration and boredom to developing a renewed vision and enthusiasm for my personal and professional life. It became apparent to me that coaching could also have positive possibilities in the education sector for teachers, school leaders, principals, parents and learners. As my interest in coaching grew, I purposefully started to explore other coaching models and approaches such as cognitive coaching for possible use in my role as teacher educator, academic and researcher.

1.2.2.2 My experiences with cognitive coaching

In my efforts to introduce coaching into my approach to teacher education, I discovered a book written by Arthur Costa and Robert Garmston (Costa & Garmston,

2006) entitled *Cognitive Coaching: A Foundation for Renaissance Schools*. They had developed a cognitive coaching model in 1984, whereby individuals are coached to actively reflect on their thought processes in order to improve their capacity for learning. Cognitive coaching is a process of non-judgemental mediated thinking as a means to assist individuals in self-directed learning to achieve their goals (Costa & Garmston, 2006:12-13). The end result of their model is the development of self-directed adult learners (teachers) with the capacity to cope with change in a variety of situations – including the education context. It introduced a professional development strategy which combines teachers' pedagogical and leadership development. A cognitive coaching model is based on a collection of skills and strategies, maps and tools, mental models and beliefs. It enables teachers and leaders to think deeply about their teaching and to reflect on their practice, and assists them in defining and redefining their purpose and role as leaders. Costa and Garmston (2006:24) believe that, without coaching, even training which effectively integrates theory and practice will not result in improved classroom practice. Adding a follow-up coaching component to any training strategy could improve the application of new knowledge and skills.

Unique to their cognitive coaching model is what Costa and Garmston (2006:124-125) call the five “states of mind” – efficacy, flexibility, consciousness, craftsmanship and interdependence. These capabilities are seen as internal resources, which the coach seeks to develop in the coachee to enhance his self-directedness. The five states of mind can be used as a framework to assist with decision-making regarding curriculum planning and assessment, and are used as a diagnostic tool to assess the capability of other individuals. Research on cognitive coaching has proven that its implementation leads to increased student achievement, greater teacher efficacy and satisfaction, higher levels of teacher cognition, and more professional, collaborative cultures (Maskey, 2009:63). The purpose of the cognitive coaching process is to help teachers improve their instructional effectiveness and leadership abilities through reflection. Accordingly, teachers and coaches describe cognitive coaching as “a powerful process in fostering collegiality, deepening reflective skills, and developing cognitive autonomy” (Garmston, Linder & Whitaker, 1993:60).

Through the process of cognitive coaching, the teacher leader is guided to identify her goals, success indicators and strategies for achieving those goals. One of the

primary goals of a teacher leader exposed to cognitive coaching is to become a self-directed person – one who can be described as self-managing, self-monitoring and self-modifying.

I performed a smaller-scale research project on the coaching of teacher leaders, using cognitive coaching, prior to this study. It is for this reason that no pilot study was performed. The cognitive coaching process implemented in this research project (discussed in the section 1.2.3) had teachers use questioning strategies to guide student teachers through metacognitive thinking, to enhance their skills of teaching and self-reflection. By asking the right questions, teachers lead student teachers through the types of planning, self-reflection and self-regulation processes that highly competent teacher's practise on a daily basis. The aim of the cognitive coaching project was to build and sustain key capacities to increase the teaching effectiveness of both experienced teachers and student teachers. The experience gained through this project further confirmed my belief in the potential value of this approach to enhance the continuous professional development (CPD) of teachers as leaders.

1.2.3 A description of a preliminary research project using cognitive coaching

One of my roles as a teacher educator is to impart Grade R content and pedagogical knowledge to second-year student teachers (in a four-year undergraduate Bachelor of Education degree) and prepare them for classroom practice. Student teachers enrolled in a BEd degree in the South African education context are expected to complete a specified number of hours of classroom teaching practice during their four years of undergraduate study. In 2009 I undertook a research project based on cognitive coaching with eleven Grade R teachers and eleven student teachers. The research project explored the contribution of cognitive coaching to the leadership practice of Grade R teacher participants and the teaching practice of student teachers in the Grade R classroom in two ways:

- On an in-service level the purpose of the project was to enhance the leadership capacity of the Grade R teachers to enable them to provide essential support services to their student teachers;
- On a pre-service level the purpose of the project was to develop the capacity of student teachers to plan and present effective lessons.

On the in-service level the research project entailed the training of the Grade R teachers in the knowledge, skills and attitudes involved in cognitive coaching. This initial training took place as a three-day workshop presented to Grade R teachers from 13-15 March 2009, where I acted as the teacher educator and certified ontological coach. The purpose of this workshop was to provide the Grade R teachers with an understanding of the process of cognitive coaching and to enable them to actively implement the skills of cognitive coaching in their roles as supervisors and evaluators. The workshop was specifically structured to give the Grade R teachers the opportunity to reflect on and share the nature of their past professional development experiences and to identify their strengths and their shortcomings. At the end of the training session the Grade R teachers discussed their own personal and professional goals, their leadership role during teaching practice, school visits and sessions in which they reflected on lessons.

On the pre-service level the second-year Foundation Phase teaching students of the Bachelor of Education (BEd) programme attended information sessions on the teaching practicum. The student teachers were fully informed of the process of cognitive coaching and how it would be implemented within the research project with the Grade R teachers. In these information sessions the student teachers were informed about the three phases in the process of cognitive coaching – reflective planning, reflective lesson feedback and problem-solving. The participating student teachers were thus informed that it was a research project and they gave their consent to participate. The students were expected to use these phases of cognitive coaching to effectively plan their Grade R lessons, which they presented on a weekly basis in the classrooms of the Grade R teachers who were trained as part of the project. The cognitive coaching process included planning (with myself as the coach), the observation of the teacher's lesson by the student teacher and the reflective feedback process afterwards. These reflective sessions during lectures included discussion and collaboration between the students. In the week following the observation and further planning, the students would present the planned lesson in the classroom and be observed and evaluated by the teacher. This was immediately followed by reflection and constructive feedback from the teacher. I remained in contact with the Grade R teachers, in my role as certified coach, to assist throughout the cognitive coaching process.

During this project I met with the Grade R teachers at regular intervals to reflect on their leadership practices with the students and also to identify and discuss further areas of leadership improvement that arose while the teachers were part of the project. The teachers who participated in this project appreciated the collaborative nature of the coaching experience that allowed them to express their opinions, their needs to be considered in the professional learning process and the acknowledgement of their strengths in supporting the student teachers. At the review sessions the teachers made useful and insightful inputs that were included in the improvement plans for the teaching practicum. It seemed to me that teachers' knowledge of the cognitive coaching process could be a valuable tool for the improvement of lesson planning and presentations. Such knowledge held possibilities for the development of a supportive training and coaching programme for the many teachers who were involved in the support and evaluation of student teachers.

Given that the aim of cognitive coaching is self-directed learning, I noted that cognitive coaching had a positive impact on the participating teachers' own classroom practice, collegial relationships and teacher leadership capacity. Ellison and Hayes (2006:2) note that, through self-directed learning, teachers become more self-managing, self-monitoring, self-modifying and self-reflective about their classroom practice. This was evidenced by the positive effect that the cognitive coaching programme in this study has had on the development of the participating Grade R teacher leaders. As a trained ontological coach, I envisaged the possibilities that cognitive coaching could have on the development of teacher leaders to sustain effective literacy instruction in schools.

The history of my own professional development indicates that the nature of professional development opportunities for literacy teachers continues to be prescribed and dictated by education district officials. The introduction of a cognitive coaching approach to the professional development of literacy teachers has the potential to steer them towards becoming self-directed learners with the capacity to plan, monitor and modify their own development effectively. As a consequence of all these professional experiences, I was motivated to include elements of cognitive coaching in my doctoral research.

From section 1.3 onwards the term “the researcher” is used to report on the study.

1.3 RATIONALE FOR THE STUDY

In this study the focus was on coaching as a professional development strategy for literacy teachers as leaders. The following premises underlie the study:

- there are literacy teachers in every school who are leaders by virtue of their literacy knowledge and expertise, but whose leadership is not openly acknowledged or optimally utilised by the principal and the school management team;
- all literacy teachers have the potential and agency to be leaders and, with the proper professional development opportunities, they can be capacitated to demonstrate effective literacy leadership in schools;
- literacy teachers have the potential and agency to be leaders of literacy teaching and learning in schools; and
- teachers have the necessary pedagogical knowledge and capacity to lead literacy improvement, but need to build and enhance their leadership capacity.

Along with Durrant and Holden (2006:5), I agree that future approaches to professional development in literacy in schools should be focused on the enhancement of teacher leadership and the empowerment of teachers as leaders of learning. For the purpose of this study the following definition of teacher leadership is relevant:

Teachers who are leaders lead within and beyond the classroom, influence others toward improved educational practice, and identify with and contribute to a community of teacher leaders (Katzenmeyer & Moller, 1996:6).

A number of professional titles are currently used in schools to indicate formal or informal teacher leadership – for example, head of department (HoD), lead teacher, master teacher, literacy co-ordinator and curriculum co-ordinator. Many of the teachers holding these positions became teacher leaders because of their teaching experience and pedagogical skills, but very often they lack the knowledge and skill to lead and facilitate adult learning and the professional development of others. In their role as leaders these teachers experience many challenges in effecting improvement in literacy instruction and change. Shanton, McKinney, Meyer and Friedrich (2008:306-308) describe these challenges, but also highlight the advantages of the

expertise these literacy teacher leaders bring into schools. Teacher leaders should be provided with opportunities for deepening their understanding of literacy teaching and learning and strengthening their capacity to provide professional development in literacy to their colleagues.

Coaching has become an acceptable strategy for the enhancement of personal and professional leadership in the private sector, internationally and in South Africa. However, the value of coaching for personal and professional leadership development in an educational setting has not been realised or researched sufficiently in South Africa. There are a number of articles on coaching in the field of sport and business coaching in South Africa, but not on coaching within the education sector, specifically in the field of literacy leadership.

Griffiths (2005:55) sums up coaching as a multifaceted approach to the enhancement of an individual's learning on a professional and personal level. Coaching involves different types of learning and incorporates different skills (Griffiths, 2005:56-58) - self-assessment, goal setting, developing action plans, observing and describing practice, reflective questioning and critical reflection on practice, to name a few. These different coaching skills and procedures have each been utilised in this study.

In this study the coaching process initially involved a self-assessment of literacy teachers' leadership capacity and the identification of their literacy instructional and leadership development goals. This was followed by the use of coaching circles – groups of participants being coached towards meeting their development needs, namely their literacy leadership goals. In the coaching circle the participants were involved in collaborative inquiry, reflection and dialogue on issues of literacy and leadership to enhance their capacity to lead literacy improvement. The coach facilitated the collaborative group learning process by questioning the participants, listening to the discussion, observing the process and providing constructive feedback.

1.3.1 The learning potential of coaching

The existing literature and research on the subject of coaching point to a reciprocal and collaborative process of learning between the adults involved. The coach and the

coaching participants participate in collaborative inquiry, problem-solving exercises and shared learning and feedback during the process of coaching. According to Hargrove (2008:120), the type of deep learning which results from the coaching process has the potential to be transformational. Individuals involved in the coaching process are able to transfer this learning to many aspects of their personal and professional lives. Hargrove (2008:114-115) further describes transformational learning as a triple-loop process – moving through levels of understanding, reshaping patterns of thinking, and leading to a transformation of the individual's personal perspectives and professional approaches. Griffiths (2005:58) describes coaching as a constructivist approach to learning because of the direct link between the foundations of scientific enquiry and problem-solving found in both coaching and experiential learning. However, it has not yet been proven that coaching contributes significantly to learner achievement.

This study argued that, as a development strategy, coaching holds possibilities for building the capacity and sustaining the professional development of literacy teachers as leaders. Robertson (2004b:2) acknowledges the potential of coaching as an on-going learning relationship that can bring about change in adults. This supports the notion that the coaching process can result in improvements in the education system, as it develops literacy teachers as leaders who are able to lead literacy improvement in schools.

The pedagogical context of this study was the professional development of literacy teachers as leaders of literacy instruction and improvement. The theoretical framework of this study therefore included the continuous professional development of literacy teachers, teacher leadership, literacy leadership development, adult learning theory, transformational leadership and coaching as key theories. On-going professional development empowers teachers towards accepting collaboration and responsibility for effective teaching and learning. Howe and Stubbs (2003:283) advocate a broad view of the development of teacher leaders, one which includes personal and professional aspects of leadership. A wider view is all the more important in South Africa, given the complexity of leadership within the South African education sector. Katzenmeyer and Moller (1996:6-8) agree that the extended responsibilities of teacher leaders should include leading, teaching for improved practice and a commitment to on-going personal learning for improved literacy and

leadership practice. Teachers should not only be expected to accept and implement policy unconditionally, but should be empowered to realise their potentially important role as agents of educational change.

1.4 THE RESEARCH PROBLEM

The education system needs literacy teachers in schools with the capacity to lead innovative and appropriate literacy instruction to improve and enhance the literacy of young learners. In order to co-ordinate and sustain efforts to improve literacy and numeracy, it would therefore be beneficial to schools to develop a suitable professional development strategy for literacy teachers which has the potential to build their leadership capacity. This study seeks to determine what can be learnt from using coaching as a professional development strategy for literacy teachers as leaders within the formal structures of the school and its current constraints.

The following serves as the primary research question:

What can be learnt from the literacy teacher leaders' perceptions of, experiences with, and responses to coaching to promote continuous professional development?

This research study also addresses the following secondary questions:

- What learning insights emerged from literacy teachers' participation in the coaching programme?
- What do literacy teachers' perceive as factors that could negatively influence their experience of coaching as a professional development strategy?
- What are the perceived benefits of coaching for the development of teacher leadership?

Coaching as a professional development strategy is in its infancy in the South African education context. Research in the field of coaching in the educational context is under-explored in South Africa and there is a need for alternative strategies for sustaining the continuous professional development of teachers, particularly relating to literacy teaching and learning (Republic of South Africa, 2007:18). This study is significant because its outcome will extend the existing body of knowledge relating to coaching in the educational context through evidence-based research and could lead

to improvements in the nature and characteristics of the continuous professional development of teachers as literacy leaders in the future.

1.5 RESEARCH DESIGN AND METHODOLOGY

1.5.1 The research goal

The goal of this study was to answer the primary research question, namely to determine what can be learnt from the literacy teacher leaders' perceptions of, experiences with, and responses to coaching to promote continuous professional development. Coaching is a situated practice, which is aimed at the learning and development of individuals within a specific context. The context of this study – the professional development of teachers as literacy leaders for the improvement of literacy instruction– is therefore important and is explained in more detail in the first of two literature review chapters.

1.5.2 Research paradigm

A paradigm is “a set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular worldview” (Nieuwenhuis, 2010b:47). Given the nature of the research goal of the study, this study fell within the interpretative paradigm as described by Nieuwenhuis (2010b:60). The researcher observed and interpreted the experiences of the individuals involved in the coaching workshop and coaching circles to gain an understanding of how the participants experienced coaching. An interpretivist researcher is aware that the participants and researcher have a specific worldview through which they experience their realities and that the cultural, social and historical contexts of participants are important considerations. The interpretivist approach emphasises the bigger picture and therefore the context in which the study will be performed is of absolute importance.

The participants in this study were a group of Foundation Phase literacy teacher leaders from a primary school in the Western Cape. The unique background and culture of the school and the unique character of each individual teacher leader warranted that they be treated as individual cases within a single context. The study was therefore designed as a collective case study, where the researcher investigated

coaching in multiple cases (i.e. the literacy teacher leaders in the study). The unit of analysis was the literacy teachers who participated in the coaching process.

The researcher was a certified ontological coach who performed the dual roles of coach and researcher in this study. For this reason objectivity and impartiality were all the more important throughout the study. The data collection process entailed a specific coaching program which consisted of three phases. In the first phase, the researcher gathered contextual information about the school, teachers, leadership, learners and the literacy teaching situation. In phase two, the literacy teacher leaders attended a three-day workshop with the purpose of re-orientating the teachers towards leadership and to introduce them to the process of coaching. Phase three consisted of the weekly coaching circles where the literacy teacher leaders were coached towards their development goals. Phase three concluded with the final reflection and interview sessions. In each of these phases data were collected with reference to the research questions. During the workshop on the development of literacy leadership and coaching, the participants were fully informed about issues of confidentiality and ethics involved in coaching. This is merely a brief outline of the coaching programme, which is described in detail in Chapter Four.

1.5.3 Data collection

Data from a number of sources were used to support triangulation and underpin the reliability of the study. The sources of evidence were selected from the list of six primary sources identified by Yin (1994:80), namely documentation, interviews, archival records, direct observation, participant observations and artefacts. Each source will now be outlined broadly.

1.5.3.1 Survey of the teachers' professional history

During the pre-workshop phase the teachers were requested to complete a survey of their professional history. The purpose of this survey was to gather data about the professional experiences of the literacy teachers. The data was used to compile a word portrait of each participant.

1.5.3.2 Self-assessment checklist

At the start of the three-day leadership re-orientation workshop, the literacy teachers each completed an initial self-assessment checklist to assess their capacity for literacy leadership in the schools. During the workshop the literacy teachers identified their development goals for leadership development that were later used to structure the follow-up coaching circles.

1.5.3.3 Workshop workbook and feedback questionnaire

Each participant received a participant's workbook for use during the leadership and coaching workshop. During the workshop they completed tasks in the workbook that served as additional data.

1.5.3.4 Researcher's reflective journal

The researcher kept a reflective journal to document the coaching procedures, observations and significant experiences throughout the coaching programme.

1.5.3.5 Teachers' learning journals

Participating literacy teacher leaders were requested to document the journey of their professional development through coaching in a learning journal, including their experiences of every coaching circle session. These weekly coaching circle sessions consisted of reflective teacher inquiry and conversations about literacy and leadership development goals.

1.5.3.6 Interviews

At the end of the research process the participating literacy teacher leaders were interviewed to gather information about their experiences of, and responses to, being coached.

(i) One-on-one interviews with the participating teachers

After the final coaching circle one-on-one interviews were completed with every participant to collect information about their individual experiences of coaching.

(ii) Interview with the school principal

The school principal was interviewed to determine what his views were on teacher leadership within the context of literacy teaching and learning. His perspective on these matters was merely used to gain a better understanding of the leadership culture within the school.

1.6 KEY DEFINITIONS AND TERMINOLOGY

The key concepts used in this study are defined briefly below.

Coach – a coach is a highly-skilled person who has appropriate knowledge, skills, values and attitudes to facilitate the process of coaching individuals or groups towards achieving their goals.

Coachee – the individual being coached towards his or her development goals.

Coaching – “a systematic goal-directed process to facilitate sustained change and directed at fostering the on-going self-directed learning and personal growth of the coachee” (Grant, 2003:6).

Coaching circles – Group coaching sessions with individuals that “work on the basis of collaborative inquiry, asking insightful questions and reflecting on the possibilities they create” (O’Flaherty & Everson, 2005b:15).

Cognitive coaching – “A non-judgmental, interactive strategy focused on developing and utilising cognitive processes, liberating internal resources, and accessing the five

states of mind as means of more effectively achieving goals while achieving self-directed learning” (Costa & Garmston, 2006:401).

Collaboration - A systematic process in which educators work together, interdependently, to analyse and have an impact on professional practice in order to improve individual and collective results.

Continuous professional development - Continuous professional development may be described as those on-going processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students.

Holonomy – “An individual’s cognitive capacity to be autonomous and interdependent at the same time. The ability to function as a member of the whole while still maintaining separateness. A person’s cognitive capacity to accept the concept that he or she is whole in terms of self and yet subordinate to a higher system. The idea of holonomy is based on Arthur Koestler’s work” (Costa & Garmston, 2006:403).

Leader - For the purposes of this study, a leader is defined as someone recognised by an observer as successfully exerting influence in his or her environment. Therefore, a school leader need not be in a position of authority or hierarchical power – he or she may be a principal or a classroom teacher. It is generally accepted, however, that school principals and assistant principals form an identifiable cohort of recognised school leaders.

Learner – “learner” means any person receiving education or who is obliged to receive education.

Teacher – “teacher” refers to a person who provides and facilitates learning in a school environment.

Literacy teacher leaders – teachers who lead literacy instruction and improvement in schools.

Literacy leadership – “teacher leadership that focus on improving the literacy education teachers provide for learners” (Hara, 2004:42).

Self-directed learning – “The capacity for self-managing, self-monitoring and self-modifying” (Costa & Garmston, 2006:404).

Student teachers – Individuals registered in an undergraduate course, such as the Bachelor of Education (BEd) degree at a South African university.

Traditional professional development -In-service training and other short-duration models of professional development.

Teacher leaders - "Teachers who are leaders lead within and beyond the classroom, influence others toward improved educational practice, and identify with and contribute to a community of teacher leaders” (Katzenmeyer & Moller, 1996:6).

Worldview - The set of beliefs or lens through which we see and interpret the world. It consists of a paradigm or model of how the universe works and how people work, as well as philosophies about what every individual should be like in order to meet goals, relieve suffering and find happiness.

1.7 OUTLINE OF THE THESIS CHAPTERS

This thesis investigates how literacy teachers who consider themselves to be leaders experience the process of coaching and its potential to be a more sustainable professional development strategy within the context of literacy instruction in schools.

Chapter One: Introduction to the study

This chapter serves as an introduction to the study. It describes the motivation for the study and the researcher's experiences with coaching, which serve as a background to the study. The chapter also describes the research design, methodology, research questions and the significance of the study.

Chapter Two: A literature review on the professional development of teachers as literacy leaders

Coaching takes place within a specific context and it is aimed at the learning and development of individuals for a specific purpose. The coaching process in this study is targeted at a group of literacy teachers who are considered to be leaders or potential teacher leaders. This chapter reviews the literature on the professional development of literacy teachers as leaders, which is highlighted as the pedagogical context of the study.

Chapter Three: A literature review on coaching as a development strategy

This chapter reviews the literature related to the process of coaching. The literature study provides a detailed account of the essential elements and procedures of the coaching process. It also covers the theories that underpin adult learning, as adults are the participants involved in the coaching process in this study.

Chapter Four: The integrated capacity coaching model and its manifestation in the proposed coaching programme

This chapter provides a detailed description of the specific coaching model designed specifically for the study, the coaching programme based on the model and how it was applied in this study.

Chapter Five: Research methodology

This chapter provides a detailed description of the methodological and research framework of this study. The intention of this chapter is to explain the particular stance of the researcher and how it influenced this particular qualitative research study. The choice of a collective case study design, the selection of data sources and the data-collection processes are explained in depth.

Chapter Six: Data analysis, discussion and interpretation of the findings

This chapter provides an in-depth discussion of the data analysis process and the findings of the study.

Chapter Seven: Summary of findings, implications, recommendations and conclusions

This chapter provides a conclusion to the thesis. It includes a summary of the findings, contribution of the study, limitations of the study, recommendations for future research, a reflection on the study and a concluding summary of the research study.

1.8 CHAPTER SUMMARY

This chapter described the process of the research conducted to determine what could be learnt from the literacy teacher leaders' perceptions of, experiences with, and responses to coaching as a professional development strategy. A qualitative collective case study was considered the most suitable methodology to achieve the aims and purpose of the study, while the nature of the research question dictated that an interpretative paradigm would be the most suitable research perspective. The interpretivist perspective implies that a researcher considers every research participant's perception, experience and response to coaching to be based on how they use their worldviews to make meaning of his experiences. In turn, the researcher interprets the participant's perceptions, experiences and responses according to her own worldview. It is important to differentiate between the pedagogical context of the study –which is the professional development of literacy teachers as leaders within the context of literacy teaching and learning – and the focus of the study, which is coaching. Therefore two separate chapters were used to review the literature related to the context and the focus.

A collective case study method and a range of sources (including a checklist, interviews, journals and documents) were used to collect data that would effectively answer the research questions posed in the study. The research programme was described to enable the reader to understand the processes involved in the research

study. The data collected were analysed and interpreted in response to the research questions posed.

The next two chapters give a detailed review of the literature that informed the study. Chapter Two reviews the literature on the professional development of literacy teachers as leaders, as it forms the context for this study. Chapter Three reviews the literature that focuses specifically on coaching as a development strategy.

CHAPTER TWO
A LITERATURE REVIEW ON THE PROFESSIONAL DEVELOPMENT OF
LITERACY TEACHERS AS LEADERS

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Chapter Two - Literature Review
The professional development of literacy teachers as leaders

Introduction

Professional development of literacy teachers

- **Features of effective professional development**
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Chapter summary

CHAPTER TWO

A LITERATURE REVIEW ON THE PROFESSIONAL DEVELOPMENT OF LITERACY TEACHERS AS LEADERS

2.1 INTRODUCTION

Teachers face many challenges in teaching literacy effectively in schools. The latest statistics on Grade Three learners' literacy levels in the Western Cape Province provide evidence that traditional literacy instructional approaches and practices are not leading to young learners' demonstrating satisfactory levels of success in literacy in the Foundation Phase (WCED, 2010:5). More effective professional development opportunities are needed to empower teachers to make more effective decisions regarding literacy pedagogy at classroom level.

Turner, Applegate and Applegate (2009:254) suggest that the professional development and utilisation of literacy teachers as leaders in every school is a possible solution to the challenges that schools face in sustaining effective improvements in literacy. Countries such as Australia and New Zealand have successfully introduced programmes to develop the leadership capacity of literacy teachers to facilitate professional development and support sustainable literacy improvement in the schools.

In this chapter evidence from the literature is presented to argue the need for a different approach to the professional development of literacy teachers. This chapter is divided into three sections:

- Professional development of literacy teachers;
- Capacity building of literacy teachers as leaders in schools;
- Leadership perspectives that support the development of teacher leadership in schools.

2.2 PROFESSIONAL DEVELOPMENT OF LITERACY TEACHERS

Teachers are in the best position to improve literacy teaching and learning in schools, because they know their learners' cultural contexts and literacy learning needs the best. Effectively designed professional development in literacy can possibly address

the shortcomings of literacy teachers. Steyn (2011:43) agrees that effective professional development of a literacy teacher is essential to building and enhancing the capacity required to bring about the much needed change in literacy achievement levels. This section reviews the following trends in professional development: key features, definitions, change, on-going support, adult learning and teacher leadership in relation to professional development.

2.2.1 Features of effective professional development

Professional development is a complex term that needs to be clarified within the South African educational context. The following definition is used to frame the subsequent discussions and arguments in this chapter, because of its particular focus and applicability to education. Professional development includes

...all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives (Day, 1999:4).

This comprehensive definition highlights many important features of effective professional development that are also relevant in the context of the development of literacy teachers as leaders. If interpreted from the perspective of South African literacy teachers, the relevance and significance of this definition lies in the following aspects:

- the focus of the professional development opportunity must be relevant to the role, function and needs of the literacy teachers;
- the opportunity for professional development must have a positive influence on literacy learning and teaching in the classroom;
- professional development must create opportunities for collaborative learning and reflection that will eventually transform the teacher's and other colleagues' perspectives and practice of literacy instruction; and

- participants gain the necessary cognitive, social, moral and emotional skills from the professional development opportunity to work effectively with their learners, their colleagues and other stakeholders.

According to Darling-Hammond and McLaughlin (1995:598), twenty-first century teaching practice requires a radical shift from ineffective traditional professional development, if we want to meet the diverse learning needs of all the learners in our schools. Scholars in the field of professional development, such as Reddy (2004:142-146), Fullan (1998:7-8) and Penuel, Fishman, Yamaguchi and Gallagher (2007:928-931), highlight key features of more effective professional development, which may be summarised as follows:

- the democratisation of professional development that aligns with goals of self-growth, self-actualisation and self-directed learning;
- the role of institutional policies and principles of curriculum;
- the importance of on-going professional development aligned with practice;
- the need to build internal leadership capacity for professional development.

The contributions of these scholars alert us to important aspects of professional development that are also relevant to the diverse South African education context.

Literacy teachers have diverse cultural backgrounds and professional histories; therefore proper planning and consideration must be given to the professional development opportunities that are designed for literacy teachers. They must not only be good teachers, but they need to have the ability to demonstrate effective leadership in the school situation. According to Day (2001:585), the focus of the professional development of a leader should be more on human capital development. This entails the building of knowledge and skills, including emotional intelligence (EI). With leadership, the focus is strongly on social networks and building relationships based on respect and trust (which is known as social capital development).

At this crucial period (2012) in education in South Africa, the continued demands for the improvement of the literacy levels of the diverse mix of learners are a challenge to teachers. If the goal of education reform is to raise literacy achievement for all learners, the diverse needs of every learner (such as their different learning styles, language preferences, levels of achievement, family background and socio-economic status) must be taken into consideration. Literacy teachers teaching in diverse school

environments need a differentiated approach to professional development that will address the inequities and shortcomings in their own content and pedagogical knowledge before they can effectively improve literacy instruction and the literacy achievement levels of their learners. Therefore, the goal of all on-going professional development should be an improvement and positive change in teachers' skills, knowledge and dispositions.

2.2.2 On-going professional development and change

Any opportunity for professional development offered to literacy teachers should bring about learning, which eventually translates into change in their perspectives of literacy teaching and their classroom practice. May (2007:378) emphasises how difficult it is for teachers to change their literacy perspectives and to translate new knowledge into effective classroom literacy practice and sustainable literacy improvement. Schools need on-going, targeted and relevant professional development support for a minimum period of three to five years before they can actually see an impact on literacy levels (May, 2007:391). He mentions three key phases in the professional development of literacy and the change process. In the first phase the school becomes aware of the literacy needs of the school, gathers evidence of those needs and starts to develop the literacy pedagogical knowledge of the key role players and change agents in the school. In the second phase the teachers broaden their knowledge of literacy instruction, change their attitudes and views, and individual teachers start to implement their changes in classroom literacy practices. In the last phase the focus is on the learners' literacy needs and the extension of teachers' pedagogical and content knowledge. This three-phase approach provides enough time for teachers to internalise the new knowledge and skills that will lead to more sustained literacy instruction and positive changes in the learners' literacy levels (May, 2007:389).

Guskey (1986:7-10) agrees that the process of change occurs on three levels and takes time. The main factor that motivates teachers to change their teaching practice is learners' unsatisfactory progress. Firstly, teachers experience change in their classroom practice. Secondly, they experience change in the learners' outcomes of learning. Thirdly, teachers experience change in their own beliefs and attitudes towards teaching. The difference between the two approaches is that Guskey's levels

focus on the individual teacher's personal experiences of the different stages of change, while May (2007) focuses more on the stages that the whole school will experience in its attempts to bring about change in its perspectives and literacy practices.

Sweeney (2003:6-8) supports the appeal for on-going professional development and suggests different phases. She suggests that schools first need to build a common vision for improvement. After that a visionary plan should be drawn up and implemented. In the next phase teachers sustain and support each other's professional growth. Lastly, the teachers develop better collaborative relationships and trust to introduce and manage peer observations and coaching in their classrooms. This process appears to be a well-planned one, because it allows individuals the necessary time and space to develop effectively towards the realisation of a common instructional vision for literacy. Peer observations and coaching amongst teachers is an important part of the professional development process to sustain best practice in literacy instruction in the classroom.

On-going coaching as a form of professional development has not been properly introduced into our local educational districts and schools. During informal conversations with Foundation Phase teachers in 2009 it was found that the current professional development opportunities for literacy teachers continue to be limited, fragmented, one-off or short-term and often arranged without any prior consultation with teachers and formal school leaders. The traditional trend is still to invite educators to attend a short workshop or two during the year, without any follow-up coaching or other forms of on-going support, while very little of the intended practice is ever implemented in the classrooms. The focus and content of these workshops and the developmental needs of teachers often bear no relation to each other.

The important lessons that one can take from the studies by May (2007) and Sweeney (2003) is that teachers experience on-going professional development and change in the area of literacy differently. This difference can be attributed to teachers having different cultural, intellectual and social capital, because of their different home backgrounds, teacher education opportunities and the quality of professional development. Change takes time because it involves teachers' thinking, attitudes, change of mind-sets and the implementation of classroom practice.

2.2.3 Professional development as adult learning

Adult learning is an important part of leadership development, which is often not considered in the professional development of teachers. The researcher believes that literacy teachers should be acknowledged and respected as adult learners. The process of coaching is underpinned by adult learning theory and therefore adult development and adult learning and principles are relevant to this study.

According to Allen (2007:27), one of the important adult learning principles to consider is that adults' work and life contexts determine their needs and wants with respect to learning. Adults have specific views of the world, based on their frames of reference. Their involvement in professional development allows them to develop their understanding through meaning-making and to increase their self-awareness. Starrick (2005:231) supports the view that each of the principles of adult learning theory plays a role in the design of the professional development of teachers. The creation of a supportive environment for adult learning is essential. Ample time must be allowed for peer coaching, critical conversations between teachers and the observation of classroom teaching practice by teacher leaders. The study clearly states that teachers as adult learners actually welcome the type of on-going coaching processes that allow for reflective conversations, demonstrations and constructive feedback for the purpose of on-going professional development.

The adult principle of active learning is integrated into professional development activities that engage groups of teachers in collective reflection and the sharing of information (Birman, Desimone, Porter & Garet, 2000:30). Birman *et al.* (2000:29) emphasise that active learning is one of six factors that have the potential to contribute to a shared professional culture for the successful professional development of teachers and leaders. The other five factors are: 1) the form or nature of the activity, 2) the duration of the activity, 3) collective participation, 4) a focus on content knowledge, and 5) coherence or alignment with other learning activities and teachers' goals. As adult learners, teachers prefer on-going, needs-driven and relevant professional development that offers extended opportunities for learning and more intense focus on content and active learning.

It is important that future professional development opportunities note that adults learn differently from children and those facilitators of professional development adhere to principles of adult learning to ensure that the literacy teachers learn effectively.

2.2.4 Taking ownership of professional development in schools

There is a possibility in every school, that teachers have the necessary knowledge and capacity to lead professional development. The principal is traditionally recognised as the instructional leader of the school, while the expertise and experience of literacy teachers are often ignored in decision-making regarding professional development. Professional development is often prescribed by education district officials and teachers have to accept the opportunities of professional development that are offered irrespective of their own preferences and needs for development.

Fullan (2003:2) is of the view that all professional development efforts should be geared towards the systemic transformation of the school and the professional learning of teachers. This means that every school should build its capacity through effective professional learning to take ownership of professional development for improved literacy learning. To be able to cope with change and transformation in the school, there has to be a link between the school's need for improvement and the professional development needs of the teachers. Durrant and Holden (2006:23) support the view that it is possible to transform teaching and learning through professional learning and to build internal teacher leadership capacity and trust relationships between teachers.

According to Henderson (2008:13), literacy teachers can be developed as leaders to provide the necessary internal capacity to support professional development and sustain literacy improvement in schools. These literacy leaders could eventually develop into sustainable learning communities that continue to support the learners' literacy needs in the school and the district. As they lead literacy instruction, they reflect on their literacy practices in the classroom and have continuous learning conversations with other literacy colleagues on how to overcome the challenges related to literacy instruction in the school. Henderson (2008:16) agrees that literacy

teacher leaders in the school can play a big role in the planning and facilitation of teachers' professional learning and the use of data for decision-making, and can develop the necessary coaching skills to bring about change in literacy instruction and improvement.

The perspectives of the above-mentioned researchers are useful and positive, because they indicate what is possible when teachers in the school can be capacitated as leaders. They can ensure on-going collaboration and interaction between professionals for the purpose of sharing knowledge, pedagogical knowledge and expertise in the school. This approach allows teachers to learn from each other and to support a collaborative learning culture in the school. Grant (2006b:529) has found that many South African teachers were not aware of the concept of teacher leadership, but believes that efforts must continue to promote the important role that teacher leaders can play in implementing change in schools. She suggests that the development of the essential skills of teacher leadership such as collaboration, collective dialogue and problem-solving will take time, but must be pursued in schools. The reasons that are given for the lack of teacher leadership include the hierarchical school system, the teachers' negative attitudes to change, a lack of understanding of teacher leadership and the isolation in which most teachers work in schools. However, Pillay (2009:2) claims that it is possible to create an environment that will enhance teamwork, collaboration, collegiality and reflection amongst teachers, if the leadership culture and contexts in South African schools change to introduce and support teacher leadership within the school.

2.2.5 Summary

The literature reviewed in section 2.2 emphasised important features of effective professional development. It is disturbing that the features of effective professional development mentioned are not applied consistently, or in some situations not practised at all, in South African schools. Ineffective professional development practice could be one of the reasons why training is not translating into effective classroom practice or the intended professional growth and development of teachers. In the light of the urgent need for more effective on-going professional development of teachers as leaders, this study intended to explore how coaching can deal with the shortcomings in traditional professional development.

The next section explores the literature on the capacity building of literacy teachers as leaders of learning within the area of literacy and the value of teacher leadership in schools.

2.3 CAPACITY BUILDING OF LITERACY TEACHERS AS LEADERS IN SCHOOLS

The capacity building of cohorts of literacy teachers as leaders could possibly provide the expertise and leadership to support professional development and school-wide literacy improvement. Literacy teacher leadership is seen as a specialised area of the development of teacher leadership. This section highlights the following aspects that are relevant to the development of literacy teachers as leaders: the notion of teachers as leaders, the potential of literacy teachers as leaders in schools, the concept of teacher leadership, the characteristics and benefits of teacher leadership and the school as a supportive context for teacher leadership.

2.3.1 The notion of teachers as leaders

This study focused specifically on literacy teachers as leaders – a concept not commonly referred to in the Western Cape educational environment. The concepts of teachers as leaders and teacher leadership are discussed from the perspective of informal leadership for the enhancement of teaching and learning. Informal leadership is described by Hara (2004:22) in her study on teacher leadership as “the unofficial, informal roles that are taken on by classroom teachers, without any reward or recognition”. In the case of informal leadership, leadership power is intentionally distributed to enhance collaboration and strengthen relationships amongst individuals in the school.

The researcher worked from the premise that there are teachers in every school who are leaders by virtue of their knowledge and expertise, but whose leadership capacity is not openly acknowledged by the principal and the school management team. The expert teachers are neither supported, nor intentionally used to support effective learning of teachers or learners. These teachers may not have formal leadership positions, but they are respected by their colleagues in the school because of the

informal leadership roles that they willingly play and the contribution that they voluntarily make to the advancement of teaching and learning.

Gunter (2005:9) argues that part of being a teacher is to function as a leader. In everyday school and classroom practice, ordinary teachers are very often required to make decisions and to demonstrate leadership. They do not see themselves as leaders, nor are they acknowledged for their leadership activities. She also mentions that authority to lead need not be located in the person appointed formally as the school leader or principal, but can be dispersed within the school among individuals who perform leadership roles without being formally appointed. Katzenmeyer and Moller (1996:11) regard teacher leadership as a “critical competency for every teacher” – they strongly advocate teacher leadership and believe that every teacher has the professional capacity to lead learning. The following quotation from Katzenmeyer and Moller (1996:2) emphasises the significance of developing leadership in teachers to address the changes needed for sustainable improvement efforts:

Within every school, there is a sleeping giant of teacher leadership that can be a catalyst to push school reform... By using the energy of teacher leaders as agents of school change, the reform of public education stands a better chance to succeed (Katzenmeyer and Moller (1996:2).

Besides the few research studies done in KwaZulu-Natal (South Africa) on teacher leadership in general (Grant, 2010; Moonsamy, 2010; Khumalo, 2008), there is no local research specifically focused on the concept of literacy teacher leadership in South Africa. However, literacy teacher leadership has successfully been implemented in countries which have very different educational contexts to South Africa, namely Australia, Canada, Britain and North America. For the purpose of this study, the definition of literacy teacher leadership is based on that of Hara (2004:42). She describes literacy leadership as the leadership offered by teachers who have an in-depth understanding of literacy instruction and the enthusiasm, commitment and passion to support teachers to improve literacy instruction.

The main message from the literature in support of the study is that all teachers have the potential to be leaders and that, with proper professional development opportunities, they can be enabled to demonstrate effective leadership in schools.

2.3.2 The potential of literacy teachers as leaders in schools

Literacy leadership can be developed to such an extent that schools can effect school-wide change in literacy instruction. Teacher leaders support the development of a common understanding of effective literacy instruction, show purposeful commitment to literacy improvement and initiate the development of an empowered literacy learning community.

The Catholic Education Office in Melbourne, Australia implemented Literacy Advance, a strategy to improve literacy teaching and student achievement. They released a report in 2007 (Catholic Education Office, 2007) which has been instrumental in the attempts to improve early literacy instruction in Australia. The present study highlights the need to develop the leadership capacity of literacy teachers to support their colleagues in the task of literacy improvement. The study also shows that effective teacher leadership can contribute to positive changes in learners' literacy levels. However, teachers must be supported to expand their understanding of literacy teaching in order to address the diverse literacy needs of their learners.

In support of the argument for the capacity building of literacy teachers as leaders, the possible positive contributions of teacher leadership to literacy development in schools have been summarised below (Catholic Education Office, 2007:1):

- a strong commitment to literacy improvement for all learners;
- literacy instruction that is focused and responsive to all learners' needs;
- the availability of in-school literacy expertise and pedagogical content knowledge;
- a team effort and commitment to improve the levels of literacy;
- strengthening professional learning through learning conversations and critical reflection; and
- on-going support to literacy teachers to build teachers' pedagogical knowledge and agency through a range of professional development strategies.

Each of these contributions appears to be relevant to the concerns that the researcher has about the number of schools that urgently need on-going professional

development opportunities to address the low literacy levels of learners in South Africa.

According to Turner, Applegate and Applegate (2009:254-256), literacy leaders have very specific qualities, which range from having a great respect for and love of reading to surrounding themselves with books and other enthusiastic literacy teachers. They are professionally competent and they remain well-informed about literacy teaching methods by attending professional development opportunities, where possible. The literacy teachers' classroom is a stimulating literacy learning environment, where learners are exposed and have access to many different types of texts. The learners' literacy strengths and needs are important for the literacy leader, because they use that knowledge to orchestrate appropriate literacy learning opportunities for their learners. Lastly, literacy leaders believe that being literate can change the life and future of any individual positively.

Research done by Henderson (2008:8) has provided important evidence about literacy leadership development and the different roles that literacy leaders play in schools. She suggests that to prepare literacy teachers for the new role of being a leader in the schools, there should be appropriate professional development programmes. These programmes should focus on the development of literacy pedagogical content knowledge and leadership skills. For the purposes of this study, literacy pedagogical content knowledge can be explained as general knowledge of pedagogy and the knowledge content specific to the area of language and literacy.

Assuming the presence of literacy teachers with expertise and special qualities in every school, it would be of great benefit to the school to identify those teachers and to develop their leadership capacity. The provision of intentionally designed professional development programmes has the potential to develop the literacy leadership capacity of those teachers. They can be capacitated to support other teachers to make similar contributions towards the advancement of literacy in their own schools. Although the role of teachers as leaders is mentioned in the Norms and Standards for Educators document (Republic of South Africa, 2000), it is a matter of concern that there has been no official strategic action taken nationally or provincially to focus on the leadership development of literacy teachers to meet the challenges of literacy instruction and improvement in schools. This study will

therefore take the initiative and attempt to develop literacy teachers as leaders through the process of coaching.

The following section devotes attention to the broader concept of teacher leadership and its potential value in schools.

2.3.3 Understanding the broader concept of teacher leadership

The concept of teacher leadership has expanded and evolved over time. Teacher leaders lead learning in different areas of the curriculum. Literacy teacher leadership is teacher leadership focused on literacy. A few definitions of teacher leadership are highlighted because of their relevance to this study.

Katzenmeyer and Moller (2001:17) define teacher leaders as “teachers who are leaders within and beyond the classroom, who identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice”. Neuman and Simmons (2000:12) focus on the aspect of collaboration and sharing of expertise as elements of teacher leadership, demonstrated when networks of teachers gather regularly to share their own or their students’ work in study groups in order to better understand teaching and learning. Crowther (1997:6) describes teacher leaders as “individuals acclaimed not only for their pedagogical excellence, but also for their influence in stimulating change and creating improvement in the schools”. The common understanding among these authors is that the concept of teacher leadership is focused on using the expertise of other teachers to enhance collaboration for the improvement of literacy instruction in the classroom.

These definitions highlight specific features of teacher leadership, such as the expertise of teacher leaders to teach, to lead and to be life-long learners. The definitions indicate the power that expert teachers have to influence a culture that supports the improvement of teaching and learning. They also point to teacher leaders and the positive contribution that they make to change teaching from an isolated practice to a collaborative and supportive teaching and learning environment. The research completed by, among others, Grant (2010) and Khumalo (2008) in KwaZulu-Natal has paved the way to establish a culture of teacher

leadership in schools. This study hoped to expand the research on teacher leadership in the South African education context. It focused specifically on literacy teacher leadership development through the process of coaching.

2.3.4 Characteristics of effective teacher leadership

Collaboration between colleagues which is aimed at school change is a key characteristic of teacher leadership. Dimensions of collegial relationships, mutual trust and support and a school-wide commitment to improved teaching and learning are important for the effective practice of teacher leadership. Teaching has traditionally been described as an isolated practice – schools will need to work on changing the school culture to embrace the notion of a community that works together and shares information without feeling threatened by other colleagues.

According to the literature reviewed, there are a number of other important skills that need to be developed by teacher leaders. Katzenmeyer and Moller (1996:60) emphasise the importance of good relationships in the school environment. Teacher leaders sometimes find it difficult to balance relationships with their peers. Being a HoD in a primary school has taught me that a teacher leader needs to be equipped with good interpersonal skills, especially when requests are made and cooperation is required in efforts to reach specific goals. Trust, respect and the ability to relate to colleagues in difficult times of change all contribute to a positive culture in the school. Brown *et al.* (2005:36), emphasise the importance of excellent communication skills and the use of appropriate language as a tool that leaders can use to respond effectively and to generate action. This information is important for leaders in schools who lack the appropriate and respectful communication skills of listening and speaking.

In contrast to traditional authoritative notions of leadership, which are still adhered to by many school principals in the South African education context, teacher leadership flourishes in a culture of collective leadership, where teachers work collaboratively to develop their expertise and expand their pedagogical knowledge. Muijs and Harris (2006:967-970) identify different indicators and characteristics of teacher leaders that are required to enhance the development of teacher leadership in schools. Firstly, there is an emphasis on collegiality with the purpose of improving and developing

school effectiveness. Secondly, teachers are given the opportunity to lead, which has been proven to improve the quality of relationships amongst the different role-players in the school. The third indicator is the specific role that teacher leaders play in improving literacy instruction. Finally, teacher leaders play a role in changing the culture of the school. In summary, these indicators point to the importance of developing a school culture that is focused on changing traditionally isolated and individually orchestrated school improvement efforts into a school-wide collaborative way of working towards school improvement.

Informal teacher leadership is not commonly acknowledged in South African schools, because education policy and most formal school structures only make allowance for permanent appointments in formal leadership roles as described in the Personnel Administrative Measures (PAM) document (Republic of South Africa, 1999: Ch A4.4). By virtue of their responsibilities and roles, formally appointed leaders are the teachers usually invited to a professional development workshop, with the intention that they go back to the schools to inform their colleagues about any new knowledge or changes to the curriculum. This very seldom results in the sharing of information to other colleagues as intended. Despite this situation, there are teachers who take the lead and demonstrate leadership in their informal capacities as grade leaders, curriculum coordinators, leaders of curriculum study groups and working group clusters in the current school environment.

In summary, the literature alerted us to the different domains in which teacher leadership is practised within education and the characteristics that teacher leaders need to perform effectively. Expert teachers have the necessary knowledge and expertise to teach effectively. However, they do not always have the necessary skills to perform their role as informal teacher leaders. As teacher leaders they therefore need to be capacitated to provide mentoring and coaching, instructional leadership, contribute to change and school-wide improvement, and manage community involvement, partnerships and district collaboration. Sabatini (2002:39) found that informal teacher leaders do not receive suitable training and suggests that important aspects need to be included in the design of professional development for teacher leaders. For their leadership role teacher leaders need two types of expertise to effectively assist their colleagues in the improvement of literacy instruction. Firstly, they need expertise in the pedagogy of literacy teaching, and secondly, they need

expertise in leading change processes in school. Sabatini (2002:39) argues that the professional development of teacher leaders should focus on aspects specific to their leadership role, as well as on the development of teachers' skills and knowledge. This argument is also applicable to schools in South Africa.

2.3.5 The potential benefits of teacher leadership

The development of teacher leadership in schools holds potential benefits on many levels. There is sufficient evidence from the literature to support this statement. According to Muijs and Harris (2006:966), teachers' levels of self-efficacy are positively influenced because they learn together, which improves quality teaching. They share best literacy teaching practice and are involved in on-going conversations about literacy practice. On another level, the teachers' increase in quality teaching leads to improvement in learners' learning. Teacher leadership also improves teachers' levels of confidence, which leads to teachers using and sharing their expert pedagogical content knowledge to make better decisions about pedagogy. Sabatini's (2002:205) research on teacher leadership in an elementary school revealed that ordinary teachers learn good leadership skills by observing teacher leaders in action. The concept of teacher leadership in schools promotes the creation of a powerful environment for collaboration and the sharing of knowledge. A safe environment encourages respectful working relationships that improve trust amongst teachers. The study also found that teachers' classroom instruction with literacy teaching improved when working with literacy leader teachers. Teachers are eager to learn and improve their pedagogical skills and they are proactive and responsive to change. Teachers were found to be more focused on learners' needs when teaching, taking risks with innovative ideas and methods, understanding how students learn, and becoming agents of change (Sabatini, 2002:203).

Sabatini also emphasises that teacher leadership encourages individuals to change from being competitive and working in isolation to working effectively with colleagues to improve teaching and learning. Teacher leaders are passionate about teaching and share new ideas with colleagues who show the same commitment to making a difference in the lives of their learners. This study also demonstrates that teacher leaders are active in initiating relationships with their colleagues who share their vision for literacy improvement. Meaningful conversations and interactions among

trusted colleagues allow for the expansion of their repertoires of teaching strategies, lesson ideas and materials to support instruction.

In the South African context the different phases in the school system could hinder collaboration and cohesion. There are divisions between the Foundation Phase, the Intermediate Phase and the Senior Phase teachers in a primary school. The curriculum content is different and very often the classrooms of the different phases are in different sections of the school building. On a cultural level, schools now employ teachers who come from diverse cultural and linguistic contexts. This often creates divisions on the grounds of language and culture, which is not conducive to the improvement of relationships. The different teacher unions that are politically affiliated have an important role to play to promote positive relationships between teachers and the school leadership.

Many benefits can emanate from teacher leadership in schools. However, the school environment and culture appear to inevitably determine the success of the introduction of teacher leaders to lead improvement in the school. The next section focuses on the role of the school environment and culture in teacher leadership development.

2.3.6 The school environment and culture as a supportive context for the development of teacher leadership

The development of teacher leadership appears to flourish in a supportive school context. This section highlights the literature regarding the important role that the school context plays in the successful implementation of teacher leadership development.

Muijs and Harris (2006:967) identified several factors that may impact on successful teacher leadership. These factors include strong principal support and guidance, strong communicative and administrative skills, an understanding of organisational culture and a re-examination of traditional and cultural patterns of power and authority in school systems. They highlighted the value of data for the improvement of learning, the introduction of innovative professional development programmes such as coaching and mentoring, and increased opportunities for active teacher

involvement and shared practice in a collaborative working environment. Lastly, they emphasise a school culture that enhances creativity and acknowledges innovation and commitment to continuous learning.

Although many schools have a positive school environment that enhances the culture of teacher leadership, Muijs and Harris (2006:970) identified three factors which can impact negatively on the effective implementation of teacher leadership. Despite being held accountable for literacy improvement, school principals were found to be not equipped to provide instructional leadership. Poor time management is indicated as another hindrance in effective teacher leadership practice, because teacher leaders do not have the ability to manage their time to perform all their expected tasks effectively, without the interruption of ad hoc instructions and administrative meetings. Also, the meetings that are intended for discussions on curriculum change usually focus more on administrative issues and less on the enhancement of pedagogical knowledge or leadership skills.

From the researcher's own in-service professional development sessions with teachers and personal visits to students during teaching practice at schools (in South Africa education students are compelled to do teaching practice as part of their training), it is evident that very little time and opportunity are allowed for teachers to support each other in improving classroom instruction –albeit as a critical friend or mentor. Inexperienced teacher leaders very often do not receive the necessary training and support to develop essential leadership skills such as effective time management and communication and building confidence to manage their roles effectively. The principal's leadership style can be a hindering factor in the implementation of teacher leadership. A common structural barrier that still dominates in many schools is the traditional principal who continues to make authoritarian decisions without consulting or considering the rest of the staff members.

Schools are complex organisations and the increasing demands on school principals impact on their main function, namely to create a supportive environment for the curriculum to be translated into effective learning in every classroom. Having the principal as the only instructional leader in a complex school environment is not practical to ensure school-wide improvement in literacy. The role of instructional

leader could be expanded to include teachers. If teacher leadership is to flourish and impact positively on school improvement, the above-mentioned barriers, which are still experienced in many schools, need to be addressed.

2.3.7 Summary

Capacity building of teachers as literacy leaders indicates potential value for school-wide literacy improvement. The literature on teacher leadership highlighted its potential to change individual teacher practice and transform the culture of both the school and the community. Any form of teacher leadership development requires not only a supportive context, but also appropriate skills and a suitable disposition to lead effectively. A supportive school culture creates the environment and opportunity for collaboration, mentoring, coaching, study groups, critical learning conversations and reflection amongst teachers. The successful implementation of all forms of teacher leadership, including literacy teacher leadership, will depend on the school and the different individuals in that school. The literature showed that collaborative relationships and trust among school staff members is fragile – it needs to be nurtured in most schools that wish to implement literacy teacher leadership. The traditional authoritarian leadership culture of the school cannot continue, or it will hinder the potential of teacher leaders to contribute to school-wide literacy improvement.

In order to achieve the objective of coaching literacy teacher leaders as a professional development strategy, the support of the school leadership will be an important consideration. The next section therefore focuses on relevant perspectives on leadership that support the development of literacy teacher leaders in schools.

2.4 LEADERSHIP APPROACHES AND PERSPECTIVES THAT SUPPORT THE DEVELOPMENT OF TEACHER LEADERSHIP IN SCHOOLS

The effective enactment of teacher leadership requires from the education districts (the official demarcated education management and development areas in every province) and the schools a leadership culture where there is a belief that every teacher has the potential to lead teaching and learning in schools. The following

perspectives on leadership are seen to be supportive of coaching as a professional development strategy and the effective implementation of teachers as leaders in school:

- A distributed approach to leadership;
- A constructivist approach to leadership;
- An ontological perspective on leadership.

2.4.1 A distributed approach to leadership

Distributed leadership is very different from the traditional hierarchical leadership system currently prevalent in many schools. It is described as an educational context that embraces the distribution of power to any willing and capable teacher whose central purpose is to lead for the sake of improvement of learning in the school, without the school principal relinquishing his or her responsibility. This description is based on the views of a number of scholars in the field of the development of teacher leadership (Grant, 2008; Hinrichs, 2006).

The distributive perspective offers a particular way of thinking about leadership practice beyond the function of leadership as an activity located solely in the principal. In school organisations where distributed leadership is practised, the principal plays a key role in facilitating change and improvement, and fully supports and nurtures broad-based leadership for the effective improvement of teaching and learning. In such a school environment the principal, senior management team members, teachers and teacher leaders collaboratively use dialogue and enquiry to construct knowledge and make meaning of the curriculum to improve teaching and learning.

According to Lambert (2003:426), there are certain features that are indicative of effective teacher leadership development in schools namely: committed and collaborative participation, a common vision, on-going reflection and inquiry, and improved learner achievement. This view is supported by Harris and Muijs (2005:28), who emphasise the importance of including teachers with expertise to provide the necessary leadership and guidance to other role players. In a distributed leadership environment, teachers are acknowledged as being responsible for leading learning and supporting the learning of others. They are enabled to share information and

learning through participation in productive discussion, collaborative enquiry and critical reflection.

Researchers such as Spillane, Halverson and Diamond (2004:16), Hinrichs (2007:239) and Fullan (2003:4) support a more collaborative and distributed leadership approach, where leadership is expanded to every level in the school to support on-going learning and improvement. However, they caution that the successful implementation of a distributive and collaborative leadership approach is very dependent on the quality of relationships between teachers and the school management team. A culture of distributed and collaborative leadership accepts that informal teacher leadership empowers teacher leaders to bring about change by influencing the practices of other colleagues. The reality is that, in practice, distributed leadership might result in the school management team feeling threatened by other teachers displaying effective literacy leadership and gaining the respect of their colleagues.

However, the possibility exists that teachers may not want to take the risk of becoming teacher leaders purely for the sake of leading learning. Many schools appear to have problems with relationships and trust between teachers and principals – teachers may have difficulty in willingly agreeing to be leaders in such strained environments. Working together with colleagues with different perspectives on learning or various knowledge levels could prove to be a very difficult and tedious process. Teachers who are used to working in the traditional culture of isolation will need to be convinced of the benefits of working in a distributed leadership fashion, where many are allowed to lead instead of only the principal. After that they need time to build a culture of trust, which is necessary for collaboration. Only then will they reach the point where they have the confidence and are empowered to change the culture of teaching and learning.

Although many schools in South Africa still embrace the traditional bureaucratic and hierarchical leadership culture, a distributed and collaborative leadership approach offers an opportunity for change to create a collaborative culture where teachers can work and learn together. The constructivist approach to leadership, discussed in the next section, has the potential to improve the collaborative nature of the school leadership culture.

2.4.2 A constructivist approach to leadership

A constructivist approach to leadership is derived from the idea of constructivism. It is described by Lambert (2003:423) as a form of leadership that involves “learning through the processes of meaning and knowledge construction, inquiry, participation and reflections and the enactment of such reciprocal, purposeful learning in a community”, such as the teachers in the school learning environment. The nature of this leadership is constructivist, because the leadership actions involve individuals who together construct meaning and find solutions to problems in a reciprocal manner. The decision to include a constructivist leadership approach in this study is based on its relevance to adult learning, as the needs of teachers as adult learners are important in professional development. In constructivist contexts individuals’ beliefs, values and experiences are considered in the process of leading and leadership. Leadership activities are structured to allow individuals to participate actively, collaboratively and reflectively. This study is an attempt to introduce coaching to create an environment to promote constructivist leadership among the literacy teacher leaders. A constructivist leadership approach allows the literacy teacher leaders to build a professional culture where they can focus on the construction of meaning in a trusting environment. Constructivist leadership provides a system of meaning making for leadership actions. Coaching is the vehicle that is used to facilitate collaborative meaning making among the literacy teacher leaders.

The literature on constructivist leadership was discussed in this section to strengthen the researcher’s argument for a suitable leadership approach in support of the development of literacy teacher leadership. Griffiths (2009:17) is of the opinion that one of the key functions of leadership in the school is to create opportunities for on-going learning and transformation amongst teachers. A school environment that supports teacher leadership creates opportunities for collaborative learning between teachers as adult learners. Lambert (2003:423) reminds us that all adults have prior experiences that manifest in the form of personal frames of reference, which they bring into the process of meaning making and reflection during social interaction with other adults. The outcomes of learning together, especially in diverse learning contexts, can be an enriching experience where teachers can become more flexible and sensitive to others’ problems and needs.

Moore and Whitfield (2008:587) claim that teachers who have focused collaborative discussions on the challenges they face with literacy instruction in their classrooms create opportunities for self-reflection and collaborative reflection. Teachers who engage in regular self-reflection are able to identify their strengths and shortcomings, and plan their professional development accordingly. Teachers who regularly engage in collaborative reflective thinking about their literacy teaching practice have the potential to develop into a learning community of reflective practitioners. Moore and Whitfield (2008) suggest that teacher leaders should engage in reflective practice for personal and professional growth.

In an educational community where teacher leadership prevails and everyone works towards the improvement of learning (such as the school), the leadership culture appears to play an important role. Harris (2005:203) agrees that a constructivist leadership approach facilitates the capacity building of teachers as leaders and allows opportunities for collaborative thinking and reflective enquiry amongst teachers and teacher leaders. Harris suggests that the function of a constructivist leadership approach should be to enable the growth of relationships that impact positively on reciprocal teaching, learning and leading. It is believed that literacy teacher leaders can work together effectively with other colleagues within such a social learning context towards achieving a common purpose for improved literacy teaching and learning. Fullan (1998:4) supports the argument that together the teachers and leaders in a school are the best persons to address challenges of learning and teaching. The solution lies in schools building a culture of learning and support, where issues are resolved through reflection and collaborative discussion.

Guskey (1986:7-10) and May (2007:402) have established that changing literacy teaching practice is a complex and slow process. Teachers and teacher leaders who engage collaboratively in dialogue and reflective enquiry are seen as powerful agents of change. They can improve literacy teaching in their schools instead of being reliant on top-down decision-making. On-going dialogue through sustained conversations amongst teachers and teacher leaders creates the opportunity to share ideas, to improve listening and to investigate problems from different perspectives. This study advocates a leadership culture in South African schools that allows those with expert content knowledge, pedagogical content knowledge and leadership skills (such as literacy teacher leaders) to lead literacy improvement.

Although a constructivist approach to leadership is seen to be appropriate for the implementation of literacy teacher leadership, the constraints in the current hierarchical system in South Africa cannot be ignored. The education system in South Africa promotes a culture of individualism and traditionally teachers do not readily disclose much about their teaching practice. There are not many schools that have regular staff development gatherings nor do they have structures within which the teachers can have collaborative discussions on school-wide issues related to the curriculum, such as the challenges, assessment or pedagogical practice related to literacy. Furthermore, principals and teachers in South Africa are limited by educational policies, hierarchical structures, on-going changes to the curriculum, inconsistent teaching approaches and ineffective professional development strategies.

Many teachers find themselves confused, demotivated and doubtful about their teaching ability, because of the lack of effective professional development. This influences their ability to teach effectively and, in many cases, leads to teachers leaving the profession. The researcher's many years of experience in the education sector have indicated to her that it is very difficult to transform practice that is prescribed by policy within the hierarchical school system. It takes integrity, strength, determination, commitment and a strong belief in their capabilities as teachers to embark on a journey of change and transformation. This could mean that teachers will need to challenge their own belief systems and take the risk of becoming involved in new ways of being, thinking and doing as literacy teachers and leaders.

Given that teachers and leaders could reach a stage of transformation where they become aware of their limitations and need to challenge their own belief systems, the next logical step would be to consider an ontological perspective on leadership that focuses on the self-awareness of individuals and their sense of being leaders.

2.4.3 An ontological perspective on leadership

The concept of the ontological approach to creating leaders was introduced by Erhard, Granger, Jensen and Zaffron (2009). An ontological perspective on leadership describes the concept of leader and leadership from the perspective of one's "way of being". According to Webster's *New World Dictionary* (Neufeldt and Sparks, 1990:55) being is defined as one's "essential nature". With the ontological perspective on leadership, the focus is therefore on becoming aware of who you are being when you are a leader.

The decision of the researcher to include an ontological approach to leadership is based on the premise that literacy teacher leaders need to start with self-reflection on who they are as teachers and leaders, before they can understand the concept of leadership and practise leadership effectively in schools. While distributive and constructivist leadership approaches can provide the support networks for effective leadership practice, teachers cannot be coerced to be teacher leaders by the formal leadership structure in the school or the education district. Hinrichs (2007:242) claims that there are many teachers who do not see themselves as leaders, despite the fact that they perform leadership roles in their classrooms when they make decisions to ensure that they provide the best teaching methods for their learners.

According to Erhard *et al.* (2009:7), the ontological perspective on leadership is based on the ontology of being human. It provides individuals with a pathway to being leaders and how to exercise leadership effectively. This perspective presents individuals with the opportunity to understand the nature of being a leader and also to understand their actions while demonstrating leadership. According to this perspective, your way of being determines your frame of reference and consequently influences your perceptions, your emotions and your actions as a leader. To exercise leadership effectively, it is necessary for individuals to identify all the factors and circumstances that might limit their personal and professional growth and development. Erhard *et al.* (2009:9) refer to these limitations as "ontological constraints". With the ontological approach, the individual is enabled to identify the factors that limit his or her ability to work and lead effectively.

This ontological leadership approach holds much relevance and many possibilities for the development of teacher leadership, especially in this study. If teachers as literacy leaders have knowledge of the ontological leadership approach and are aware of their leadership constraints, they can determine the way in which they deal with any leadership situation.

2.4.4 Summary

The traditional leadership culture, which is still found in many schools, is described as an authoritarian leadership culture. In this section (2.4) the researcher highlighted the literature on the importance of a suitable leadership culture that supports the development of literacy teachers as leaders. A distributive leadership approach supports the argument that teacher leadership flourishes in a culture which facilitates collaboration. It indicates the difficulties and benefits that schools experience with distributed leadership. A constructivist approach to leadership supports the learning of other teachers (as adult learners) through collaborative reflection and learning. The literature provides important information on adult learning principles and the influence of effective adult learning. The ontological perspective on leadership is relevant as it links to the ontological approach to coaching that will be used as part of the coaching programme in the study. All three suggested leadership perspectives are very different from what teachers and educational leaders have traditionally been exposed to in South African schools. Therefore, it is an important consideration in the argument for a different approach to professional development.

2.5 CHAPTER SUMMARY

This chapter has highlighted the literature in support of the researcher's argument for a different approach to the professional development of literacy teachers as leaders. The traditional professional development and training model used in South Africa has been ineffective because of its lack of focus, follow-up and incongruence with literacy teachers' professional development needs. The message from the literature reviewed in this chapter emphasises that a more adequate professional development system is urgently needed in our diverse education context – one that allows for job-embedded opportunities, on-going collaborative critical reflection and needs-driven and data-

driven professional learning experiences. Literacy teachers will always be confronted with new expectations and challenges in literacy instruction. Therefore, schools should strive to develop a culture of on-going professional development in the school where teachers are selective and design their professional development according to their needs.

The value of teacher leadership has still not been realised, nor its potential to ensure a change in literacy teaching and learning in our schools. The literature review confirms the role that teacher leaders can play in school-wide literacy improvement, but also points out the many complexities in teacher leadership development and the effective exercise of leadership in the area of literacy. Although there is no guarantee that any form of professional development will be successfully implemented in South Africa's diverse school contexts, we cannot ignore the potential benefits of capacitating literacy teachers as leaders.

With a professional development programme purposefully designed for them, literacy teacher leaders could develop the necessary knowledge, skills and attitudes to build in-school leadership capacity to continue the process of on-going professional learning for teachers. The education districts and schools could consider approaches that include the capacity building of literacy teacher leaders who engage other teachers in critical reflection and collaborative discussions for school-wide literacy improvement. The researcher supports the views of Neufeld and Roper (2003:3) that coaching embraces essential features such as collaboration, grounded inquiry, reflection and change, and focuses on improving instruction and leadership in schools.

The next chapter reflects on the relevant literature to strengthen the argument for coaching as a professional development strategy for literacy teachers as leaders. The intention is to enhance the capacity of literacy teachers as leaders to provide internal professional development and support for literacy improvement in schools.

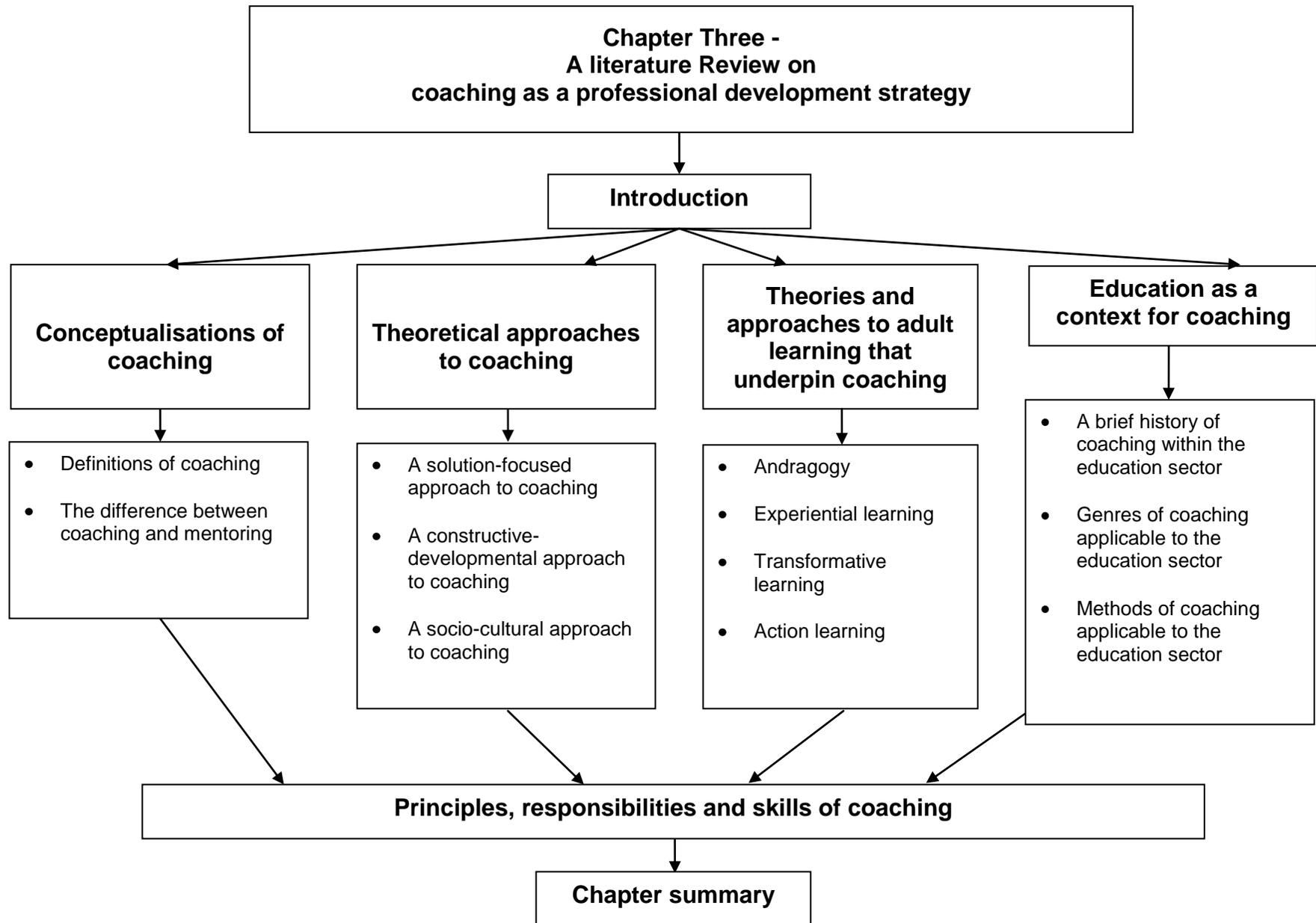
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3.7 CHAPTER SUMMARY

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A diagrammatic roadmap to this chapter is presented on the next page. It serves as a summary of the chapter content and illustrates the logic of the layout of the chapter.



CHAPTER THREE

A LITERATURE REVIEW ON COACHING AS A PROFESSIONAL DEVELOPMENT STRATEGY

3.1 INTRODUCTION

Coaching is a human development strategy that occurs in a specific context and is aimed at the development of sustainable learning processes. In Chapter Two the literature surveyed focused on the professional development of literacy teachers as leaders to illustrate the context for coaching investigated in this study. Coaching is a term more commonly used in South Africa to describe a variety of coaching activities within the sports environment and the business sector. However, coaching as a human and professional development strategy is at an emergent stage in the education sector. The literature reviewed in this chapter approaches coaching as a professional development strategy in schools. The researcher argues for coaching as a sustainable process of professional development to develop the capacity of literacy teachers as leaders to identify and find solutions to the challenges of literacy in schools.

The term “coaching” is often used synonymously with the term “mentoring”, although the two can be distinguished clearly in terms of activity and purpose. The distinction between coaching and mentoring is explained in section 3.2.2. Brown, Stroh, Fouts and Baker (2005:1) see the purpose of coaching as capacity building for change in schools. They believe that the development of human and social capital is a necessary element of any school improvement effort. This perspective is supported by Witherspoon and White (1996:127), who regard coaching as an effective process to enhance skills and performance, as well as to facilitate leadership development to manage change. They suggest that coaching is a potentially powerful development process because it can accommodate each person’s preferred needs, style and pace of learning. Coaching is intended to support individuals and teams to reach their goals and there is a collaborative relationship between the coach and the coachee.

This chapter is divided into the following sections:

- Conceptualisations of coaching;
- Theoretical approaches to coaching;

- Theories and approaches to adult learning which underpin coaching;
- Education as a context for coaching;
- Principles, responsibilities and skills of coaching.

The above-mentioned aspects are relevant to coaching within the education sector and form the foundation for the coaching programme that was used in the study.

3.2 CONCEPTUALISATIONS OF COACHING

The term “coaching” is derived from an old Anglo-Saxon word “carriage”, meaning a vehicle that takes you from where you are now to where you want to be. It is believed that the term “coach” stems from the French term “coche”, which was linked to the coachman who used to drive people in carriages and which means, “to transport important people from one place to another” (Witherspoon & White, 1996:124). The English borrowed the concept of the vehicle and called it a stage coach. Hence the root meaning of the verb “to coach” is to convey a valued person from where he was to where he wanted to be (Evered and Selman, 1989:16).

3.2.1 Definitions of coaching

The meaning of the word “coach” originally referred to a form of conveyance, specifically, a four-wheeled carriage. This meaning has since expanded and is currently used in the private sector, the school sector and the sport sector in a number of ways. The term “coach” is used as a noun to describe the person who acts as the coach and as a verb to describe a specific action when you “coach” someone. Coaching has mainly been used in the field of sport and athletics in the past, but currently it is successfully being used in the business sector as a development strategy. The use of coaching has emerged in the education sector to support school leaders and teachers to cope with the challenges in education. Reiss (2006:201) recommends coaching as a suitable strategy to identify and actively address the strengths and shortcomings of teachers and leaders. According to the International Coach Federation (2005), coaching is defined as “an on-going partnership that helps clients produce fulfilling results in their personal and professional lives. Through the process of coaching, clients deepen their learning, improve their performance and

enhance the quality of life.” Spence and Oades (2011:37) see coaching as a process that is fundamentally concerned with the enhancement of human functioning through the improvement of knowledge, emotional intelligence and self-regulation. Burke and Linley (2007:63) suggest that successful coaching opportunities appear to be those that are goal-directed and based on the values and strengths of the individual.

Definitions of coaching vary considerably according to the different contexts. The following definitions are applicable in the education context. Joyce and Showers (1980) were instrumental in promoting instructional coaching directly aimed at the improvement of performance and the development of teaching skills through modelling or instruction. Coaching is focused on moving a person to a higher level of competence, confidence, performance and insight – this supports Whitmore’s (1995:8) view that “coaching is unlocking a person’s potential to maximise their own performance. It is helping them to learn rather than teaching them”. These definitions portray coaching as a learning and development tool that brings about positive change in people’s personal and professional lives.

Coaching appears to be a systematic process that assists individuals to explore issues, set goals, develop action plans, act, monitor and evaluate their performance in order to better reach their goals. The coach facilitates and guides the coachee through this process. A coach is a skilled professional who inspires people through inquiry and discovery to change how they see and think, and eventually create new possibilities for successful living. The coach uses open-ended questions to provoke thought and raise awareness, and to inspire motivation and commitment. What appears to be important from these definitions is that coaching is an intervention aimed at helping the coachee to identify and achieve his or her clearly defined goals.

Despite the different definitions, the core constructs of professional coaching include a helping, collaborative (rather than authoritarian) relationship between the coach and coachee. The focus is on solution-finding instead of on problems, on collaborative goal-setting instead of prescriptive development goals, and excellent facilitative coaching skills instead of ineffective presentation skills. The focus of coaching is on multidimensional learning, which is very different from the traditional transmission of information. The coaching process is developmental and places more emphasis on the quality of the process to ensure success. Coaching appears to be a

positive experience that works from the strengths of the individual and on-going capacity building, instead of working from the deficit perspective, which continues to be characteristic of many South African schools. The many different definitions of coaching mentioned here highlight that it is necessary for all role players to have a common understanding of the definition, role, skills and process of coaching before they embark on the implementation of coaching as a professional development strategy in schools.

3.2.2 The difference between coaching and mentoring

The words “coaching” and “mentoring” are sometimes used interchangeably in the literature on human development. In the South African education sector mentoring is more commonly known and used in professional development. To avoid any confusion between mentoring and coaching, it is necessary to point out the differences and similarities. The literature draws a clear distinction between the two processes, but the focus will be on coaching for the purpose of this study. The process of mentoring has been in use for a longer period than coaching, but both processes have certain practices, applications and values which are similar. According to Baek-Kyoo (2005:474), mentoring is a development process where a more experienced individual is willing to share his knowledge with someone less experienced in a relationship of mutual trust. Coaching is understood to be somewhat different than mentorship as it implies a shared mutual learning process, rather than one in which a more experienced mentor is present. Whilst newly appointed employees have no choice but to participate in mentoring, an effective coaching relationship is dependent on the voluntary participation of the coachee to reach a specific goal. The relationship in both mentoring and coaching is based on confidentiality, trust and integrity.

The terms “mentoring” and “mentor” are often used incorrectly in the education sector and this leads to misunderstandings regarding perceptions, common practice and expectations. Very important distinctions between mentoring and coaching are the role that the mentor plays compared to the coach, the purpose of the strategy and the outcome of the processes. Novice teachers who are newly appointed and do not understand the culture and the dynamics in the school would benefit immensely from a more experienced and expert teacher or leader as their mentor to assist their

learning and development. On the other hand, an experienced, knowledgeable teacher could very well be offended if they find themselves in the situation where they receive mentoring for the purpose of development. In the education sector the terms “coach” and “coaching” require clarity to avoid any misconception, confrontations or negative attitudes with implementation. For the purpose of this study the focus is on coaching as a development strategy as it is a premise of the study that literacy leaders are experienced teachers and experts in their teaching of literacy.

There is a solid existing knowledge base for coaching as a development practice and coaches of integrity draw from a range of theories to practise effective coaching. The next section highlights literature on relevant theories in support of coaching.

3.3 THEORETICAL APPROACHES TO COACHING

Coaching is used in many occupational fields and for different purposes in the development of individuals. There is an expanded theoretical base for coaching ranging from behavioural perspectives such as cognitive-behavioural coaching, to emancipatory perspectives such as ontological coaching. Coaches are now being employed in many different work environments to work with individuals from diverse backgrounds in achieving a multitude of outcomes. Each coach may use a different coaching model underpinned by various theoretical perspectives – each based on a specific philosophy and assumptions about coaching and human nature.

In this study the researcher focused on those theoretical perspectives of coaching which were relevant to the professional development of literacy leaders and drawn from the work of Cox, Bachkirova and Clutterbuck (2010), Brock (2008) and Maynard (2006). An overview is provided of the following relevant theoretical perspectives:

- A solution-focused approach to coaching;
- A constructive-developmental approach to coaching;
- A socio-cultural approach to coaching.

3.3.1 A solution-focused approach to coaching

The coach working from the solution-focused perspective focuses more on finding positive solutions to the specific situation that hinders the development of the individual rather than on the problem itself. The ultimate goal of this approach is to build the individual's capacity for self-directed learning and change.

The emphasis is on the coach assisting the coachee in the process of constructive thinking and positive action to solve the problem and is therefore located within the constructivist paradigm, according to Cavanagh and Grant (2010b:55). When coaches work from a strictly goal- or solution-focused perspective, they view coaching as a method to help individuals to see their challenges as practical problems. As the solution-focused approach focuses on finding solutions, the coachee is viewed as a resourceful individual who has the internal resources to bring about the necessary change. One of the main considerations of this approach is that it is action-oriented – the coach's main role is to facilitate the process of assisting the search for solutions without directing the outcome. This view is supported by Grant and Stober (2006:3), who state that coaching is “more about asking the right questions than telling people what to do”.

A solution-focused perspective on coaching helps to ensure that the coaching process is orientated towards the development of personal strengths and goal attainment. The individual's values, beliefs and assumptions are explored and changed where necessary to resolve the situation. According to Grant and Stober (2006:363), it is possible that “a coach with highly developed applied coaching skills can deliver excellent outcomes purely through facilitating a process that operationalises the principles of coaching – rather than through an instructor mode that emphasises the delivery of expert knowledge.”

The coach who works from a solution-focused perspective facilitates the development of personal and leadership skills, and helps individuals to achieve their goals by following a very structured process. Cavanagh and Grant (2010b:56-57) describe the process as (1) identifying desired outcomes or future vision; (2) defining specific goals; (3) motivation by identifying personal strengths and building confidence and self-efficacy; (4) identifying resources and formulating action plans;

(5) monitoring and evaluating progress towards the goals; and (6) modifying action steps if necessary. These steps are followed by the coachee while the coach monitors the process, assists where necessary and evaluates the outcome at the end of the process. If individuals continue to follow this process when problems arise, they will develop the capacity to be self-driven and to regulate their development as on-going, self-directed learners. Self-directed learners build self-efficacy and self-reliance through the on-going process of identifying solutions and adapting their behaviour to effectively reach their goals.

The solution-focused approach to coaching was deemed to be relevant to this study for a number of reasons. The context of professional development in literacy has traditionally been an area of concern for teachers and a solution-focused approach to coaching would give the participating teachers the opportunity to focus on finding solutions through careful thought and reflection, and to act on them instead of focusing on over-analysing the known problems. This is a positive approach that relies more on the strengths and resourcefulness of the coaching participants to find solutions. The constructivist nature of this approach has the potential to promote collaborative support and reciprocal learning amongst participants. Built into this approach is the potential to build teacher leaders' capacity for self-directed learning. In my view a solution-focused approach to coaching promotes personal empowerment, as it considers the individual as resourceful and capable of finding solutions to their areas of concern in their personal and professional lives. This approach is suitable for both leadership and developmental coaching, the two genres of coaching that will be reviewed in section 3.5.2.

In summary, the solution-focused approach considers the existing worldview of the coachee as an important factor of influence in his/her perception of himself/herself and his/her world. The implication is that the individual may need to change his/her worldview to be able to see and do things differently in order to reach a positive solution. The coach believes that the coachee has the personal resources to improve a situation. The role of the coach is to assist the coachee in creative thinking and experimentation with ideas until they find a solution. This approach is often used in the process of cognitive coaching and peer coaching, where the aim is to develop individuals into self-directed individuals who have the ability to set goals and achieve personal success. Both cognitive coaching and peer coaching work from a strengths-

based perspective, where the coach focuses strongly on the identification of the positive attributes and talents of the coachee at the start of the coaching process. Coaches encourage the coachees to draw on their strengths to find their own personal solutions as leaders. Leaders learn to share their strengths when they work together as a group to solve problems on a professional level.

Every learning and development process involves thinking and the enactment of learning. Individuals require coaching for different reasons and they experience coaching differently. Although coaching is applied using specific procedures, the outcome of coaching for each participant is unpredictable. The next approach explains why this is the case.

3.3.2 A constructive-developmental approach to coaching

Coaching from the constructive-developmental perspective accepts that every individual is unique and makes meaning of their circumstances differently, depending on their level or stage of development. This approach focuses on the principles by which individuals construct their understanding of self and make meaning of their world and circumstances.

According to McCauley, Drath, Palus, O'Connor and Baker (2006:635), the constructive-developmental theory is described as “constructive” because individuals construct or make meaning of their experiences. It is seen as “developmental” because those constructions and interpretations grow and expand over time. Constructive-developmental theory was originally formulated by Robert Kegan in the 1980s. He proposed that people grow and change over time and reach certain stages in the process. In each stage they are more aware of, and open to, a mature understanding of their responsibilities and of authority. There are five stages in the development journey of the individual from infancy to late adulthood. Each stage describes reality through a different lens, without forgetting the realities of the previous stage.

These stages describe the ways in which the individual experiences reality. In the first stage children act on impulse and their perceptions determine how they see the world. The second stage focuses on the older child and the younger adult, who are

seen to be very self-centred. The third to fifth stages are more applicable to adults, who have a better understanding of themselves and their worlds. According to Fitzgerald and Berger (2002:38), adults at level three live in close relationships with others, are very aware of the opinions of others and are easily influenced by them. Adults in the fourth stage can be described as being “self-guided, self-motivated and self-evaluative”. In the last stage, which occurs after midlife, the adults realise that they are unique, have a strong sense of identity and are holistic and integrated human beings. When individuals reach each of these stages, they become conscious of specific characteristics, abilities and limitations. Each new stage builds on the characteristics and development of the previous stage and, in that way, individuals increase their capacity to function within a changing world. However, Ellison and Hayes (2006:36) caution that individuals can be stuck at a certain stage if they are not supported to grow and develop in a positive environment. They suggest a supportive environment with enough challenges that encourage and enable the individual to think and do things differently.

A constructive-developmental theoretical approach can underpin any form of coaching that focuses on the development of individuals and addresses holistic development and change. The main goal of this approach is to point out that every individual makes meaning of his or her circumstances depending on how he or she interprets them. The coach’s role is to stimulate and facilitate the individual’s experience of change through effective coaching. Knowledge of the stages of development leaves a coach better equipped to understand human nature and to provide support to the individual. The constructive-developmental perspective highlights that any important changes in the lives of individuals are influenced by both internal and environmental factors. A well-equipped coach is able to create the conditions needed for transformational learning and can support the individual to challenge their beliefs and values, and reconstruct their thinking and behaviour in striving towards improvement of their personal and professional circumstances.

The suitability of the cognitive-developmental approach to coaching for this study is based on the fact that it allows the coach to assist the coached participant in thinking about and implementing their envisaged personal or professional changes. This approach provides the coach with a more in-depth understanding of the cognitive-development stage of the individual involved in the coaching process. It also helps

coaches to understand themselves as human beings at a particular cognitive-developmental stage and the way that this influences how they interact and relate to others. The prominence of cognitive thinking and the strong influence that it has on how the participating individuals see and understand themselves and their capacity to develop, grow and change is important in this study. A coach appears to play an important role in facilitating human thinking and learning, through mediation with the individual or the group in need of development or change who find themselves at a particular development stage in their lives. This coaching approach is obviously relevant in developmental and leadership coaching, which is described in detail in section 3.5.2. It allows the coach to consider the wide scope of changes characteristic of holistic development. This approach also allows the coach to recognise the different developmental levels and needs of the group of participants who were coached in this study.

In summary, the constructive-developmental approach to coaching emphasises the centrality of meaning and meaning making to the coaching process. In this complex education context, change is inevitable and teachers constantly have to understand and adapt to new curriculum expectations. It is important to consider the holistic needs of teachers who are at a particular cognitive-developmental stage in situations of change. Knowledge of the developmental stages is necessary to provide appropriate support in order to ensure a positive response to the support offered to the teachers.

Coaching takes place in a specific context and involves unique individuals with diverse needs. The inclusion and discussion of a socio-cultural approach to coaching in the next section is justified by the awareness that every individual is at a different cognitive-developmental stage and is further influenced by social and cultural factors in the process of learning.

3.3.3 A socio-cultural approach to coaching

Coaching is more than merely learning on a cognitive level, and entails more than just the development of skills in isolation. It is a developmental process that involves the person as a whole and addresses learning and development in different domains. When the coach interacts with the coachee during the coaching process, the

emotional, physical, social, cognitive, moral and spiritual domains are involved. The socio-cultural perspective thus becomes a key consideration in coaching. This perspective claims that learning and development cannot be understood without reference to the social and cultural contexts.

The socio-cultural perspective originated in the work of Vygotsky (1978), who claimed that learning and development cannot take place in isolation, because of the influence of the social and cultural context. Scholars who support this perspective include Argyris and Schön (1996) and Rogoff (1990). Although Rogoff did much work with children, the principle that she emphasised is also relevant to adults: participation in social learning activities can contribute to more effective learning that goes beyond the transmission of content knowledge.

Lave and Wenger (1991:95) emphasise participation in social practice. They claim that participation is “a way of learning – both absorbing and being absorbed in the culture of practice”. The essence of coaching as a social learning practice is echoed by Le Clus (2008:55), who emphasises that learning is more effective in a learning environment where individuals work collaboratively towards a common goal. If individuals find themselves in an environment where they can discuss common concerns and share best practice with other colleagues, the learning experience could be more effective than learning in isolation.

The coach who works from a socio-cultural perspective accepts that teachers bring different values, beliefs, identities, interests, motivations and actions to the coaching sessions. The learning conversations that take place during the coaching sessions reflect the concerns of the coachees. As the coach facilitates and mediates the thinking and learning, the coachee’s cultural, intellectual and social backgrounds inevitably become part of the coaching process. The possibility exists that any cultural, intellectual or social constraints have the power to impact negatively on the coachee’s learning and development.

A socio-cultural approach to coaching was selected for this study, because of the researcher’s beliefs that the social and cultural contexts of the individuals are instrumental in any learning situation. The participating group of teachers worked in a particular school with a particular context. The coaching and learning opportunity that

was offered to these teachers was embedded in that particular school environment. A socio-cultural approach to coaching allows the coach to consider the important role that individuals' social and cultural experiences play when they interact and share experiences with each other.

The discussion in section 3.3.3 has highlighted the possible effect of social and cultural factors in coaching and learning. Coaching provides a different learning environment and atmosphere compared to traditional professional development, characterised by one-sided transfer of knowledge. It provides a setting that promotes assistance for learning in the form of shared activities and collaborative sharing of cultural resources. Group coaching opportunities create the possibility for experienced and novice teachers to learn from each other and to expand their capacities as professionals. Based on the literature, it is apparent that coaching provides possibilities to enhance effective professional development that is practical, allows for collaborative reflection and sharing of best practice, and challenges the existing cultural assumptions of teachers.

3.3.4 Summary

As mentioned in Chapter Two, the nature of professional development for teachers and leaders has traditionally been characterised by a prescriptive approach, an over-emphasis on problems, non-acknowledgement of teachers' strengths and expertise, and lack of trust and relationship building. All three coaching approaches purposefully selected for this study are strengths-based approaches that acknowledge the coaching participants as unique and resourceful individuals who have the capacity and potential to create positive change through purposeful goal-setting and focused action to achieve their intended results. A coach who subscribes to the three approaches as reviewed in this chapter can be described as one who is seen to be socio-culturally and developmentally minded and potentially more responsive to the needs of the participants involved in the coaching process.

In summary, the literature has shown that the different approaches to coaching dealt with in sections 3.3.1 - 3.3.3 can contribute to effective coaching. Each perspective warrants recognition in an effective coaching practice. The solution-focused approach emphasises that coaching acknowledges the strengths, values and

integrity of every individual who agrees to be part of the coaching process. Coaching is seen as a constructive process that focuses on setting goals and working towards the achievement of those goals. The role of the coach is clearly viewed as one of providing support and assistance, without dictating the outcome for the coachee. The coachee is seen as the most important person in the coaching process and the one who has the internal resources to find the necessary solutions for improvement.

The constructive-developmental approach recognises the on-going capacity of individuals to learn and develop. Individuals are seen as unique human beings. Each one's background experiences are acknowledged and considered in their meaning-making process. The coach believes that each individual has cultural experiences and resources that are of value. The coach creates the opportunity and safe space to use these cultural resources and share them to enable new learning and development. No individual has the same background experiences or opportunities for learning. This influences the cultural capital accumulation of individuals. Each individual's cognitive development is influenced by their circumstances. Knowledge of the different stages of cognitive development assists the coach to differentiate their coaching approaches towards the coachees.

The literature on the socio-cultural approach increases one's awareness of the importance of cultural and social contexts in learning and highlights the fact that human beings do not develop in isolation. This awareness sensitises the coach to the factors that influence effective learning and development. According to research done by Salleh (2008:64), an individual is affected on a holistic level when change and learning take place. Any personal, social, emotional, relational, environmental and structural concerns constrain the personal and professional learning of the individual. The coach needs to know as much as possible about the coachee entering the coaching process in order to create the most appropriate coaching experience for effective learning. Knowledge of the coachee also helps the coach to determine whether coaching is the best learning strategy for a specific individual and whether they would not benefit more from a different strategy, such as therapy or mentoring.

A coach can benefit much by integrating the solution-focused, constructive-developmental and socio-cultural approaches into a coaching model. A

comprehensive and integrated coaching model allows the coach to accommodate the unique holistic development needs of the coachees. A comprehensive model that has a valid and credible theoretical base will add more credibility and value to coaching as a development strategy.

Coaching is a practice that involves mostly adults. The review of the literature on adult learning theories in the next section further supports the argument for coaching as a professional development strategy for literacy teacher leaders.

3.4 THEORIES AND APPROACHES TO ADULT LEARNING THAT UNDERPIN COACHING

There are a number of adult learning theories and approaches that underpin coaching. This section reviews the literature on those adult learning theories which are relevant to this study. Cox *et al.* (2010:6) consider adult learning theory to be inherent in all forms of coaching. Change is inherent in the learning that takes place during the process of coaching.

A number of literature sources emphasise the basic premise of coaching as learning. According to Ely, Boyce, Nelson, Zaccaro, Hernez-Broome and Whyman (2010:589), the outcomes of coaching are multidimensional. They believe that as a result of coaching, learning outcomes are extended beyond those of declarative, procedural, tacit, organisational knowledge or cognitive strategies. Baek-Kyoo (2005:481) claims that coaching has a positive effect on affective learning. This includes changes in values and attitudes, improved tolerance of diversity, and improvement of work-life balance or motivational disposition. According to the literature, coaching offers an opportunity for learning and change, if the coachees are actively involved in the building of the coaching relationship and the learning process.

The adult learning methods and approaches that were relevant to this study include:

- Andragogy;
- Experiential learning;
- Transformative learning;
- Action learning.

The literacy leaders who participated in this study were all adults. Adult learning approaches and theories were included to highlight the nature of the learning during the coaching process. These different theories together contribute to a comprehensive understanding of adult learning.

3.4.1 Andragogy

Andragogy is a learning theory that is focused on the adult as learner and points out how and why adults learn differently from children. The concept of andragogy was introduced by Michael Knowles in the 1970s and he described prior knowledge and experience, readiness-to-learn, self-directedness, active learner participation, and solution-centeredness as criteria that are important for adult learning. These criteria are included in most of the adult learning methods and strategies that are used in this study. Adults have a lifetime of experience that they can draw from in any new learning opportunity. Merriam and Caffarella (1999:272) see this as a valuable resource that should be used optimally for learning. Adults know what their development needs are and appreciate opportunities for learning that are applicable to their needs. Adults are independent and have valuable experience and prior knowledge that can assist them to become self-directed learners who make their own decisions about their futures. The adult learning environment needs to be safe and supportive to allow for collaboration, mutual respect and self-actualisation in order for adults to respond positively. Instead of being negative, most adult learners appear to be determined to firmly address their concerns and find solutions to challenges.

According to Knowles (1970:56), “andragogy assumes that the point at which an individual achieves a self-concept of essential self-direction is the point where he psychologically becomes an adult”. Self-directed learning is thus built into the idea of adult learning. Self-directed learning can be described as adults taking responsibility for their own learning by identifying their needs, setting their development goals and translating their development plans into positive action. The understanding behind self-directed learning is that certain adults are intrinsically motivated to learn. Although adults are viewed as being able to take responsibility for their own learning, there are many factors that influence adult development. Costa and Garmston(2006:5) claim that coaching is a development strategy that mediates an

individual's thinking, perception and beliefs towards becoming a self-directed learner, who is capable of managing, monitoring and modifying his learning and behaviour.

Cercone (2008:154-159) has developed a framework of adult learner characteristics. These characteristics point out the primary differences between the learning of adults and children. According to Cox *et al.* (2010:7-8), many of these characteristics correspond with the six main principles of adult learning introduced by Knowles:

- adults need to know why they should learn;
- adults are self-directed;
- adults have a wealth of experience;
- adults learn when they have a need to learn;
- adults learn what is relevant;
- adults are internally motivated.

These principles should be carefully considered in any learning experience that is designed for adults, because every adult has unique circumstances and cultural backgrounds that impact on learning.

Adults are also motivated to learn differently. According to Merriam and Caffarella (1999:272), adults have different prior experiences which they draw from when learning. These experiences are linked to their cultural history and traditions, their past education experiences, relationships and other work experiences. Their learning needs are derived from the possible shortcomings in those experiences, a desire for greater job satisfaction or for self-improvement. According to Cercone (2008:145), adults' learning needs are more practical and based on problems rather than focused on learning content and theoretical knowledge. Adults also normally respond well to learning in a more relaxed, safe and positive learning environment.

In summary, it is agreed that a socio-cultural perspective sees adults as unique human beings who have different worldviews based on their different background experiences. Each adult's living and work context, cultural background or gender may have an impact on their learning experiences and outcomes. Therefore, the above-mentioned understandings and principles of adult learning cannot be ignored in the decisions that are made regarding programmes for the professional development of teachers. A development strategy such as coaching can be adapted

to the needs of individuals in one-on-one coaching sessions, or to the group in group coaching sessions. The coaching process commences with an opportunity for the coach to become acquainted with and ascertain the cultural background and prior knowledge of the coachee. At the start of the coaching process the coachee identifies his or her development goals and shares them with the coach. Without a knowledge base of adult learning, professional development opportunities for teachers may be ineffective. An effective coach should be responsive to every principle, assumption and characteristic of adult learning. Adult learning theory is a tool that assists the coach to understand the individual and to design a more meaningful coaching programme.

3.4.2 Experiential learning

Experiential learning can be summarised as being a cycle of learning that involves the active participation of learners in a concrete experience, reflection and action. This learning cycle persists while the learner masters the new learning or skills.

Although other scholars have also contributed to the theory of experiential learning, this section refers mostly to the experiential cycle of Kolb (1984). Each of the following proposals on experiential learning is supported by many of those scholars (Kolb & Kolb, 2008:4). Each proposal is summarised and its relevance to learning and coaching is discussed briefly.

- The process of learning is important. The value of learning lies in continuous efforts of experience and making meaning through action and reflection.
- All learning is based on prior learning experiences. Children have existing knowledge and skills that can be incorporated into new learning or reskilling.
- Learning thrives in an environment where individuals have diverse cultural backgrounds. Challenges and conflict drive the learning process and improve thinking. Reflection is an important part of the learning process and can guide one to new levels of learning.
- Learning happens in an integrated fashion and will address the learners' holistic needs.
- Learning is the result of the learner's interaction with the environment.

- Learning is a constructivist process where knowledge and meaning are created, first on a social and then on an individual level.

According to Kolb and Kolb (2008:23), experience is the key to holistic learning. In order to learn from experience, they believe “conversational spaces” must be created where team members can reflect on and share experiences. Group coaching allows for potentially powerful learning, especially in the case of a diverse workforce. Each team member has strengths to share and shortcomings that can be supported by the other members of the group. The proposals in this learning theory are useful for the creation of a suitable learning environment and strategy for coaching.

In summary, experiential learning appears to have many positive features. One of these is that the approach is learner-centred – every decision regarding choice of methods, resources, time allocation and expectations for learning will be guided by the needs of the learner. Because all learners are unique and have different learning needs and preferences, learning facilitators should be able to accommodate and be responsive to the needs of the learners. The interaction between the learner and the environment becomes an important focus, as it determines the quality of the learning experience. The teacher or coach values each of the proposals mentioned in the literature and incorporates them into the planning and organisation of learning environments and learning experiences to ensure effective learning. A coach may use this approach to strengthen the teacher’s classroom research skills.

Experiential learning could prove to be applicable to the coaching of literacy teachers as leaders. They can identify goals based on the literacy challenges in the school. These challenges may be presented as problems, be discussed and reflected on, and solutions for improvement may be suggested during the conversations. In the process the literacy leaders are presented with an opportunity to participate in on-going reflection, to support each other’s learning and to work together collaboratively.

3.4.3 Transformative learning

Transformative learning is described as learning that transforms our beliefs, principles, thoughts and actions and creates a shift in our perceptions that allows us to see, think and do things differently.

Jack Mezirow (1997) has been instrumental in establishing transformative learning as a suitable adult learning theory. He considers the goal of this theory as seeing an individual “become a more autonomous thinker by learning to negotiate his or her own values, meanings and purposes, rather than to uncritically act on those of others” (Mezirow, 1997:11). Transformative learning creates opportunities to develop capacities for reflective action and critical reflection. Adults are assisted to reach their potential to make more informed choices on a personal and professional level. Merriam (2001:5) believes that transformational learning leads to empowerment; it is not something outside of the individual, but rather is created from interpretations and reframing of new experiences. Learning is a process that includes reflection and learning enables adults to make meaning from life’s experiences.

According to Mezirow (1994:223), transformative learning occurs in adults who find themselves in situations where they realise that “our beliefs are no longer working well . . . and old ways of thinking are no longer functional”. This can be explained as each adult having an existing frame of reference, consisting of specific perspectives, beliefs and mind-sets that guide their thinking and doing. Values and sense of self are connected to one’s frame of reference. As soon as a situation or challenge arises that calls that frame of reference into question, we prefer to change that frame of reference. It is possible to expand one’s frame of reference or to learn a new frame of reference through transformative learning.

Hargrove’s (2008:14-16) explanation of transformative learning describes the nature of a learning or development strategy that brings about transformational learning in the individual. Hargrove (2008:115) describes three phases of learning and the impact that it has on the individual. The first phase of learning is categorised as single-loop learning. Learning at this level does not allow the adult learner to construct new knowledge and radical innovation. This type of learning barely changes the values of the adult participant. The second phase of learning is described as double-loop learning. At this level the learning process moves to a level where critical thinking is involved and the adult learner starts to see things from a different perspective. This higher level of learning often incorporates single-loop learning (which is only focused on adding more knowledge), yet also moves beyond it. The third phase of learning is described as triple-loop learning. At this level

learning goes beyond the levels of changing behaviour and cognitive thinking and reaches the adult's fundamental level of their being. According to Hargrove (2008:114), the learner's identity is affected by the learning at this level and there is a shift in how he sees himself and the world. This level of learning leads to a reinvention of identity, transforming who he is, by creating shifts about who he is being, how he observes, thinks and does things. These different phases of learning, as described by Hargrove, are very closely linked to transformative learning.

Transformative learning can be summarised as the type of learning that provides adults with the opportunity to be autonomous and to be critical about what they see and do in their personal and professional lives. Adults should be able to make their own decisions about their personal and professional learning, their lives and their futures. The individual's existing mind-set of thinking and doing can be changed if it limits growth or goes against his values or belief system. Changing your existing mind-set is not easy, but it needs to be challenged and changed if it affects your life and work negatively.

The existing situation regarding the professional development of teachers is considered problematic. In the traditional professional development sessions teachers very often work at a superficial level, where the focus is on knowledge transmission. Teachers are disempowered because they are dictated to and their experience, expertise and capacity are not acknowledged. The current constrained mental models of the teachers limit the depth and quality of the learning that is acquired in these sessions. This is an example of a traditional mind-set that needs to be challenged and changed, because it does not contribute to professional or personal growth or job satisfaction. Transformative learning represents learning that provides for ways of thinking and doing that more closely match the professional needs of teachers. Transformative learning or triple-loop learning requires a great amount of self-awareness from the adult learners, but allows them to continuously reflect on and assess their perspectives in order to change them where necessary.

This study provided literacy teacher leaders with an opportunity to transform their being, thinking and doing through coaching. The proposed coaching programme aimed to use a coaching model that provided a range of learning opportunities to suit the personal and professional needs of all literacy teacher leaders.

3.4.4 Action learning

Action learning can be summarised as a social learning process involving a small group of individuals engaged in reflection, inquiry and action about challenges or concerns with the aim of learning with and from each other.

Learning is the overarching intention of action learning, but the purpose is to solve problems or challenges through reflection and inquiry. Effective questions within a supportive environment cause people to stop, think and adopt an open mind to alternatives. Within the context of action learning, questions are not intended to find answers, but rather to encourage deeper exploration. The necessary insight is gained through collaborative inquiry, reflection and feedback among the members of the group. In essence, action learning is a developmental process where task-oriented individuals systematically embed their capacity for continuous learning and improvement in the solving of work-related challenges and concerns. Action learning is a means by which adults are supported to achieve both action on real issues, and learning in and through action. Carson and Marquardt (2004:2) claim that groups of leaders are able to help each other overcome challenges in the workplace and solve complex problems through action learning. They argue that the collective is responsible for the socially constructed learning that takes place during the sessions. Action learning has evolved and is commonly practised in many domains including education, organisational learning, team building and management development.

There is an element of empowerment in action learning. This idea is supported by Carson (2006:9), who suggests that individuals are empowered through the process of action learning. They learn to become aware of their worldviews and frames of reference, and use that knowledge to act responsibly and critically towards reaching their goals in life. Thornton (2009:37) incorporated action learning within the context of leadership development and found that it promoted confidence to solve real-life problems and developed EI. Action learning is considered appropriate for job-embedded learning focusing on solving relevant problems, while drawing knowledge from the group.

During the process of action learning, relevant challenges are generated for discussion by a group of four to six supportive members. This discussion promotes

their interest and maintains high levels of motivation from the participants throughout the session. During the conversations all participants have equal status and each one's contribution to the conversation is valued. In action learning the focus is on the learning of the individuals in the group rather than on the group itself. The facilitator supports the process of action and reflection through powerful questions, deep listening and critical reflection. According to Thornton (2009:48), the facilitator requires skills that include active and effective listening, EI, conflict management and interpersonal skills to develop trust among the group members.

Action learning has been found to be suitable for small group learning. It provides the opportunity for a group of individuals to present their challenges or problems, and draw strength and experience from each other in how to manage the situation effectively. The sharing of ideas, giving feedback and engaging in the process of critical reflection provide effective and valuable learning. Regular and on-going group meetings can promote confidence, trust and collaboration between colleagues, especially if the members have similar concerns. Through collaborative inquiry and reflection participants practise thought processes that could lead to transformative learning. Regular opportunities for action learning create possibilities to build adult learners' capacity for effective facilitation and self-directed learning. The coaching circle is a method of coaching that incorporates action learning, peer coaching and cognitive coaching.

It was decided to include action learning in this study, because of its suitability as a learning strategy for small groups of adult individuals, such as the participating group of literacy teacher leaders. Each participating adult's contribution to the discussions, problem solving and action was valuable, because they added abundance and a variety of cultural capital and expertise to the learning experience. Action learning was the key learning method that was applied in the coaching circles, one of the three key coaching methods used in this study. Action learning and its applicability to coaching circles is discussed further in section 3.5.3.3.

3.4.5 Summary

The theories discussed in section 3.4 are all applicable to adult learning and relevant to this study. These theories can be used to improve the nature and quality of the

professional development of teachers. Andragogy as an adult learning theory indicates the special characteristics of adult learning that can guide facilitators in the design and delivery of professional development. Experiential learning emphasises that adults learn more effectively when they are actively involved in relevant learning opportunities. Adults also learn and progress better if they are afforded the opportunity to plan their own professional learning experiences, instead of being compelled to participate in irrelevant and ineffective professional development sessions. Experienced adults have many skills and knowledge to offer and they appreciate acknowledgement and utilisation of those skills to mentor and support younger colleagues. Action learning theory as a social learning process provides teachers with opportunities to assist each other's development through the sharing of knowledge skills and best practice.

Although the adult learning theories indicate that adults prefer to work together and to share, teachers continue to work in isolation and there is seldom support from school leadership to promote collaboration. Low literacy levels are a school-wide problem that would benefit from school-wide improvement efforts. Professional development efforts are more effective if they are focused on the concerns of the teachers. All the adult theories discussed in this section emphasise learning strategies that include reflection, critical inquiry, questioning, active listening, collaborative discussion and problem solving. These are crucial skills that activate thinking and discussion among staff members and develop the capacity of teachers to become self-directed learners. There are many other considerations of adult learning that may be implemented to ensure that teachers as adult learners grow on a personal and professional level. Supportive learning environments, a culture of empowerment, a distributed leadership culture and collaborative relationships are features that enhance self-directed learning in adults.

All the coaching approaches that were used in this study supported the inclusion of different adult learning theories. The next section reviews relevant coaching methods to strengthen the argument for coaching as a professional development strategy.

3.5 COACHING WITHIN THE EDUCATION CONTEXT

The different perspectives on coaching and the adult learning theories discussed in sections 3.3 and 3.4 emphasised that coaching has potential as a learning process. Griffiths (2005:62) found that coaching provides opportunities for individuals to determine their own learning goals, to reflect and change in order to develop effectively, and to dictate the nature of effective professional development. This section (3.5) focuses on the potential use of coaching within the education sector, and the different types of coaching that are relevant to this study are described.

Although there is a proven knowledge base and evidence of coaching as an effective learning and development strategy on a personal and business level, coaching is not commonly practised in South African schools. A brief overview is given on the history of coaching in the education context to justify the use of different types of coaching in schools.

3.5.1 A brief history of coaching within the education sector

The earliest forms of coaching in education began as coaching for teachers to improve instructional practice, known as instructional coaching. Internationally this is still the most commonly practised coaching programme in schools. However, in recent years “change coaches” or “capacity coaches” have also become common in an attempt to change schools as learning organisations. Peer coaching and cognitive coaching are the types of coaching mostly used in schools. Effective coaches are expected to be knowledgeable about all matters in education (including school policy, instructional strategies and the curriculum), be able to establish honest and trusting relationships with their clients, and be able to communicate effectively both verbally and in written form.

There is a general concern that the professional development of teachers does not translate into effective implementation of new knowledge and skills in the classroom. In this regard, very significant research was conducted by Joyce and Showers (1980:384) and Reiss (2006:8), who investigated the effect of traditional professional development training programmes on classroom practice. They found that traditional professional development methods contribute less than 20% to the application of

learning in the classroom. Therefore, they recommend models that provide continuous support, are job-embedded and that provide coaching to sustain the improvement process. Table 3.1 provides evidence of the effect of different types of training and development approaches.

Table 3.1: Effect of training on teachers' classroom practice

Components of training	Concept understanding	Skill attainment (mechanical use)	Classroom application
Presentation of theory	85%	15%	5%-10%
Modelling by trainer	85%	18%	5%-10%
Practices and low-risk feedback in training	85%	80%	10%-15%
Coaching	90%	90%	80%-90%

Source: Adapted from Joyce and Showers (1980) and Reiss (2006)

The table above illustrates the effect of different professional development strategies on the classroom practice of teachers:

- 5% of teachers include new learning and skills into their classrooms as a result of being informed of theory only;
- 10% will include new knowledge and skills into their practice with the inclusion of theory and practical demonstrations;
- 20% will include new knowledge and skills into their practice with the inclusion of theory, practical demonstrations and practice within the training;
- 25% will include new knowledge and skills into their practice with theory and demonstration, practice within the training and feedback;
- 90% will include new knowledge and skills into their practice with theory and demonstration, practice within the training, feedback and on-going coaching.

Joyce and Showers (1980:384) suggest that coaching is one of the five components of a sound professional development programme. The other four suggested components (theoretical knowledge, modelling, practice and feedback) are more frequently used in the education context. Their study proved the potential of sustained implementation of new knowledge and skills in practice, if teachers are provided with on-going coaching after training. On-going coaching to support teachers in the implementation of practice is clearly necessary. This study aims to

determine how literacy leaders perceive and experience coaching as a professional development strategy and to support the argument that more effective professional development strategies (such as coaching) are needed in schools.

Research by Simkins, Coldwell, Caillau, Finlayson and Morgan (2006:339) indicates that coaching is a strategy that has potential for formal leadership development. However, they indicate two concerns - the introduction of coaching as a leadership development strategy into the school culture, and the readiness of schools to introduce coaching. This is important, because it indicates that schools might not be ready for this new approach and that the school culture needs to be prepared to understand and accept the benefits of coaching. It also shows that the nature of coaching as a leadership development strategy is very different from traditional methods of professional development. Schools should therefore be properly informed about, and introduced to, coaching approaches and strategies to ensure effective implementation. Other important considerations of coaching include the skills and the commitment of the coach, the time involved in coaching and how coaching fits into the broader understanding of leadership development in schools.

The research conducted by Simkins *et al.* (2006) illustrates the role of coaches, the need to train coaches in effective coaching skills and the nature of their work to ensure effective implementation in schools. Effective coaching requires careful planning, because dedicated time is needed that will not intrude on other teaching responsibilities. Coaching should not be seen as the professional development strategy that will solve all problems in schools, but rather as one that complements other effective development strategies.

The notion of teachers as leaders of learning is adding value in schools. Insightful research by Blackman (2010:433-436) shares important information on coaching as a leadership development tool for teachers. Teacher leaders found the follow-up coaching sessions very beneficial to ensure the achievement of their development goals and to sustain the change in classroom practice. They appreciated the aspect of personal goal-setting, because it contributed positively to their commitment and the achievement of their goals. They expressed the need to understand what an effective coaching process entails in order ensure full commitment to the programme.

Above all, Blackman (2010:436) confirms the value of coaching in the education sector, especially for the development of teacher leadership.

Although this was a brief overview of the use of coaching in schools, the literature reviewed in section 3.5.1 highlighted important considerations for this study and the future use of coaching in schools. In the light of the need for continuous professional development, coaching appears to be a useful strategy to build internal capacity to lead professional development in schools, provided the training of coaches is done appropriately. A well-trained and committed coach has the potential to provide effective professional development in schools. Role classification of the coaches is important to avoid any negative responses to the introduction of coaching. Compared to traditional short or one-off professional development sessions, on-going one-on-one or group coaching sessions after training appear to be a preferred option for professional development. The literature confirmed the functional use of coaching for various purposes in schools. However, the literature reviewed offered no insight on the use or value of coaching in the broader education sector, such as the education districts or in education departments. The next section reviews genres of coaching that may be used within the education context.

3.5.2 Genres of coaching applicable to the education sector

Chapter Two discussed the provision of effective professional development for teachers and leaders and the complexity of education. All role players in schools deserve effective on-going professional development to cope with the many demands in schools. Different types of coaching are used for different purposes in the education context. Section 3.5.2 discusses a number of different types of coaching used in the education sector, which are also applicable to this study.

3.5.2.1 Leadership coaching

Leadership coaching is described as coaching that is aimed at increasing the leadership capacity of teachers and leaders to increase their levels of performance and to increase leadership capacity in the school (Reiss, 2006:35). Ely *et al.* (2010:585) describe coaching as a collaborative relationship between coaches and

leaders for the purpose of improving leadership performance. The coaching process takes the form of reflective dialogue and conversations about the areas of development to expand the leadership capacity of the individual. The leaders identify goals and, with the coach, they embark on a journey of development towards their identified goals. A study on coaching by Blackman (2010:434) found that coaching is a strategy that shows much potential for the development of leadership in teachers and other leaders. Coaching is a constructive approach to leadership, where the leaders participate in a process of inquiry and reflection to understand their strengths, shortcomings and limitations with the support and guidance of the coach. Through coaching, the leader is given room to discover solutions to their areas of concerns through reflective conversations

Ely *et al.* (2010:5-10) identify a number of significant differences between a coaching approach to leadership development and the traditional leadership development approaches. Coaching is driven by the individual's needs, while the traditional leadership development that is often a "one size fits all" approach without any consultation. In the coaching process unique skills of effective communication and listening, commitment and dedication, trust and confidentiality are applied to reach the intended goals of the individual. This is very different to the culture of isolation so often found in schools. The coaching environment is a safe space for collaboration and development, created through trust, confidentiality and a commitment to a common goal. The focus of coaching is on assisting individuals in their leadership development, rather than instructing individuals about their leadership development.

The afore-mentioned literature (Blackman, 2010; Joyce and Showers, 1980; Ely *et al.*, 2010) highlights many positive features about coaching as a development strategy. Teachers and leaders appear to respond positively to coaching, because it addresses many of their concerns about professional development, as discussed in Chapter Two. The collaborative nature of coaching provides an escape from the isolation in which teachers and leaders work. The knowledge-sharing culture of coaching supports teachers' need to collaborate, to be supported by colleagues, to share knowledge and skills, and to build networks of sustainable support. Teachers' frustrations with ineffective and irrelevant professional development appear to be rightfully addressed through coaching. Coaching offers them the opportunity to identify their areas of need and to set achievable goals towards their development.

Coaching offers on-going support that allows teachers and leaders time and opportunities to strengthen their skills and consolidate their new knowledge. Teachers and leaders appreciate the safe space that effective coaching offers and they appear to be more solution-focused and committed to change after an experience of coaching.

Leadership coaching is applicable to the purpose of this study and because of the role and function of the participating literacy leaders. In leadership coaching, the individual's role in the organisation, such as the school, is an important consideration. In this study the coach will therefore also focus on relationship development and the building of collaboration between the participating literacy leaders and their colleagues. Background was provided for the importance of the professional development of teachers as literacy leaders in section 2.3.

3.5.2.2 Developmental coaching

Developmental coaching may be described as coaching aimed at the development of the individual on a personal or a professional level. The different theoretical approaches to coaching examined in section 3.3 indicated that individuals are unique human beings who not only require cognitive development, but prefer to be developed holistically in order to live more productive and successful lives. This view is supported by Van Kessel (2006:392), who believes that development must be in line with the person's general needs. From a holistic perspective, change in the workplace can also affect the individual emotionally, physically, financially, socially and spiritually. This view of holistic development is supported by Grant (2006a:12), who sees coaching as an "enhancement of life experience, work performance and well-being for individuals, groups and organisation".

Developmental coaching covers a broader scope and could involve finding solutions to deeper personal issues related to the individual. Griffiths (2010:78) concurs that people are looking for meaning and purpose in their lives. She uses a coaching programme that focuses on the awareness of the individual's mind, body and spirituality. She has found that outcomes include understanding, capacity to care, emotional intelligence, and the recognition and alignment of the person's values and passions (2010:79). Research done by Woodhead (2011:108) found that, in a team-

coaching experience, the participants' impact went beyond professional development to include more humane issues, such as their feelings, their self-perception and confidence.

The outcomes of development coaching appear to affect the individual on different levels. Griffiths (2005:57) agrees that coaching outcomes cover a wide span, including more personal facets that relate to the person's quality of life. Other than the general communication and problem-solving skills, the personal aspects also include self-acceptance, life balance and lower stress levels, increased self-discovery and self-confidence. She believes coaching has the potential to allow individuals to become aware of the different dimensions of their lives and address those which constrain them from achieving personal and professional transformation.

Developmental coaching is relevant to this study, as the focus of the study is the coaching of literacy teacher leaders as a professional development strategy. Developmental coaching is driven by the needs of the participating individual. This type of coaching focuses on the personal and professional development of individuals and allows the coach to attend to the different needs of the participating coachees to make the changes necessary for their personal and professional development.

Leadership as well as personal and professional development can be enhanced through different methods of coaching, which are reviewed in the next section.

3.5.3 Methods of coaching applicable to the education sector

In the education sector a variety of coaching methods have been used to facilitate change and development in different coaching contexts. For the purpose of this study a number of relevant methods of coaching used in the education sector will be reviewed, namely cognitive coaching, peer coaching and coaching circles.

3.5.3.1 Cognitive coaching

A very broad overview of cognitive coaching appeared in Chapter One. This section (3.5.3.1) describes the purpose, nature and process of cognitive coaching in more

detail and points out in greater detail the relevance of cognitive coaching to this study. The literature provides a few descriptions of cognitive coaching. According to Bagwell (2008:49), coaching is a “non-judgemental, interactive strategy focused on an individual’s cognitive processes, use of internal resources and the growth of the five states of mind”. Costa and Garmston (2006:16) agree with the cognitive dimension in their description of coaching as “an approach that develops self-directed persons with the cognitive capacity for high performance, both independently and as members of a community”. Both descriptions highlight the potential of cognitive coaching to increase the individual’s cognitive and performance capacity.

Costa and Garmston (2006:7), the developers of the cognitive coaching model, argue that “all behaviour is produced by thought and perception”. Teaching is seen as constant decision-making and learning something new requires engagement and possible changes to one’s thoughts and actions. Starrick (2005:38) believes that the goal of cognitive coaching is to get individuals to think deeply about their work and actions as teachers and leaders – what they do, why they do it and how they do it. She believes that one’s ability to change educational practice increases as one examines and discusses current practice and reconsiders the assumptions that guide and direct those practices. Research by Batt (2010:1005) also found that follow-up cognitive coaching sessions add value to the process of professional development as they consolidates skills and knowledge after a training opportunity.

Cognitive coaching is informed by constructive-developmental theory that focuses on cognitive development. It is a type of coaching specifically designed to facilitate cognitive thinking and change in teachers. It largely involves reflective conversations and verbal feedback exchanged between the coach and the teacher or leader. Reflective thinking is central to the cognitive coaching process, as individuals are seen as cognitive beings who construct their own learning through reflection on their experiences and their interaction with others. Reflection brings about a self-awareness of one’s current situation, resulting in the motivation to bring about change. During the coaching process the thought processes are activated and knowledge is deepened – you analyse more and reflect on successes and struggles. Through mediation the coach assists the individuals to change their understanding and their practices in a thoughtful and reflective way. Cognitive coaching enhances

the intellectual capacity of teachers, which in turn produces greater intellectual achievement in students. According to Costa and Garmston (2006:4), teachers who have demonstrated higher levels of intellectual functioning show more flexibility, toleration of stress and adaptability. They understand multiple perspectives of effective teaching and learning, use a variety of coping behaviours and draw from a broader repertoire of teaching models.

Costa and Garmston (2006:33) describe the basic structure of the cognitive coaching process. It involves three maps that are used by teachers during instructional planning, reflection and problem solving. The three maps are different types of conversations designed to develop teachers' trust and confidence in their performance and to promote collaboration between them. During the planning conversation the coach facilitates discussion on the goals, strategies and approaches towards achieving their instructional goals. A period of reflection will follow the planning conversation to allow the coachee to make any changes to the original instructional plan. Throughout this process of planning and reflection, the coach listens carefully, paraphrases information for clarity and assists the coachee to construct new meaning (Costa and Garmston, 2006:41). After completion of the task, the coach involves the coachee in a reflective conversation to consolidate the learning process. During the reflective conversation the coach will analyse the process, interpret the observations and assess the quality of the learning experience. The coaching cycle ends with reflection on the coaching process and refinement for future teaching practice.

It is the view of Costa and Garmston (2006:92) that the planning and reflective conversations develop the individual's capacity for self-directed learning. Self-directed learning includes the processes of self-management, self-monitoring and self-modification. Self-management can be described as the ability to approach tasks strategically and with clarity, whilst also having the creativity to apply alternative approaches to achieve success. Self-monitoring is the ability to use meta-cognitive strategies to ensure that a plan works effectively and to use discretion to change the plan, where necessary, to ensure success. Self-modification may be described as the ability to reflect on, evaluate, analyse and construct meaning from the experience and to effectively apply the new knowledge in future learning. According to Ellison

and Hayes (2006:32), being a self-directed leader has potential advantages for any leader who is challenged with having to deal with problems.

At a more intense level cognitive coaching is a process for facilitating professional learning that promotes interdependence and high levels of achievement. A fundamental concept of cognitive coaching and the development of self-directed individuals is the concept of holonomy. Holonomy is a concept conceived by Arthur Koestler (1972) and refers to the study of wholeness. According to Costa and Garmston (2006:18), a holonomous person can basically be described as someone who has an awareness of himself an individual with a unique identity and also as a member of society with specific responsibilities. A holonomous person is considered to be self-directed on an independent and interdependent level, which allows him to regulate himself according to the values and norms of the broader society. Holonomous people recognise that they are part of something greater than themselves, i.e. families, schools, organisations or teams. Cognitive coaching can assist teachers in a school setting to make autonomous decisions on a personal level and also to be aware of how their decisions ultimately influence the culture and people within the larger societal system.

Costa and Garmston (2006:125) claim that individuals have internal resources (the five states of mind, as discussed in section 1.2.2.2) that drive their performance towards self-directedness and holonomy. These five states of mind are seen as forces that inform human perception, assist decision-making, and influence and motivate effective and positive human action. They influence the individual's thoughts, language, emotions and actions, and can develop over time to contribute to increased achievement, fulfilment and ultimate excellence. A study on cognitive coaching by Bagwell (2008:44) supports the claim that the states of mind inform the perceptions and actions of participants. In the coaching relationship a skilled coach can use carefully constructed questions to mediate the thoughts of the coachee as he moves from a low state of mind to a higher state of mind. The five states of mind – as previously mentioned in Chapter One (1.2.2.2) – are efficacy, flexibility, craftsmanship, consciousness, and interdependence, and are summarised below.

(i) Efficacy

Efficacy can be described as the awareness and the ability of individuals to continue their journey of life-long learning until they reach a level of self-empowerment and control to make a difference in their personal and professional environment. Ellison and Hayes (2006:75) see the state of mind of efficacy in an educational setting is “an internally held sense that one has the knowledge and skills to impact on the learning processes in the school to attain desired results”. Some characteristics of efficacious people are: (1) they believe they can make a difference; (2) they are resourceful; (3) they are self-modifying; (4) they possess an internal locus of control; and (5) they are confident. Problems and challenges provide opportunities for individuals to draw from their prior knowledge and experiences, and to increase their learning and efficacy to resolve those problems. Costa and Garmston (2006:126) found that higher teacher efficacy influences higher learner performance and encourages them to persevere with the achievement of more challenging goals. On the other hand, teachers with low efficacy often experience a sense of hopelessness, despair and withdrawal.

(ii) Flexibility

Flexibility is described as having the ability to step beyond oneself and to look at the situation from different perspectives, with the intention to adapt and bring about change. In the process of problem solving it is advisable to approach problems from different angles. Creative approaches to problem solving require an open mind and a willingness to alter your perceptions and points of view. Some characteristics of flexible people are: (1) they are empathetic; (2) they see things from different perspectives; (3) they trust their intuition; (4) they are tolerant of others; and (5) they are creative problem solvers. Flexibility is especially necessary when you need to be responsive to the diverse needs of others (Costa & Garmston, 2006:129-132).

(iii) Craftsmanship

Craftsmanship is the individual's drive for clarity, precision and excellence in his personal or professional life. Language is important for effective communication and meaning making. Language expresses thought processes, describes concepts and communicates decisions. As humans acquire more exact or appropriate language to describe their work, they begin to recognise concepts, identify key attributes,

distinguish similarities and differences, and make more thorough and rational decisions (Ellison & Hayes, 2006:46). Some characteristics of individuals that demonstrate craftsmanship are: (1) they take pride in their work; (2) they constantly strive to improve; (3) they seek to deepen their knowledge and skills; and (4) they strive for precision. Ironically, teachers who possess superior craftsmanship are most often the ones dissatisfied with their results (Costa & Garmston, 2006:132-134). To develop craftsmanship, individuals need to examine their actions and outcomes continuously to refine strategies and to strive for on-going improved performance.

(iv) Consciousness

Consciousness is the state of being aware of yourself and your behaviour as a holistic human being and the effect that it has on yourself and others. Consciousness means that you are aware that certain events are occurring and are able to direct your responses according to the events. The individual's level of consciousness influences how he experiences change on a personal and professional level (Costa & Garmston, 2006:135). The characteristics of individuals with high consciousness are: (1) they are aware of external and internal events; (2) they think meta-cognitively; (3) they monitor and adjust their own thoughts, behaviours and values; and (4) they apply internal criteria when making decisions. An outstanding level of consciousness increases self-control and self-directedness, because it allows individuals to minimise distractions and focus on the achievement of their goals.

(iv) Interdependence

Interdependence can be described as the need to belong to a broader society, instead of being self-centred and doing things in isolation (Ellison & Hayes, 2006:48). Individuals become more interdependent and experience a sense of interconnectedness when they find themselves in a learning community that has a common vision, goals and shared values. Some characteristics of interdependent people are: (1) they seek collegiality; (2) they contribute to the common good; (3) they draw on the resources of others; and (4) they set aside personal agendas for group goals. Interdependent teachers recognise the importance of giving and receiving help (Costa & Garmston, 2006:138-140).

In summary, coaching can be described as a method of professional development aimed at building the capacity of teachers and leaders on different levels. The five states of mind are rich resources from which individuals and groups can draw to produce effective thoughts and actions when confronted with problems, tensions and conflicts. Self-modifying, self-authoring and autonomous individuals work independently, but they are also members of a larger community. The five states of mind describe a person at a specific level, but the individual's level of efficacy, flexibility, craftsmanship, consciousness and interdependence can be expanded or improved through interaction with others. Consciousness emerges out of our encounters with others. Craftsmanship grows as a result of feedback from others and from the environment. Flexibility is expanded as a result of repeatedly encountering the diversity of other humans and situations. What begins as a restrictive state of mind at a low level can be transformed into an excellent resource through the process of cognitive coaching. A cognitive coach can therefore identify a teacher with a low level of interdependence and facilitate the development of that state of mind towards a more holonomous state. Cognitive coaching uses a set structure of planning, support and feedback procedures to help the teachers or leaders improve their teaching effectiveness through reflection. The key role of the coach is to assist the coachee through mediation and reflection until they experience the necessary change.

The method of cognitive coaching is relevant to this study, because of its focus on the thinking processes of individuals. Cognitive coaching provides the opportunity for participating literacy teacher leaders to examine their thinking patterns and their behaviour as literacy leaders. Through the process of cognitive coaching they become aware of their cognitive and emotional barriers, and are guided by the coach to overcome their limitations and enhance their thinking and actions on the levels of efficacy, flexibility, craftsmanship, consciousness and interdependence.

Although teachers have the potential to create changes in their instructional practice, they appear not to take the initiative. They could be the answer to finding creative solutions to literacy problems, if they are developed into self-directed teachers who have a higher level of capacity and confidence in their ability to drive change. Cognitive coaching has the potential to assist teachers to become self-directed

learners who can reform their literacy instructional practice. It is a supportive process that directly combats the isolation of teaching, provides feedback, aids reflective thought and fosters collaborative collegial relationships that are necessary for on-going professional growth.

Another form of coaching that is based on the principles and processes of cognitive coaching is peer coaching. This coaching method and its relevance to this study are described in the next section.

3.5.3.2 Peer coaching

Peer coaching can be described as a process in which two or more professional colleagues work together for a specific, predetermined purpose. The purposes of peer coaching vary and include: reflection on current practice; the development of new skills; the sharing of information and instructional ideas; assisting in classroom observations and research; and addressing common teaching, learning and leadership concerns.

The peer coaching process is not aimed at judging or evaluating the individual, but focuses on collaborative improvement of practice, through on-going reflection and the sharing of content and pedagogical content knowledge among teachers and leaders. Ladyshevsky (2006:81) believes that peer coaching has the potential to be effective in the exploration of beliefs, values and purpose, as well as the setting of goals and achievement of performance. Peer coaching is described as a form of experiential learning based on a constructivist approach. As a development approach, this method can guide the individual past the level of single-loop learning (which changes the person's behaviour) to double-loop learning (which restructures the person's thought and beliefs). Further coaching support could move the individual to triple-loop learning, which entails the transformation of thinking and practice.

The basic coaching structure of cognitive coaching and peer coaching are the same, but the role of the coach in the process differs. Robertson (2005:9) recommends the involvement of a facilitating coach in the process of peer and cognitive coaching. The coach is responsible for varied roles as motivator, mediator, demonstrator and consultant. As the motivator, he encourages the coachee towards achievement of his

goals. As a demonstrator, the coach models best practice to other teachers. As the consultant, the coach will advise the coachee about any concerns of practice or leadership that he experiences. Robertson (2005:10) finds value in the objective perspective that a coach brings, because it has the potential to expand the learning opportunity to reach higher levels of critical thought and dialogue. In the case of cognitive coaching, the coach does appear to have a higher level of knowledge and skills – while the knowledge and skills level of the peer coach are similar to that of the coachee.

The structure of the peer coaching process, where teachers are assisted for improved instructional practice, is focused on building trust and rapport, the stimulation of reflection on teaching, the mediation of thinking through questioning, and the enhancement of the five states of mind. Although the five states of mind are still enhanced with peer coaching for leadership development, the coaching process is different. According to Robertson (2004a:10), coaching gives teacher leaders the opportunity to “reflect on action, in action and for future action” in their current practice. This encourages them to share their values, knowledge, skills and strengths. They are challenged by the peer coach to change their leadership practice and to work towards personal and professional transformation. While the peer coach facilitates the peer coaching sessions, the leaders are exposed to the practice and implementation of the peer coaching skills. Henderson (2011:23) agrees that peer coaching offers benefits to schools, because leaders can continue to use peer coaching in their roles as teachers, leaders and learners. Peer coaching has the potential to become a sustainable professional development strategy in the education sector.

Peer coaching is included as a coaching method in this study, because of the positive effect that it has on building supportive and collaborative working relationships with peer colleagues. Peer coaching is focused on the achievement of personal and professional learning goals. The nature of peer coaching can be described as collaborative, solution-finding, relationship-building, mutually supportive and respectful, and non-judgemental. These characteristics can potentially contribute to building effective learning partnerships among the literacy teacher leaders.

Coaching happens in many forms ranging from one-on-one coaching, group coaching and team coaching. The next section explores the use of coaching circles – a type of group coaching method.

3.5.3.3 Coaching circles

‘Coaching circles’ refers to a group of four to six individuals who are coached as a group for a specific purpose. This method is especially suitable for adult coaching groups. Coaching circles are based on the philosophy and principles of action learning as described in section 3.4.4. This coaching method creates a learning environment which appeals to adult learners and promotes reflection and deep learning. The nature of the learning is active, collaborative and supportive, and is focused on constructing meaning rather than merely receiving information from another source. Robertson (2004a:10) describes this as a social constructivist approach to learning, because it takes place in a social interactive context.

The suitability of coaching circles for adults is based on the assumption that adults learn more effectively under specific conditions. Adults prefer learning that is active, involves reflection and that is focused on addressing real-life challenges and problems. Coaching circles allow adult learners to be actively involved in learning and to partner with the other participants to co-construct knowledge. Adults flourish in a safe environment where they are free to explore issues, discuss challenges and receive constructive feedback from co-learners in the group. The coaching circles may be facilitated by a coach or the participants themselves, depending on the purpose of the coaching opportunity. According to Carson and Marquardt (2004:2), the coach performs an important facilitative role that can influence the nature and outcome of the learning opportunity. Before coaching circles can commence, the participants attend a workshop where they are introduced to the skills and procedures of action learning and coaching. An experienced coach will initially facilitate the coaching process, build the trust relationship in the group and encourage the coaching participants to ask relevant questions, listen actively and to participate in the coaching conversation. All participants will be actively involved, observing the coaching process until they are ready to manage the peer coaching process without the assistance of the facilitating coach.

Action learning, which underlies the coaching circles method, is suggested by Thornton (2009:37) as an effective process for leadership development in adults to solve real-life problems and to build collaborative teams. The key processes of action learning – collaborative inquiry and critical reflection – are characteristic of coaching circles. The coaching circle lasts for about two hours and has two different formats depending on the choice of the group. All the participants can work on the same problem during the session, or each participant can bring a different problem to the group (Carson & Marquardt, 2004:4). During the single-problem scenario each participant will get a chance to contribute to the problem-solving discussion, while the others practise reflective listening. In a multi-problem scenario, each participant is given 20 to 30 minutes to express their most critical needs and describe their challenges to the circle. In the round-table coaching circle approach, the other participants will put forward questions to clarify the challenge, reflect on the problem and present ideas to solve it. Finally, the discussion and probing could evolve into awareness by the participants that action is necessary to bring about change.

A coaching circle consists of four elements:

- the challenge, where the participant presents the issue to be discussed, while the other participants ask further questions for clarity;
- the collaborative inquiry, where all the participants are allowed to give input by sharing their understandings of the problem or asking questions to stimulate creative ideas;
- time for quiet thought and self-reflection on the experience of learning produced through the inquiry;
- the participants give feedback on the important learning for the future and the coach summarises what was meaningful about the coaching experience.

According to Marquardt (2004:28), the process of on-going inquiry and discussion during the coaching circle improves group cohesiveness and it eventually develops into a systemic approach to problem solving over time. The participants learn from each other by asking questions and they support each other's thinking by giving input or asking further questions for clarity. Questions are more important than answers during the coaching circle, because deeper questions activate creative thinking. The action learning that occurs during the coaching circle is focused on finding solutions to challenges, rather than being focused on the problems. The skills of action, reflection and learning are repeatedly practised and enhanced during the on-going

coaching circles. The key role of the coach is to ask questions to support the reflection and learning, while allowing the participants to find the answers to challenges all by themselves.

According to Brassard (2008a:5), there are numerous benefits to using coaching circles. Committed, focused and positive participation in coaching circles could lead to participating peers developing a range of coaching skills, including critical reflection, the art of questioning, active listening and providing honest feedback. They develop important values, such as sympathy, empathy, trustworthiness, creativity, commitment, humility, perseverance and self-management. Coaching is focused on both the individual and the system within which the individual exists – successful coaching facilitates change for the individual and the system. Farr (2006:64) agrees that the coaching circles method is most appropriate for leadership development, as the process allows individuals to highlight their challenges on a personal and professional level, identify the changes that are necessary and to move forward instead of dwelling on what went wrong in the past. The coaching participants in the group build their coaching capacity during each follow-up coaching process when the circles meet. The coaching group that meets on a regular basis could potentially develop into a professional learning community that is self-directed and learns on a continuous basis.

Given that coaching circles are directed towards collaborative solution-finding and action, it was found to be an appropriate coaching method for this study, which focused on coaching within the context of the professional development of literacy teachers as leaders. Coaching circles provide a structured process of stating the challenge, critical discussion about the challenge, reflection on the learning and feedback from all participants. The nature of the coaching circles method is non-judgemental and creates a safe space where participants can confidently share their concerns, build trust relationships and learn from each other's knowledge and experiences. Coaching circles that support action learning have been found to be effective for leadership development and will therefore be a key component of the coaching method that will be used for the capacity- building of literacy teachers as leaders in this study. The coaching model and method used in this study will be described in detail in Chapter Four.

3.5.4 Summary

Section 3.5 focused on the potential use of coaching within the education sector and discusses different types of coaching that are relevant to this study. Internationally the use of coaching in schools has evolved from instructional coaching to include different types and methods of coaching. Coaching methods are adapted for use according to the purpose, context and target group. The South African education context has not capitalised on the benefits of coaching, hence the decision to introduce coaching as a professional development strategy for literacy teacher leaders in this study. Both cognitive coaching, peer coaching and coaching circles appear to be suitable for personal, professional and leadership development. Coaching shows potential to enhance the teachers' instructional practice and, as a group coaching strategy, teachers could develop skills of collaboration, reflection and confidence in themselves as leaders of teaching and learning. The quality of traditional professional development, which focuses mostly on information transmission, can be transformed if coaching is added as an element. Teachers and leaders are holistic and complex human beings who do not only require cognitive development support, but who very often need support on a personal level or technical support on a professional level. Coaching has the potential to contribute to the holistic development of teachers and leaders on an emotional, social and spiritual level. With a supportive environment and an established culture of coaching, learners will benefit and the school environment will improve in the areas of collaboration, trust building, improved personal relationships and professionalism.

The process of coaching challenges and assists teachers' instructional practice, yet also extends to the level of leadership in schools. Leaders face diverse challenges on a regular basis and coaching offers potential professional support. Coaching caters to the individual needs of education leaders and has many different benefits. Leaders need time to review and reflect on the nature of their leadership and their capacity to lead literacy instruction and learning effectively in schools. Besides the opportunity for on-going development, coaching also identifies strengths in leadership practice and affirms those strengths. The literature shares fundamental information on developmental, leadership, cognitive and peer coaching for use in future coaching programmes.

The effective implementation of coaching in schools requires coaches with very specific principles, skills and responsibilities. The next section focuses on those requirements.

3.6 PRINCIPLES, RESPONSIBILITIES AND SKILLS OF COACHING

Coaching is a committed relationship between the coach and an individual or a group of individuals with the specific aim of supporting and promoting development. This section will discuss the appropriate principles, skills and responsibilities to maintain that coaching relationship. A few key principles will be highlighted, followed by the identification of key roles and the skills that are required to achieve effective coaching outcomes.

3.6.1 Principles of coaching

Any coaching opportunity is based on voluntary participation by the coachee. Coaching opportunities are aimed at the achievement of successful outcomes that are linked to the goals set by the coachee. Although both the coach and the coachee contribute to a positive coaching outcome, the coach is ultimately responsible for keeping the coachee actively and productively involved in the coaching process.

The coachee is seen as the most important person in the coaching relationship, according to Whitworth, Kimsey-House, Kimsey-House and Sandahl(2007:8-9). They claim that the coachee has specific development needs and requires support to achieve the outcomes relevant to those needs. The developmental needs and circumstances of each coaching participant create a unique relationship between the coach and the coachee. Together with the coach, the diverse strengths of the participants can be used as a resource to support their empowerment to overcome challenges and limitations. The coach provides the learning environment and the learning opportunity that enable the coachee to reach the desired outcome. The coaching process requires time to build trust relationships, to provide on-going support and to generate action towards achieving the intended outcomes.

A coach-friendly and safe environment is necessary to make learning possible. According to Whitworth *et al.* (2007:17), the safe space promotes openness, confidentiality, trust building, collaboration, reflection and critical discussion. Hunt and

Weintraub (2002:72) agree that a friendly learning environment is conducive to the development of trust and openness, increased tolerance and valuing people for themselves. Individuals are encouraged to discuss concerns, set goals, and ask for feedback and advice from the coach.

Effective listening and active engagement in conversation are essential requirements for effective coaching. Fitzgerald and Berger (2002:11) highlight this principle and emphasise the need for on-going conversations for clarity to understand the coachee's concerns. They believe that it is important to focus conversations on the goals of the coachee, but the coach can direct or redirect the conversation, if necessary. Although coaches have to facilitate the process and guide the coaching conversation, they should remain objective in the process (Hargrove, 2008:54). The key role of coaches is to activate dialogue using different techniques (such as asking inquiring questions, listening carefully and reading between the lines) to interpret carefully what they hear before they can provide feedback to the coachee. Costa and Garmston (2006:215) underline the fact that all forms of communication should be respected. In coaching non-verbal messages are considered as important as verbal messages, because they communicate important information about the coachee.

The adult coachee makes decisions about his future development – he sets the agenda for his future and decides on his development goals. The coach is merely instrumental in supporting the individual to reach his goals. It is a key principle of adult learning to have the prerogative to decide on the areas of future professional development. Hargrove (2008:43) emphasises the importance of building an interactive relationship during the coaching process, one aimed at the achievement of relevant and clearly specified goals. The adult learner will remain motivated and committed to the coaching process, if he is working towards realistic and relevant goals.

3.6.2 Responsibilities and skills of the coach

The coachee is seen to have the answers and be capable of reaching outstanding levels of achievement or success. Costa and Garmston (2006:215) agree that the required resources lie within the individual's own experiences and knowledge. It is assumed that every adult knows his own needs, situation and context better than

anyone else. According to Hunt and Weintraub (2002:21), the process of coaching has proven to lead to lasting and transformational change, provided that the participant is an active and willing participant in the coaching process. From these principles it may be deduced that the coach has essential roles and responsibilities in the coaching process, which are summarised below.

- The coach identifies the shortcomings and professional development needs of individuals or groups, and creates the opportunity for coaching.
- The coach extends the invitation of coaching to the individuals and works with those who voluntarily agree to participate in the coaching programme.
- Confidentiality is an important aspect that the coach negotiates with the group from the outset. Leedham(2005:39) views confidentiality between coaches and coachees as one of the key foundations of coaching, as it creates safe environments that are conducive to purposeful, productive and critical conversations, or to the discussion of confidential and sensitive issues.
- The coach creates a safe space where the coachees can express their concerns and identify their goals according to their needs. From the start of the coaching process, the coach develops a positive atmosphere aimed at trust building, sharing, confidentiality and collaboration, and takes into account adult learning principles and respectful relationships at all times.
- Throughout the coaching programme the coach ensures that the professional development needs of the coachee remain the focus of the coaching sessions.
- Coaching is a vision-oriented process that leads to the identification of the individual's purpose and mission in life. This visioning process is planned in conjunction with ascertaining the goals of the individual.
- The coach will embark on a process of assisting the individual in identifying his specific goals, focusing on his vision and guiding him slowly in the direction of achieving his goals. Each individual's level of commitment to his goals helps him to accept responsibility for the changes that he wants to experience and sustain in his life.
- Every coaching session is focused on the coachee's development goals. The coach facilitates the conversations through active questioning, objective

feedback, extended questions for clarity and she provides regular constructive feedback to the coaches.

- During the coaching process, the coach will paraphrase the coachee's input to clarify any confusion or misinterpretation of information.
- The coach assists the individual to see new possibilities and to gain fresh and positive perspectives about their experiences – a process called reframing. Hargrove (2008:106) sees the process of reframing constraining beliefs and assumptions as an important function of a coach. According to Whitworth *et al.* (2007:120), personal and professional transformation processes include the reframing of one's beliefs.
- At the end of every coaching session, the coach reviews the coaching conversation, summarises the key understandings from the session and provides feedback on the process.

Based on the principles, roles and responsibilities mentioned above, the key coaching skills of the coach, according to Whitworth *et al.* (2007), can be summed up as: (1) goal setting; (2) active listening and communication skills; (3) powerful questions; (4) good interpersonal skills; (5) rapport with other individuals; and (6) feedback skills.

In the absence of a coaching model and programme suitable for the professional development of literacy teachers as leaders in South Africa, the researcher/coach consulted the existing literature for evidence-based research on acceptable and effective coaching processes and practice. Information on principles, skills and responsibilities that were applicable to the coaching of literacy teacher leaders were drawn from the above-mentioned literature to design a suitable coaching model and select applicable coaching methods for the purpose of this study.

3.6.3 Summary

Section 3.6 reviewed relevant key principles of coaching and the responsibilities and skills of coaches. The literature on the different theoretical approaches and methods of coaching is extensive. Every coach has a personal model of coaching that is founded on a specific approach or a combination of approaches. A few selected

coaching principles were highlighted in this section. These principles are applied to ensure that the coach considers the needs of the coachee as the focal point of the coaching process at all times. The responsibilities of the coach flow from those principles. There are different responsibilities at each stage of the coaching process, each of which requires different skills from the coach. Goal-setting skills ensure clear plans and goals. Effective communication skills ensure effective interaction. Powerful questions ensure continued and focused conversations and a good rapport between the coach and the coachees. A coach who has good interpersonal skills gains respect and increases confidentiality in the coaching environment. The coach needs effective and constructive feedback skills to steer the coaching process in the direction of the coachee's development goals. Each of the principles, responsibilities and skills mentioned is designed to advance the coaching process towards effective learning. They are not exhaustive, but all are relevant to this study.

3.7 CHAPTER SUMMARY

This literature review served to provide relevant information about coaching as a development strategy in general and within the education context. Coaching is new to the South African education sector, and important aspects of coaching were covered in preparation for the introduction of the coaching programme as part of the study. The literature explored conceptualisations of coaching, a variety of theoretical approaches to coaching, methods of coaching and relevant coaching principles, responsibilities and skills to provide an understanding of coaching as a development strategy.

A range of evidence-based research on coaching exists in the business sector, but much less research has been done on coaching in education. Research on coaching in the South African education context is at an emergent level and is under-explored. The difference between mentoring and coaching was explained to avoid any confusion in the use and application of the two terms. Three theoretical approaches to coaching were discussed and the importance of adult learning theories was clearly highlighted as it has significance for the professional development of literacy leaders. The principles of adult learning theory, though important, are often ignored in the design and planning of the professional development of teachers. Constructivist

theories underpin the different theoretical approaches to coaching that are discussed in this chapter.

Different coaching methods are used according to the purposes and contexts of coaching and those relevant to the study were explored in this chapter. Development and leadership coaching are aimed at personal and professional skills and performance development, while cognitive and peer coaching are two methods used for instructional improvement and leadership development. All four coaching methods highlighted in this literature review are applicable to the education context. Key principles, responsibilities and skills of coaching indicate what is required to provide effective coaching to participants. This information is applicable to coaching within the education context and is therefore specifically relevant to this study.

From the literature, it appears that coaching meets many of the requirements for effective professional development of literacy as mentioned in Chapter Two. It is participant-driven, collaborative, on-going, derived from teachers' work and connected to other aspects of school change. It is evident from the literature that coaching is evolving as a reliable and effective strategy to support individuals in their quest for efficacy and excellence in areas of leadership, personal and professional development, skills and performance. Although the literature shows the potential of coaching for teacher professional development in many other countries, the education context in South African is very different. Schools have diverse leadership cultures that could have an adverse effect on the implementation of coaching. The notions of teachers as literacy leaders and coaching are both still in their infancy and the readiness of schools to introduce either coaching or literacy leadership is uncertain.

This study took place in an educational context where many education district officials, principals and teachers have traditional mind-sets about professional development. The notion and practice of coaching are new in South Africa and this study intends to promote coaching as a strategy for professional development. The literacy teacher leaders participated in a coaching programme as part of the study. In the absence of a suitable coaching model for the development of literacy teachers as leaders in South Africa, a specific coaching model, suitable for the education context,

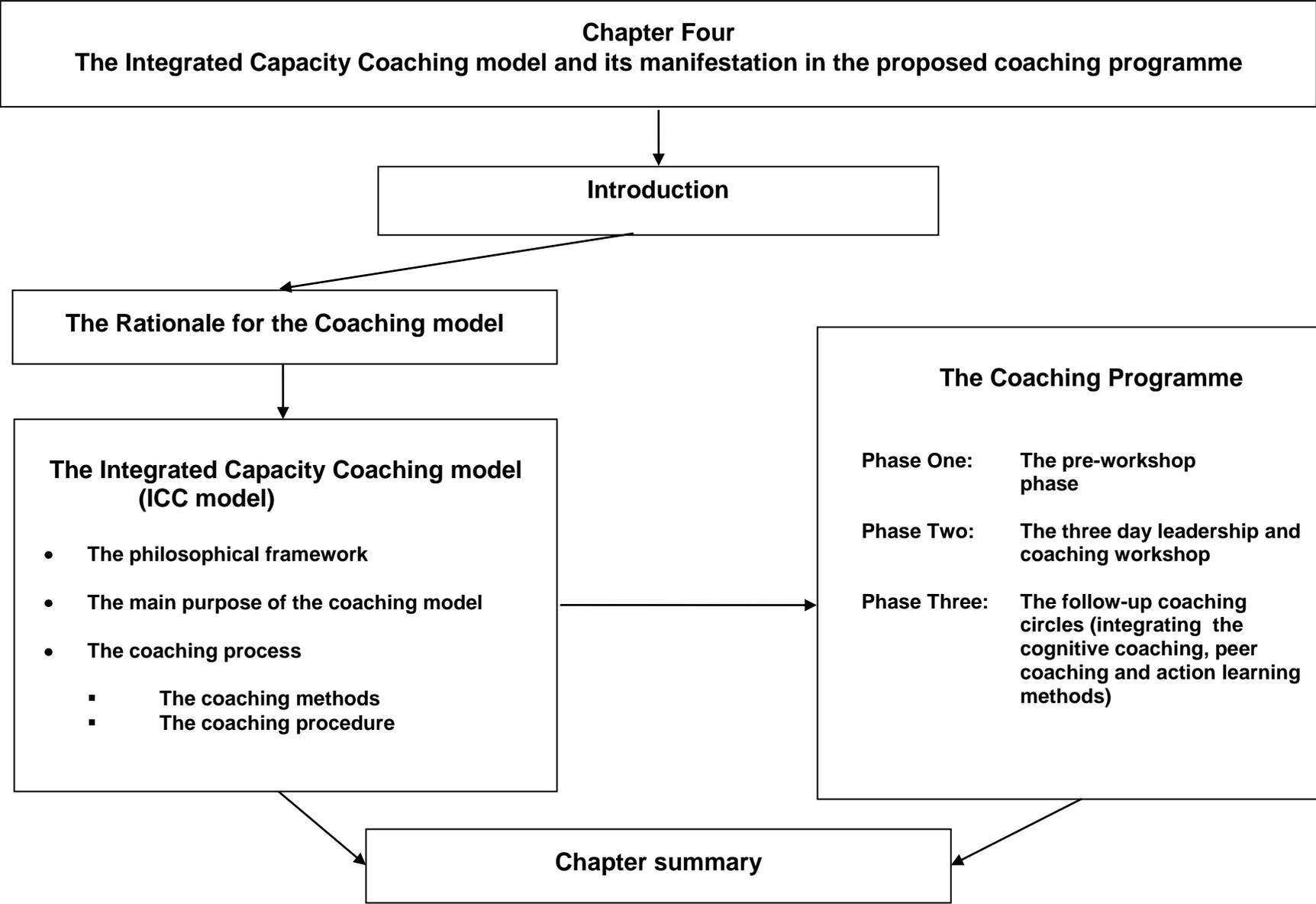
was designed by the researcher. The coaching programme is based on the coaching model and employs a number of applicable coaching methods.

Detailed descriptions of the coaching model, the coaching programme and applicable coaching methods are provided in Chapter Four.

CHAPTER FOUR
THE INTEGRATED CAPACITY COACHING MODEL AND ITS MANIFESTATION
IN THE PROPOSED COACHING PROGRAMME

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A diagrammatic roadmap to this chapter is presented on the next page. It serves as a summary of the chapter content and illustrates the logic of the layout of the chapter.



CHAPTER FOUR

THE INTEGRATED CAPACITY COACHING MODEL AND ITS MANIFESTATION IN THE PROPOSED COACHING PROGRAMME

4.1 INTRODUCTION

Chapter One provided a brief outline of the proposed coaching programme for the literacy teacher leaders. Chapter Four now describes a coaching model that was specifically designed by the researcher and how it underpins the coaching programme. The model is appropriate for both the context, which is the professional development of literacy teachers, as well as the focus of the study, which is the coaching of literacy teachers as leaders. The coaching model is based on relevant theories discussed in previous chapters: the literature on the professional development of literacy teacher leaders in Chapter Two, the learning and leadership theories discussed in Chapter Two and the coaching theories described in Chapter Three.

In section 4.4 the researcher describes how the Integrated Capacity Coaching model (ICC model) is manifested in the coaching programme for the literacy teacher leaders. A description is also provided of the coaching programme.

4.2 THE RATIONALE FOR THE COACHING MODEL

The literature review in Chapter Two indicated that effective professional development for literacy teachers is essential for literacy improvement and that the development of literacy teachers as leaders is beneficial for schools. However, teachers have been socialised into a particular way of thinking about leadership and professional development. Despite the traditional belief in the hierarchical education system and the principals and senior management team as the main leaders in the school, there are also informal leaders at work in schools (Gunter, 2005:48). This is the prevailing scenario in many schools, notwithstanding the call for democratisation of schools and the distribution of leadership in South Africa.

The participants in the study are informal teacher leaders from Grades R to Three who were invited to the information session about the study and who voluntarily

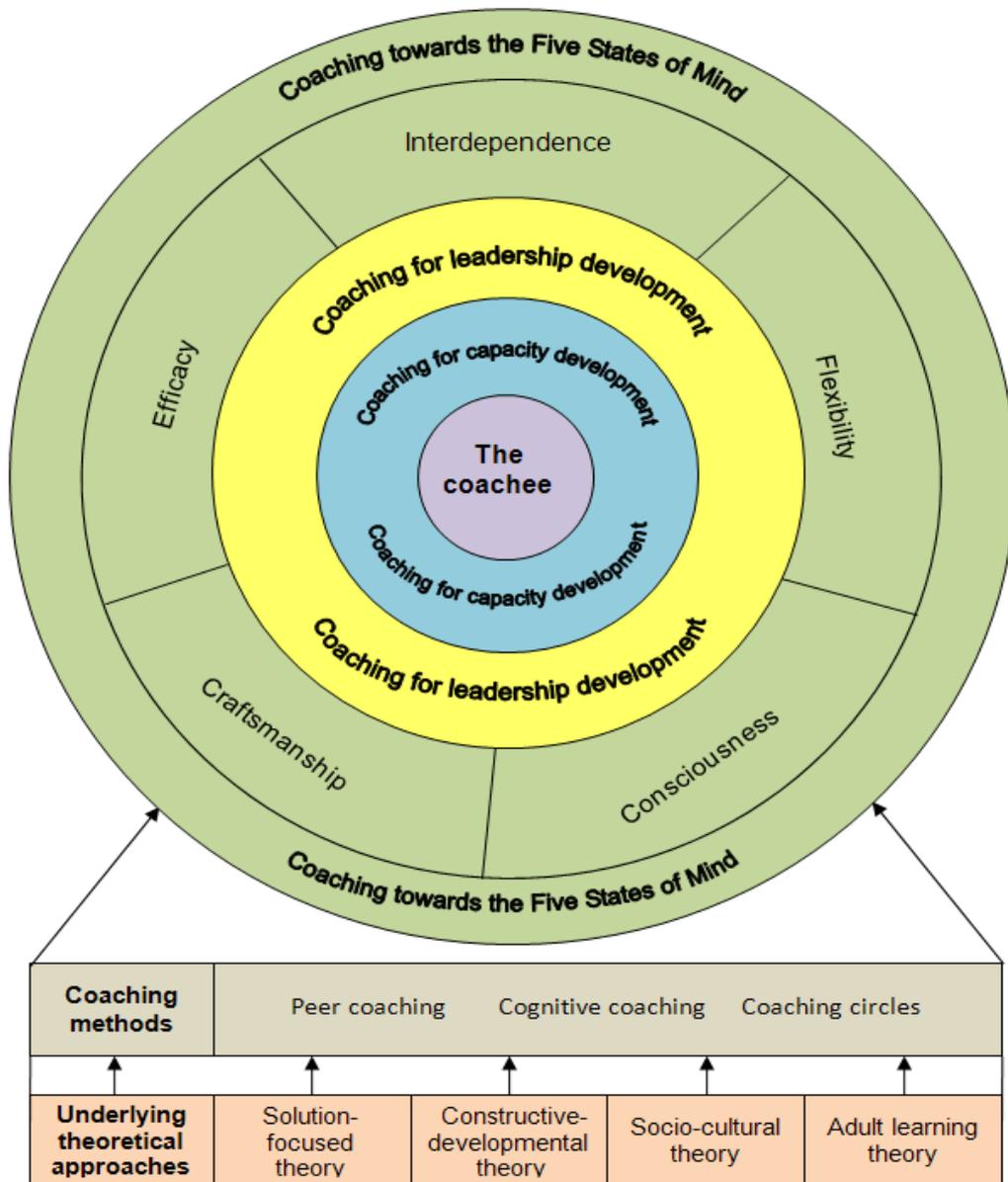
agreed to participate in the study. It is therefore assumed that these teachers see themselves as informal teacher leaders who are committed to making a difference to literacy teaching. The notions of both coaching and literacy teacher leaders are not well known or commonly implemented in South Africa. To the best of the researcher's knowledge, there is no existing coaching model specifically designed for literacy teacher leaders working in the unique South African context with its diverse literacy challenges. Simkinset *al.* (2006:324) agree that a specific coaching approach might not be effective within all contexts, which means that business coaching models may not always be suitable for education. A coaching model appropriate for the professional development context of these literacy teacher leaders was thus required. This model has been designed by the researcher specifically for the purpose of this study and it underpins the coaching programme for the literacy teacher leaders.

Section 4.3 presents an outline of the coaching model with reference to the philosophy, the purpose and the process of coaching.

4.3 THE INTEGRATED CAPACITY COACHING MODEL (ICC model)

Chapter Three provided an expansive review of the different theories, definitions and methods of coaching which the researcher deemed relevant for this study and for coaching within the broader education context. The information on coaching will not be repeated, but merely referred to for the purposes of clarity and coherence. Cox *et al.* (2010:1) emphasise the use of appropriate strategies, tools and techniques to ensure the desired outcomes of coaching. They acknowledge the uniqueness of every coach and the myriad of perspectives and purposes that are used in personal models of coaching (Cox *et al.*, 2010:6). Coaches practise in a variety of contexts and they adapt their models to suit the context, purpose and needs of the coaching participants. This particular model is called the Integrated Capacity Coaching model (ICC model) and is illustrated graphically in Figure 4.1. This integrated model draws from different existing coaching perspectives and methods, and the relevant literature discussed in Chapters One, Two and Three. This section now explains how the researcher positions herself as a coach and describes the essential elements of the Integrated Capacity Coaching model.

Diagram 4.1: The Integrated Capacity Coaching model (ICC model)



(Developed by L. Rutgers, 2010)

The diagram of the coaching model must be viewed from the bottom upwards. The philosophical theories in the bottom row underpin the coaching model. The model integrates three coaching methods, including cognitive coaching, peer coaching and coaching circles in its approach to coaching. Other elements of the coaching model are represented by, and labelled in, the circles. The two outside circles as depicted in green in the model indicate the dimension of the five states of mind. The five states of mind form the framework for the development of leadership coaching and capacity coaching as depicted by the yellow and blue circles. Through the development of leadership and capacity coaching the individual being coached as indicated in the

inner circle can develop the agency to make a difference as a teacher leader. Each component of the Integrated Capacity Coaching model will be described in detail in the next section.

4.3.1 The philosophical framework

The philosophical framework, which is indicated as the underpinning theoretical approaches in Diagram 4.1, gives an account of the researcher's worldview and the important principles that underpin the Integrated Capacity Coaching model. According to Erhard *et al.* (2009:11), the worldview is the lens through which the individual perceives the world and accounts for what happens to him or her. A few fundamental beliefs and assumptions about human development and learning underpin the Integrated Capacity Coaching model, which draws from three different coaching approaches: the solution-focused, the constructive-developmental and the socio-cultural approaches to coaching.

The researcher believes that individuals are unique human beings each with their own worldview who see the world differently. Each individual has different frames of reference or mind-sets that shape their view of specific things in their lives (such as their ideas, beliefs, social and cultural ways of doing and thinking) and determine how they observe, respond or behave in certain circumstances. Learning and development could be constrained or enhanced by the mind-sets of individuals. If the individual believes that he cannot become a leader, that mind-set will hinder him from ever becoming a leader. However, that mind-set is not static and can be changed to a more positive one through a process of coaching.

It is the view of Cavanagh and Grant (2010b:56) that individuals have the potential and resources to find solutions to the many challenges and concerns that they experience in their personal and professional lives. The solution-focused approach described in section 3.3.1 is therefore included in the Integrated Capacity Coaching model. The focus in this approach is on finding solutions to job-related challenges. The coach will guide the individuals in developing their areas of need and finding solutions to bring about sustainable change to their situations.

Another assumption is that all human beings continue to grow cognitively throughout their lifetime and that change is possible at any stage of their lives. The constructive-developmental approach to coaching described in section 3.3.2 is the second approach included in the Integrated Capacity Coaching model. This coaching approach acknowledges holistic development and change in individuals. The Integrated Capacity Coaching model proceeds from the principle that every individual makes meaning of their circumstances based on how they interpret it at a specific stage of their lives. With the knowledge of the different stages of cognitive development, the coach is able to understand and assist the development of the individual in different domains.

The third assumption of the Integrated Capacity Coaching model is that learning is a situated social practice supported by regular interaction between individuals. This justifies the inclusion of the socio-cultural approach to coaching which is described in section 3.3.3. The researcher believes that learning and development are inevitably influenced by the individual's prior cultural and social experiences. This approach affirms that learning cannot be effective as an isolated practice. Learning happens within the interactive spaces and opportunities among individuals, and new knowledge and skills build on prior knowledge and experiences. The researcher supports the view of Costa and Garmston (2006:73) that informed, skilled coaches have the capacity and ability to support and mediate teachers' cognitive processes to change their existing perceptions of teaching and ineffective teaching practices.

The researcher further supports the view of Cox *et al.* (2010:7) that adult learning principles need to be considered when coaching is used as a human development strategy. The Integrated Capacity Coaching model is therefore underpinned by adult learning theories. The researcher agrees that coaching is a human development strategy for adults and believes that adults learn differently from children. The principles of adult learning mentioned in section 3.4 are therefore integrated into this coaching model. One of the adult learning approaches, action learning (described in section 3.4.4), is a key element of the coaching circles method that forms part of the model. It must be emphasised that action learning as used in this study describes the learning approach and does not refer to action learning as a research methodology.

4.3.2 The main purpose of coaching in the Integrated Capacity Coaching model

The purpose of coaching is different with each coaching approach and method. In this study the Integrated Capacity Coaching model was designed to contribute to building the capacity of literacy teachers as leaders to effectively perform the roles of teaching, leading and leading literacy instruction and improvement as identified by Henderson (2008:52).

The teaching role of literacy leaders requires a sound content and pedagogical content knowledge of literacy. Literacy teacher leaders are expected to be experts in the knowledge field of literacy in order to guide and support their colleagues in literacy teaching. To do this the coach will provide the coachees with learning opportunities to enhance their specific knowledge and skills in the field of literacy teaching. The coach, in collaboration with the coachee, will determine the specific areas of need and focus the coaching sessions on those development needs.

The learning role requires added personal skills from the literacy leaders in order for them to plan, control and balance their different roles in life. The coach will provide learning opportunities where the coachees can self-assess their values, their beliefs, their attitudes, and their personal and professional visions. The coach will assist the coachees to identify their limitations and the constraints that prevent them from effective development in specific areas of life. Coaching for this purpose will stimulate the coachees to reflect on their current status and, where necessary, to change their values, beliefs and attitudes in order to develop effectively. One of the main goals of self-improvement is to become a life-long learner. Depending on the disposition of the individual, this could be a difficult goal to attain and requires much encouragement and motivation from the coach.

The third role of leading requires the expansion of leadership attitudes, knowledge, skills and the special knowledge of working with adults. Literacy leaders may be acknowledged by the school management team or the education district as being capable of leading the professional development of other teachers. Although the value of literacy teacher leadership appears to be very beneficial to schools, Hara (2004:34) cautions that teachers do not normally have the necessary capacity to lead

or provide leadership to other adult colleagues. Relationship building and effective communication are two examples of the competencies required of literacy teacher leaders. They will identify their particular leadership development needs and these will become the learning and development issues in the coaching sessions.

The researcher was prompted to design the ICC model based on the range of knowledge, skills, attitudes and values required by literacy teacher leaders to lead literacy instruction and improvement effectively. This model has the potential to achieve the different outcomes of coaching for the development of literacy teachers as leaders. This includes knowledge development, the development of leadership skills and personal and professional relationships skills to specifically build the capacity of literacy teachers as leaders to lead literacy improvement in the schools.

4.3.3 The coaching process

The Integrated Capacity Coaching model (ICC model) involves a coherent process of methods and procedures. The coaching methods and procedures are outlined in this section.

4.3.3.1 The coaching methods

The ICC model combines elements from different coaching methods, which include cognitive coaching, peer coaching and coaching circles. Each of the elements of the different coaching methods is included for a specific purpose, explained in this section.

(i) Cognitive coaching

Starrick (2005:38) believes that the goal of cognitive coaching is to get individuals to think deeply about their work and actions as teachers and leaders – what they do, why they do it and how they do it. It is a type of coaching specifically designed to facilitate cognitive thinking and change in teachers. Costa and Garmston (2006:125) claim that individuals have internal resources that drive their performance towards self-directedness and holonomy. These five states of mind are seen as forces that inform human perception, assist decision-making and motivate effective and positive human action. They influence the individual's thoughts, language, emotions and

actions, and can develop over time to contribute to increased achievement, fulfilment and ultimate excellence. A study on cognitive coaching by Bagwell (2008:44) supports the claim that the states of mind inform the perceptions and actions of participants. In the coaching relationship a skilled coach can use carefully constructed questions to mediate the learning and the reflective thoughts of the coachee regarding any state of mind (Costa & Garmston, 2006:143). The five states of mind as previously mentioned in chapters 2 and 3 are efficacy, flexibility, craftsmanship, consciousness and interdependence. They are rich resources from which individuals and groups can draw when confronted with problems and conflicts. The key role of the coach is to assist the coachee in the development of the five states of mind through mediation and reflection until they experience the necessary change.

(ii) Peer coaching

The basic structure of cognitive coaching and peer coaching are the same, but the role of the coach in the process differs. Robertson (2004b:12) recommends the involvement of a facilitating coach in the process of peer and cognitive coaching. The coach may act as motivator, mediator, demonstrator and consultant. As the motivator, the coach encourages the coachee towards effective improvement of learning and development. As a demonstrator, the coach models best practices to other teachers. As the mediator the coach guides the coachee's learning and reflective thinking through relevant questions. As the consultant, the coach will advise the coachee about any concerns of practice or leadership that they experience. Robertson (2004a:10) finds value in the objective perspective that a coach brings, because the learning opportunity creates the potential to reach higher levels of critical thought and dialogue. The participants in the coaching relationship not only bring their own unique knowledge and strengths into the learning situation; they also offer different perspectives and may add more objective views to the learning opportunity. In cognitive coaching, the knowledge and skill levels of the coach and coachee may differ. In peer coaching these levels are relatively similar. Regardless of any difference in such levels, both cognitive and peer coaching are reciprocal learning processes.

The five states of mind are still enhanced with peer coaching for leadership development, but the coaching process is slightly different. According to Robertson (2004b:6), peer coaching gives leaders the opportunity to reflect on their current practice and to share their leadership values, knowledge, skills and strengths. The process of peer coaching goes beyond collaborative inquiry and involves critical feedback as participants come to a shared understanding of the issue under discussion. During peer coaching the participants' beliefs, attitudes and values are challenged and they become aware of their possible shortcomings. The process of reflection allows participants to consider the need for change and to progress towards personal and professional transformation. While the peer coach facilitates the coaching sessions, the other participants are exposed to and learn the skills and techniques of peer coaching for future use in professional development.

(iii) Coaching circles

Coaching circles, as described in section 3.5.3.3, is a suitable group coaching method for adults. This method of coaching allows a group of four to six adults to be coached by an action learning coach or a peer coach. It provides a safe space for leadership development. O'Flaherty and Everson (2005b:11) emphasise that coaching circles accommodate the way in which adults learn, because it allows them to highlight their real work-related concerns and personal challenges. In this study the challenges of the literacy teacher leaders are related to literacy instruction.

According to Brassard (2008b:1), the duration of the coaching is about 20 to 30 minutes and consists of four elements: the challenge or concern, the collaborative enquiry, the reflection and a summation of the main learning. Each participant gets the opportunity to put forward a work-related challenge or concern to the coaching circle for coaching. During every coaching circle, the coach facilitates the process of learning through collaborative inquiry, critical reflection and constructive feedback. In the process the opportunity is created for participants to identify and change their values, beliefs, assumptions and attitudes about the challenges that they put forward for coaching. In this study the challenges will be related to the teachers' roles as literacy leaders. Coaching would therefore revolve around the three roles of the literacy leaders.

During the coaching circles, the coach will use the five states of mind of cognitive coaching mentioned in section 3.4.3 as a framework for the learning and development of the literacy teacher leaders. With every challenge that is presented to the group for discussion and collaborative inquiry, the participants will have the opportunity to improve their levels of efficacy, flexibility, consciousness, craftsmanship and interdependence. During the process of collaborative inquiry every individual in the group coaching circle is provided with the opportunity to think and reflect on their own learning and development needs, and to learn from the focused discussions.

The first few coaching circles are facilitated by the coach. Initially, the participants have the opportunity to observe the processes and procedures of coaching. The intention is that the literacy teacher leaders will develop peer coaching skills while they observe the coach in action during the coaching circles. As the coaching process unfolds, the coaches could develop the necessary peer coaching skills to facilitate future coaching circles themselves. Through collaborative teacher inquiry and learning conversations during the on-going coaching circles, the literacy teacher leaders practise specific patterns of thinking to increase their capacity for self-directed learning. Participants may experience different types of learning during the coaching circles, ranging from experiential learning to transformative learning. During the coaching circles they apply the action learning method, which follows the cycle of action, reflection and feedback. In this particular study the literacy teachers were coached on the different literacy skills, which they identified as their teaching concerns and their developmental goals. During each of the follow-up coaching circles a different literacy concern was raised for critical review and reflection. At the end of the weekly coaching circle, the team of literacy teachers would have had the opportunity to experience action learning for the purpose of improving and enhancing their knowledge base of a specific element of literacy instruction. During the process of coaching the possibility exists that the participants could experience transformative learning, a learning stage that entails a change in mind-set. A mind-set change could lead to teachers eventually transforming their literacy instructional practices in the classroom.

4.3.3.2 The coaching procedure

Coaching is a process and whether it is practised in a sports environment or used for development and learning purposes, each coaching model follows specific procedures. The coaching procedures of the ICC model involve five steps:

- Contextualisation
- Re-orientation
- Identification of learning and development needs
- Coaching circles
- Commitment to sustained action and change.

These steps are described in more detail below.

Step One - Contextualisation

This step provides the opportunity for participating individuals to understand the context and process of coaching. It corresponds with the stage that Van Kessel (2007:408) calls “setting the foundation”. The coachee gets the opportunity to clarify the process and purpose of coaching before he commits to the process. During this stage the coach creates a safe space and starts to build a relationship with the coachee. The individual makes a commitment and agrees to participate before the coaching process can continue.

Step Two - Re-orientation

In the second step each coachee completes an assessment using a specific assessment tool. The purpose of the assessment is to gather information about the coachee’s competencies, strengths, shortcomings and needs, in this case as the literacy teacher leader. This information will help the coach to get acquainted with the coachee and to identify his key development areas. The information will also serve as reference during the period of coaching.

Step Three - Identification of learning and development needs

In this step the information gathered in Step Two is used to identify the learning and development needs of the coachee. The Integrated Capacity Coaching model is a group coaching model and the development areas of all the coachees involved will be considered in the planning of the coaching sessions. The coaching circles method allows the coach to prioritise the development areas for each coaching circle in collaboration with the coachees.

Step Four - Coaching circles

The number of coaching circles is negotiated by the coach and the coachee and is dependent on the number of areas identified by the participants for further development, These are mentioned again for the sake of coherence: (1) the challenge, where the participant presents the issue to be discussed and the other participants could ask further questions for clarity; (2) the collaborative inquiry, where all the participants are allowed to give input by sharing their understanding of the problem or asking questions to stimulate creative ideas; (3) time for quiet thought and self-reflection on the experience of learning produced through the inquiry; and (4) feedback on the learning experience. During the coaching circle the coaches could reach a stage where they find the need to explore their existing beliefs in order to shift their perspective or change their beliefs. This could be described as transformative learning, which will eventually lead to sustainable change in individuals.

Step Five - Commitment to sustained action and change

This stage is reached after the coaching circles have been completed. The coachees will be given the opportunity to summarise their most significant learning and to assess how well they have addressed their learning and development needs. Plans for on-going sustainable action will then be discussed. Tobias (1996:87) suggests that it is wise to identify possible factors that would hinder efforts to bring about sustained action and change during this stage.

During the research study the above-mentioned steps were followed during the coaching process with the literacy teachers who participated in the study.

4.3.4 Summary

Section 4.3 provided an in-depth understanding of the coaching model designed for this study. In the absence of suitable coaching models, the researcher (as a certified coach) saw the need to develop a coaching model based on her personal philosophy of learning and the particular context and purpose of this study. This is a unique model, suitable for capacity building in the South African education context.

The ICC model has a sound theoretical foundation, which integrates three perspectives of coaching and adult learning principles. The rationale for this model was clearly spelt out and its suitability for adult learners was justified by the inclusion of various adult learning theories and principles in this chapter. As the purpose of this study is to gain an in-depth understanding of how literacy teachers perceive, experience and respond to coaching, the method and procedures in the ICC model are closely aligned with that purpose. During the coaching circles, which formed part of the coaching programme, the literacy teacher leaders followed the same coaching procedures used in the Integrated Capacity Coaching model. Their perceptions and experiences of coaching are the focus of this study. The outcomes of the coaching experience may be different for each coachee, depending on the learning and development needs that they have identified.

The model described specific coaching procedures, which will be replicated in the coaching programme used in this study. The coaching programme is described in the next section.

4.4 THE DESCRIPTION OF THE COACHING PROGRAMME

The notions of coaching and teacher leadership were new to the teachers who volunteered to participate in this study. The teacher leaders therefore needed to be introduced to both concepts before the coaching process could commence. The proposed coaching programme in this study was planned based on the principles and procedures of the Integrated Capacity Coaching model described in section 4.3.

There are three components to the proposed coaching programme: an information component, a training component and a coaching component. Each component is included for a specific purpose and is essential to effectively introduce the concept of coaching to the participants and to ensure that they engage in a well-structured coaching experience. The use of the unfamiliar term “literacy teacher leaders” and the practice of literacy teacher leadership required that the participating teachers had to be informed about the evolving nature of leadership.

The coaching programme spans three phases, with each phase comprising a specific component of the programme. Each phase and its purpose are described in the next section.

4.4.1 Phase One - The pre-workshop phase

Phase One entailed the preliminary work and the sharing of information about the research project. The first phase commenced on 18 January 2010, after permission was granted by the principal of the participating school to do the study. Information sessions were held with the Foundation Phase teachers to inform them of the research study and to give them an outline of the intended research programme. During this phase contextual information was gathered about the school, staff members, leadership, learners and the literacy teaching situation.

4.4.2 Phase Two – The three-day teacher leadership and coaching workshop

Phase Two entailed the training and development component and consisted of a three-day residential workshop that took place from 19 - 21 February 2010. The purpose of the workshop was to give the teacher participants the opportunity to complete a self-assessment of their leadership capacity and to introduce them to the concepts of teacher leadership, coaching and the procedures of coaching. The three-day workshop allowed the participants enough time to cover a wide range of information that would be of benefit to them, during the period of coaching and long afterwards. An outline of the workshop programme is provided as Addendum F. However, a brief description will be given of the content of the different sessions to

illustrate the relevance of the workshop content to the study. The workshop was divided into seven sessions.

- Session One focused on re-orientating the participants to the concept of leadership and to determine what inspired them to be leaders. They completed a self-assessment survey of their leadership capacity. This was necessary to give the participants a sense of their existing leadership capacity.
- Session Two provided the participants with an understanding of the ontological perspective on leadership. The purpose was to allow the participants to acknowledge their own capacity as effective leaders and to make them aware of what limited their efficacy as leaders. It also provided an opportunity to think differently about education leadership.
- Session Three provided the participants with tools and techniques to be effective leaders. Information on EI and effective communication was shared in this session. The participants were introduced to the concept of the five states of mind and how they could work towards the improvement of each state of mind to be more effective leaders.
- Session Four focused on the different roles of teacher leaders with the purpose of understanding each role, the responsibilities involved and the skills required for each role.
- Session Five focused on the identification and management of strengths and challenges related to each role.
- Session Six introduced the participants to cognitive coaching and peer coaching. They were informed of the coaching procedures and the essential skills related to each method.
- Session Seven gave the participants the opportunity to plan their literacy leadership vision and to identify their learning and development needs as literacy teacher leaders. Their development areas were derived from their identified areas in need of development, which in turn were related to the

roles of literacy leadership discussed in Session Four and Five of the workshop. During this session, the procedure of on-going coaching circles was explained to the participants.

Every workshop session imparted important understandings of concepts, information about procedures and essential skills necessary to ensure an effective coaching experience to enhance their development to effectively perform their roles as literacy leaders. After the workshop the coach collated the learning and development needs of all the participants and compiled a proposed coaching plan for the follow-up coaching circles.

4.4.3 Phase Three – The follow-up coaching circles

Phase Three of the programme entailed the coaching component, which consisted of the on-going group coaching sessions for the research participants. The coaching component followed after the workshop and the group would eventually decide on the number of coaching circles based on the number of areas identified for development. The main goal of the follow-up group coaching circles was to coach the participants towards understanding their roles as literacy teacher leaders. It also allowed the participants to observe the skills of coaching to enable them to eventually be capacitated to apply the coaching skills as peer coaches in the coaching circles. The intention was that each literacy teacher leader would be able to use the techniques of peer coaching as a continuous professional development tool in the future. During the coaching circles the teacher leaders would get the opportunity to collaboratively make sense of the many literacy dilemmas and challenges which they faced in the school. The coaching circles were facilitated by the coach and followed the specific procedures described in section 4.3.3.2. After the coaching circles the coaching programme drew to a close.

As part of this research study the teacher leaders participated in the coaching programme described in sections 4.4.1 to 4.4.3. The researcher gathered evidence regarding the perceptions, experiences and responses of the participants in each component of the coaching programme. A detailed description of the specific research methodology used in this study is provided in Chapter Five.

4.4.4 Summary

This section provided a step-by-step account of the coaching programme, which commenced with the initial information meetings with the participants at the school. The second phase of the programme entailed the coaching workshop, which provided the foundation for the coaching experience that would follow. Simkin *et al.* (2006:324) emphasise that initial processes are important before coaching can commence in the education context. They also highlight the importance of other factors, such as the context of coaching, the procedures of coaching and power relationships in schools. Based on these findings, the researcher saw the need for a coaching workshop before the commencement of the coaching sessions. The purpose of the coaching workshop was to afford the participants the opportunity to be introduced to new concepts and skills, and to share their concerns about coaching. Coaching is an interpersonal activity and it was hoped that the workshop would start the process of enhancing relationships amongst the participating group. The workshop intended to provide an opportunity for the participants to reflect on their development needs and to finalise the development areas for the follow-up coaching experience. The identification of areas intended for development is an important element of coaching and it was covered in the workshop, preparing a solid foundation for coaching.

4.5 CHAPTER SUMMARY

This chapter provided a description of the ICC model designed specifically for the study and described how the coaching model is manifested in the coaching programme for the literacy teacher leaders.

The literature explored different approaches to coaching and a few of them were mentioned in Chapter Three. Although no one approach is considered better than another, a particular approach may be more appropriate for a particular environment or for specific situations. Each approach is based on a specific philosophy and has its unique strengths that are best suited for a particular situation and purpose. A coach needs to determine what approach is best suited for a particular environment and then has to identify specific elements or qualities that are indispensable to the core meaning and purpose of the coaching.

The coaching in this study focused on facilitating the development of a group of literacy teachers towards building capacity in their leadership performance and to advance their skills and knowledge towards the development of their roles as literacy leaders. In the case of adult learners, such as literacy teacher leaders, a coaching approach, which creates space for reflective and collaborating learning such as the ICC model, is suggested. Coaching is a forward-looking process that enables learning and development to occur. Although certain coaching approaches are goal-driven, the specific coaching approach used in this study is more focused on solutions and the enhancement of learning and development.

Although there are certain common features that characterise effective coaching, each coaching approach is different. These common features were considered in the design of the Integrated Capacity Coaching model. The processes and procedures are systematically arranged to facilitate effective development. The ICC model was specifically designed to suit the needs of the literacy teacher leaders, as no known suitable approach currently exists within the South African educational context. The model is focused on capacity building of individuals to enhance their personal and professional lives. The use of solution-focused, constructive-developmental and socio-cultural approaches to coaching is therefore justified in this model.

The Integrated Capacity Coaching model encourages collaboration and the improvement of interpersonal relationships among the coaching participants. The researcher sees coaching as having an empowerment dimension, as it allows individuals to make informed choices and to become responsible for their own learning and development. The perspective of the Integrated Capacity Coaching model is that the coach merely facilitates the coaching process, while the coachees are seen as resourceful individuals who can access existing knowledge and skills to address the many challenges in their personal and professional lives. The researcher (as certified coach) has fully considered the wider context of this study and made the necessary adjustments to the design of the Integrated Capacity Coaching model and the planning of the coaching programme, to suit the specific purpose of the study.

The Integrated Capacity Coaching model has a sound theoretical basis and integrates different coaching methods applicable to the education context. Participants are guided in the use of cognitive coaching, peer coaching and coaching

circles to promote on-going self-directed learning and personal growth. The systematic procedures of the coaching programme are aligned with the basic structure of the coaching model. The researcher chose to develop this specific coaching programme because it encourages collaborative enquiry, reflection and feedback amongst groups of individuals and supports effective adult learning. The model is focused on personal, professional and teacher leadership development.

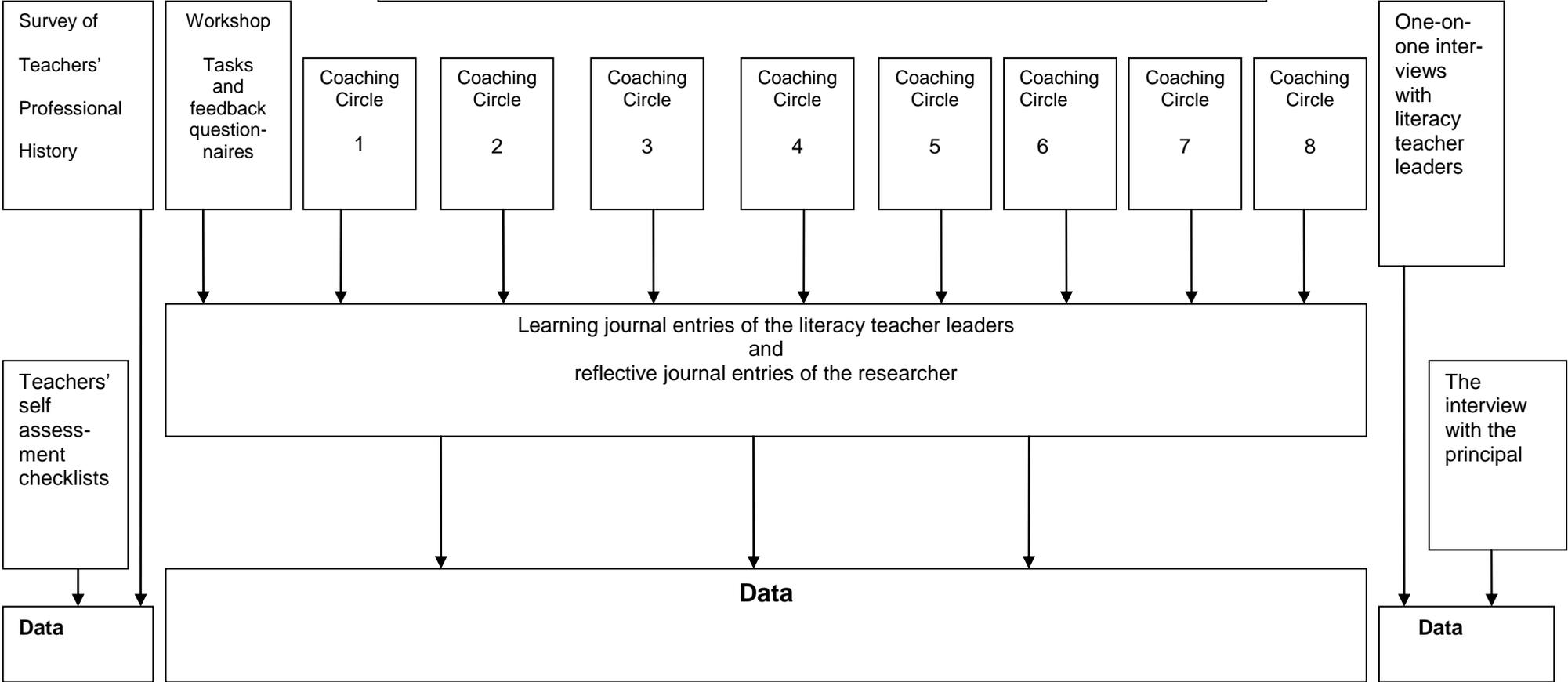
The ICC model, the coaching programme and the coaching methods that were described in chapter four was intended to introduce the specific coaching method and procedures that would be used in the study. The theoretical approaches described in section 4.3, which underpins the coaching model and method used in this study, aimed to strengthen the integrity of a coaching approach to professional development. The phases of the coaching programme described in section 4.4 will be replicated in the study. The data-collection process will include a range of activities for the research participants during each phase of the coaching programme. Chapter Five describes the research methodology used in the study in detail.

CHAPTER FIVE RESEARCH METHODOLOGY

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A diagrammatic roadmap to this chapter is presented on the next page. It serves as a summary of the chapter content and illustrates the logic of the layout of the chapter.

Chapter Five – Outline of the research methodology



CHAPTER FIVE

RESEARCH METHODOLOGY

5.1 INTRODUCTION

The preceding chapters discussed the view that literacy teachers need opportunities to broaden and deepen their content and pedagogical content knowledge of literacy and to develop leadership skills. These skills are needed to develop and strengthen their leadership capacity to sustain literacy improvement efforts in the classroom and school. Coaching meets many of the criteria for effective professional development and is suggested as a suitable strategy for the development of literacy teacher leadership.

This chapter explains and justifies the research design selected for this study, which is focused on the coaching of literacy teachers as leaders. A detailed explanation is given of the theoretical approach, the processes of inquiry, the data-collection methods, the trustworthiness of the research and the ethical considerations in the study. According to Creswell (2009:3), a researcher will decide on a research design based on his/her theoretical assumptions, the issue that is being addressed in the study, the background of the researcher and the purpose of the study. This study focuses on the following main question and three sub-questions:

What can be learnt from the literacy teachers' perceptions of, experiences with, and responses to coaching to promote continuous professional development?

- What learning insights emerged from literacy teacher's' participation in the coaching programme?
- What do literacy teachers perceive as factors that could negatively influence their experience of coaching?
- What are the perceived benefits of coaching for the development of teacher leadership?

The next section (5.2) gives a description of the approach or the orientation to the study. Mouton (2001:57) refers to this aspect as the design type, while Henning, Van Rensburg and Smit (2004:30) describe it as “the epistemological and the methodological home” of the study. The approach to research embodies the

researcher's philosophical stance within which the strategies and the methods of research are situated.

5.2 PHILOSOPHICAL ORIENTATIONS

Research is conducted within a specific theoretical framework that reflects the researchers' assumptions and beliefs about knowledge. This particular knowledge position represents the way in which the researcher views the world and determines the actions that will be taken in and for the study. This theoretical framework is also known as a research paradigm. Individuals view the world differently and researchers do the same in their research. A particular worldview allows the researcher to choose a specific method of enquiry to craft the study – be it a qualitative, quantitative or a mixed-methods approach. Researchers have different philosophies about knowledge and they use different descriptions for the way in which they view the world. For the purposes of this study the three theoretical paradigms of Henning *et al.* (2004:16) will be used – the positivist, the interpretivist and the critical theoretical framework. Determining an in-depth understanding of a phenomenon such as coaching individuals in this study, points to an interpretivist paradigm. A brief description of each paradigm will be presented in the paragraphs that follow.

Henning *et al.* (2004:17) describe research within the positivist framework as a scientific approach to finding the truth. They believe that empirical studies based on observation and measurements provide an accurate account of a situation or a phenomenon. A positivistic stance is characterised by quantitative scientific experiments that can clearly detect cause and effect. It ignores the influence of context and the different ways in which individuals make meaning. The critical theoretical framework describes research in terms of its political, emancipatory and social consciousness nature (Henning *et al.*, 2004:23). Power relations are emphasised in the critical theoretical framework, both negative and positive in nature. Through critical research, it is possible for researchers to challenge the status quo, to change perspectives and to reconstruct the worlds of individuals. Critical researchers intend to address social issues when they are involved in research. They believe that individuals' lived experiences do not happen in isolation, but that context, values and beliefs are integrated in how the individuals experience their worlds. Within the interpretivist framework the researcher is viewed as a co-constructor of knowledge

and meaning making (Jansen, 2010:21). While positivist researchers believe in the absolute truth of their observations, the interpretivist researcher believes that observations can have multiple interpretations, depending on the perceptions and worldviews of the interpreter. Interpretivists view knowledge as being constructed through the observation of phenomena and descriptions of individuals' beliefs, values, understandings and meaning making – a process based on individual interpretation. Interpretivist research can be described as a social process that involves the interaction of participants and close observation of others in specific situations. Researchers make an effort to understand those situations or phenomena by interpreting their observations within a specific context. The context is particularly important for interpretivist researchers as it provides additional situational information that can influence the interpretation. They therefore believe in using a variety of methods to collect information in a natural setting and accept the possibility of finding multiple interpretations of phenomena.

Based on the descriptions of the different theoretical frameworks, it is apparent that this study leans toward an interpretivist paradigm. The researcher attempted to understand the phenomenon of coaching based on the interpretation of the literacy teachers' perceptions, experiences and responses to the process of coaching and the meaning that they assigned to these dimensions. The outcome of coaching cannot be predicted, because it will depend on each coaching participant's worldview, frame of reference, perception, response and experience of coaching. The assumptions of an interpretivist perspective and how it relates to this study are summarised below (cf. Nieuwenhuis (2010b:59).

- It focuses on how people construct their world using their shared meanings and interaction with others. Research techniques are used to help us understand how people interact with their environment. In this study the literacy teachers were observed while they participated in the coaching programme. Data were collected at different stages of the programme to determine how the participants experienced each specific stage.
- A person's reality is socially constructed. The social context helps the researcher to understand peoples' perceptions of their activities. There were five participants who participated in the coaching programme as part of this

study. All of them were Foundation Phase teachers who worked together in the same grade or phase at the same school. The teachers' self-assessment surveys and the interview with the principal were specifically designed to gather information about the school and the status of literacy instruction in the school. This provided the researcher with contextual situational information to support the interpretation of the data.

- The mind of the individual is instrumental in meaning-making. Through research one can unravel how meaning is constructed and get an understanding of the phenomena. In this study the literacy teacher leaders participated in a coaching programme that entailed a workshop and on-going coaching circles. The teachers were coached as a group. The action learning method used during the coaching circles allowed the participants to engage in collaborative inquiry, reflection and feedback as they discussed their concerns about leadership and literacy instruction. During the coaching circles, participants shared and constructed new literacy instructional knowledge as a group and supported each other's meaning-making processes. The researcher (as coach) extended the participants' learning through questioning and constructive feedback. Every coaching circle focused on a different concern of literacy instruction. Throughout the coaching programme, the researcher observed and interpreted the interactions and behaviour of the participants in relation to the purpose of the study and the research questions.
- The individual's behaviour is affected by different factors in the social context. The interpretivist researcher is required to understand and use the social context to make various research decisions. This assumption is reminiscent of how the worldview of each individual influences the unique manner in which he interacts with his social environment. Although all five participants in this study were attached to the same school, they each had different personal and professional histories and development needs that would determine how they responded to the workshop and coaching circles. Being an interpretivist researcher, the researcher (as coach) was alert to this and equipped to observe the nuanced responses of the participants and interpret them accordingly.

- There is a definite link between humans' knowledge and their social world. Our understanding of phenomena does not occur in isolation, but is influenced by our beliefs and values. The researcher was reminded that new knowledge constructed by individuals is informed by their beliefs, values and intentions. Each individual in this study had a frame of reference, background knowledge or cultural capital that played a role in the coaching process. Each participant in this study experienced the process of coaching based on their prior knowledge, beliefs and values, and therefore the outcomes of the coaching process were unpredictable and varied between participants.

These assumptions were incorporated into the interpretative study design chosen for this research. According to Cohen and Manion (1994:36), the purpose of interpretive research is an attempt to understand the "subjective world of human experience". Interpretive research focuses on the participant's perceptions, views and responses in a particular context. The researcher observed the participants' diverse behaviours at various stages of the coaching process, knowing that each individual was unique and would respond differently because of the differences in their cultural and social capital. The interpretivist framework allows the researcher to interpret those nuanced understandings and responses of the participants. An interpretivist paradigm was therefore seen as most appropriate for the purposes of this study.

5.3 STRATEGIES OF INQUIRY

Before the discussion on methods of enquiry commences, it is necessary to clarify the terms "method" and "methodology". According to Henning *et al.* (2004:36), "method" is the researcher's choice of techniques and the procedures used to collect data, while "methodology" refers to the philosophy that directs the choice and suitability of different methods used in the study.

A qualitative method of inquiry was used for this study. A qualitative study is aimed at understanding and interpreting situations and phenomena based on the evidence provided by the research participants. The researcher collects relevant data in order to describe and analyse individuals' beliefs, experiences and actions. A definition of qualitative research by Denzin and Lincoln (2000:3) reads as follows:

Qualitative research involves an interpretive, naturalistic approach to the world. This means that the qualitative researchers study things in their natural settings, attempting to make sense of or to interpret phenomena in terms of the meanings people bring to them.

Cresswell (1998:15) defines qualitative research as:

An inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human issue or problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting.

While Denzin and Lincoln emphasise the naturalistic element, Cresswell points to the complexity of the research issue and the holistic nature of qualitative research. These two definitions emphasise that the researcher works directly with the individuals to determine how they make meaning with regard to a phenomenon or a concern that impacts on the realities of their everyday life.

According to Nieuwenhuis (2010b:51), the characteristics of qualitative research can be summarised as:

- rich and descriptive data collection;
- focused meaning making of the processes and the cultural and social contexts of the situation or issue;
- naturalistic inquiry;
- descriptions and understandings of situations or issues in their natural contexts;
- based on the participants' perspectives.

This investigation of the perceptions, understandings and responses of literacy teacher leaders to coaching is consistent with the above-mentioned definitions and the characteristics of qualitative research. The Foundation Phase literacy leader participants were all challenged by ineffective professional development that did not support their attempts to improve learners' literacy levels. The literacy situation is complex and the school environment and culture are factors that cannot be ignored in any attempt to understand and address the challenges experienced by the teachers. In addition to the complex school context, each teacher was also faced with complexity in the classroom, as they had to be responsive to learners' diverse language needs, their learning potential, socio-economic circumstances and parental support. This research context provided a rich environment for qualitative research. The participating teachers shared their experiences through interactions, reports, discussion, reflection and feedback. The researcher observed the participants'

interactions and behaviour, and examined the patterns of meaning within their words and actions during the different phases of the coaching programme. The researcher provided a rich description of the data collected during different phases of the coaching process.

The context is important in a qualitative study, because it allows the researcher to observe the situation holistically and to report widely on the factors influencing the situation. In order to provide an in-depth description of the experiences of the participants, a variety of data-collection methods was used by the researcher. After careful observation, documentation, analysis and interpretation of data, the researcher was able to provide a detailed report on the findings based on the perspectives of the participants. Qualitative research allows the researcher to compile thorough evidence substantiated by extracts from participant interactions. A qualitative study allows the researcher to answer the research questions through careful observation, interpretation and a thorough description of the data.

Case study research was selected as the strategy of inquiry in this qualitative study. According to Henning *et al.* (2004:33), a case study investigates an issue or theme that is within a bounded system with specific parameters or relevance – such as a group of teachers in a school, an organisation or a specific type of activity. Yin (2009:18) defines a case study as

an empirical inquiry that investigates a contemporary phenomenon within its real life context when the boundaries between phenomenon and context are not clearly evident.

The 'case' in this study referred to the group of literacy teacher leaders being coached in the Foundation Phase at one specific school. The researcher argued that the participating group of teachers could potentially benefit from coaching as a continuous professional development strategy for building their capacity as literacy leaders. The study aimed to arrive at an in-depth understanding of how the participating literacy teacher leaders perceived, experienced and responded to coaching. A summary of their professional profiles is presented in section 5.4.4.

While case study designs may be classified as intrinsic or instrumental, the methodology used in this study is a collective case study approach. Stake (2000:537-538) describes a collective case study as the study and analysis of a

number of cases to arrive at a better understanding of the phenomenon. A collective case study was chosen as an appropriate methodology for this study, because the participants selected for this study were all Foundation Phase literacy teachers. Although they were attached to one school, they were each seen as having unique personal and professional backgrounds, beliefs and values that could make a unique contribution to the study. The literacy teacher leader being coached was thus the unit of analysis in this study. At the end of the data-collection process a collective case study gave the researcher the option to complete an in-case and a cross-case analysis to provide a collective interpretation of the findings of the study based on the views of all the participants.

According to Yin (2009:8-11), there are three specific conditions that are instrumental in the choice of a case study approach to research. The first consideration is the nature of the research question, which in this case is a “how” or “what” question. This study intended to answer the question: "What can be learnt from literacy teacher leaders' perceptions of, experiences with, and responses to coaching to promote continuous professional development?" The collective case study as a method of inquiry allowed the researcher to observe each participant in her own capacity and the collective in their group capacity. The data-collection and analysis procedures were planned after considering the contribution of the participant as an individual and as part of the collective. The final data collection entailed one-on-one interviews with each participant. The second consideration proposed by Yin (2009:8-11) is the level of control that the researcher has over the outcome of the study, which in this case was unpredictable. Each participating teacher was unique because of her previous personal and professional experiences, beliefs and value systems. Individuals have different development needs, be they personal or professional. Coaching is focused on the development of those identified needs, but coaching is a situated process. Every individual is subject to his or her context and may respond differently to the process of coaching. Yin's final condition was that the study should focus on a contemporary issue or situation in a real-life context. In this study the issue is ineffective professional development currently experienced by many literacy teachers. Despite the national and provincial literacy improvement efforts, there is not much improvement in the literacy levels of Foundation Phase learners. The challenges of literacy teaching and learning are expanding and a more effective continuous professional development strategy is needed in the Western Cape. This

is the dilemma facing literacy teachers as leaders, which this study intended to address through the process of coaching.

According to Merriam (1998:29), a case study design is used to get a holistic and thorough understanding of a situation and to explicitly uncover and describe the meaning attached to the specific situation. Case studies are useful in education research because they provide in-depth understandings of the phenomenon or situation that is being researched. Case study research describes and contextualises whatever issue or situation is being investigated and provides a detailed report of findings that can influence education policy and future research. Coaching, the phenomenon that the literacy teacher leaders were exposed to in this study, is a reasonably new practice in South Africa. There is no known evidence-based research on coaching literacy teacher leaders. The researcher hopes that this case study design will provide in-depth insights into coaching as a professional development strategy to inform future educational policy and practice regarding the professional development of literacy teachers as leaders.

A case study approach has many advantages, according to Cresswell (1994:175). Firstly, it allows for rich, detailed study of educational phenomena and can lead to a descriptive account of such phenomena. The phenomenon under investigation in this particular study was coaching, and the researcher intended to get a descriptive account of how literacy teacher leaders experienced and responded to coaching. Secondly, case studies use both qualitative and quantitative data and employ a variety of data-collection methods. In this study various data-collection methods were used (see 5.4.5) to provide a rich description of how coaching was experienced by each of the participating literacy teacher leaders. Thirdly, case study methodology allows the data to provide evidence of the phenomenon. Since this study is aimed at examining and interpreting how coaching is experienced in a South African school context and identifying the factors that hindered or promoted this enactment, the expectation is that the data will provide important information to gain a rich understanding of the phenomenon under investigation. Finally, the case study approach was chosen as a strategy of inquiry because, according to Cohen, Manion and Morrison (2007:256), “case studies recognise the complexity and embeddedness of social truths”. This implies that case study research acknowledges that there could be differences of opinions and different interpretations of issues. According to

Nieuwenhuis (2010c:75), case studies are strongly based on the realities of participants as they experience and interact with others and make meaning of specific phenomena. The interpretivist researcher aims to understand the dynamics and the experiences of the participants in a specific situation. The case study approach was therefore seen as the most appropriate methodology to capture the realities of coaching literacy teacher leaders in action.

It is necessary to point out the possible limitations or weaknesses of case studies and how they were dealt with in this project. The first weakness is that a case study can be influenced by the particular sources consulted and be open to bias (Cohen *et al.*, 2007). In this study a variety of data sources (interviews, checklists, questionnaires, and journals) were used to get a detailed description of the phenomenon under study. The use of multiple sources of evidence increases the validity or credibility of the study (see 5.11). Another weakness of the case study methodology is that it does not allow for generalisations of the findings. The aim of the study was to focus on capturing and interpreting the coaching experiences of particular literacy teacher leaders within the context of a particular school.

This section was aimed at describing the method of inquiry for the study. The decision to select a qualitative collective case study is in line with the purpose of the research and the research questions mentioned in Chapter Five. It is evident from this section that the researcher needed to have a clear understanding of her theoretical framework to position the rest of the inquiry. The research in this study focused on the perceptions and understandings of individuals who found themselves in a particular context. This directed the researcher's theoretical stance towards the interpretative paradigm. Clarity on what the researcher wanted to achieve with the study was essential, as it influenced all the other decisions that were made in the investigation. There is a vast range of methodologies and methods of inquiry that can be used in research, but the eventual choice depends on the nature of the research and the competencies and knowledge of the researcher. In this study the decision to embark on qualitative research is in line with the researcher's socio-cultural theoretical perspectives. Given that coaching circles were used as the method of coaching in this study (Chapter Four), the researcher had to be very clear on why a case study design was used and not an action research design. The use of coaching circles is a group coaching method that allowed the individuals in the group to

develop through a process of action learning. However, the decision to use a qualitative collective case study was based on the purpose of this study – the in-depth exploration and understanding of the phenomenon of coaching and not the evaluation of coaching as an intervention. The purpose of this study was not to determine the impact of coaching, but to gain an in-depth understanding of coaching as a professional development strategy. Hence the choice of an interpretative case study design.

5.4 RESEARCH METHODS

5.4.1 Sampling and the target population

Sampling is the procedure used to select the population to be investigated in a particular study. Purposeful sampling is a form of data collection used in qualitative research to select participants because they display a specific characteristic that would best address the research questions under investigation and provide important information to produce a rich and in-depth study. The use of carefully and purposefully selected participants in a case study allows the researcher to “gain a great deal of information about issues of central importance to the research from relatively small samples or numbers of participants” (Cohen *et al.*, 2007:115). The sample for this study was selected according to the following criteria which guided the selection of participants:

- They had to be Foundation Phase teachers, as all of them had to teach literacy;
- They had to see themselves as leaders in the school;
- They all had to be concerned about the literacy achievement levels of their learners;
- The teachers had to commit to participating in a number of coaching sessions.

No specific requirements were set about the professional qualifications or years of experience. There was no limit on the number of participating teachers, but it was emphasised that, within the group that met the requirements of purposeful sampling, participation was voluntarily.

The purposive nature of the sample selected should not be confused with the concept of mandatory versus voluntary participation. Although participation in the

coaching programme was completely voluntary, the very act of volunteering ensured that the participants met the third criteria for the stratified purposive sample selection (i.e. showing concern for literacy of their students and commitment to coaching).

5.4.2 The research site

The school selected for the study is situated in one of the education districts of the Western Cape Education Department in the Western Cape. It can be described as a primary school that serves a disadvantaged community and offers schooling to almost a thousand learners from Grade R to Grade Seven. The researcher served the school in her capacity as a curriculum advisor from July 1997 until December 2001. The school principal had many years of teaching experience and had been the principal of the school for fifteen years. He had recently completed a Master's degree Education and is described as a principal who embraces the distributive leadership approach and who supports the notion of continuous professional development of teachers. From the interview with the principal it was gathered that less than fifty per cent of the Grade Three learners in the school read at their expected levels. The school serves learners who have a variety of different home language orientations. It is a parallel medium school that accommodates first, second and third language speakers in classrooms where the language of teaching and learning is Afrikaans and English. Due to the diverse language needs of the learners in the classroom the teachers are not all suitably equipped with content and pedagogical knowledge to address the language and literacy needs of all the learners. The school does not have a dedicated literacy leadership team or an appointed literacy co-ordinator who monitors or co-ordinates the literacy improvement efforts in the school. Although literacy is considered a school-wide problem, it was apparent that the Intermediate and Senior Phase teachers expected learners to be able to read with understanding when they reach Grade Four. The absence of a dedicated person, persons or team to lead literacy instruction in the school hinders literacy improvement and does not build teachers' pedagogical capacity to support professional learning in the school. Sessions on the professional development of the literacy teachers are held on an irregular basis and are still currently arranged by the education district office. Professional development sessions are not compulsory and often it is only the heads of departments (HoDs) who are invited to attend the workshops offered by the district. The challenges of literacy and professional development in this school

rendered it a suitable research site for this study. In this particular school the participation of the literacy teachers in coaching as a professional development strategy, with the purpose of building their capacity as leaders, could potentially add value in terms of sustaining literacy improvement.

5.4.3 Access to the research site

After official written permission was obtained from the provincial education department and the education district on 16 September 2009 (see Addendum A), the school principal was approached in November 2009 for permission to do the research with the Foundation Phase teachers. The principal confirmed his co-operation from the outset and had preliminary discussions with the teachers. He welcomed the opportunity to participate in the research study and saw the potential benefits for the school, the teachers and the learners. After a brief discussion with the principal about the scope and purpose of the study, an information meeting was arranged with the Foundation Phase teachers. The principal was not asked to identify teachers as literacy leaders at any stage of the research. The choice to participate in the study was entirely the decision of the teachers.

The first information meeting was held on 18 January 2010, after the learners had been dismissed for the day. All fourteen Foundation Phase teachers attended, including the two HoDs. For the purpose of this study, the HoD is seen as a formal leader and the other teachers are considered informal leaders. At this meeting the aims of the research study were explained clearly to all the teachers present and strong emphasis was placed on the fact that participation was voluntary. The researcher shared her professional background experiences as a teacher, principal and curriculum advisor to assure them that she understood issues of professional development, time limits, feelings of anxiety, ad hoc decision-making and last-minute expectations. These discussions and assurances were necessary elements of the relationship and the trust-building process between the researcher (as coach) and the participating teachers. There were many questions from the teachers, which included concerns about time and workload. The teachers were further informed about the context and the focus of the research, i.e. coaching as a professional development strategy for literacy teacher leaders. At the end of that first meeting the

participants' consent forms (see Addendum D) were handed out – with a request for completion and submission two days later at a meeting that would again start at 13h30, after the learners had been dismissed.

The second meeting held on 20 January 2010 was planned for the submission of the participants' consent forms and to share the research project plan with the participating teachers. Only eight of the original group of fourteen teachers, including one HoD, attended and completed their consent forms. The opportunity was again given to the teachers to ask questions and clarify their individual concerns about their roles and responsibilities as participants in the study. The participants' reservations and concerns about the timeframe and the commitment to the study were openly discussed in the group and all formed part of interesting observations that complemented the study. It was again stressed that participation in the coaching process was voluntary. The researcher emphasised the importance of honouring their time and being flexible about their needs. The participating teachers identified times that were convenient for meeting and the researcher planned the intended leadership and coaching workshop and follow-up coaching circles around their available dates and times. All intended weekly coaching sessions would last for one and a half hours, and were scheduled to start after the dismissal of the Foundation Phase learners.

As suggested by Whitworth *et al.* (2007:18), the participants were assured of the confidentiality of their identities, their comments as participants, the identity of the school and the school district. The researcher was aware of the importance of sharing as much information about the process as possible for the purpose of building rapport and trust. The more assured the participants felt that their words or actions were not going to be “twisted” or taken out of context, the more the trust-building process improved.

5.4.4 The participants

Coaching is a voluntary activity, which means that participants in the coaching process cannot be forced to participate. Individuals who eventually decided to participate in the coaching process believed that they were ready to develop to the next level in their personal or professional lives. Only five participants eventually

decided to continue with the research programme. Each participant responded positively to the opportunity to learn and develop as leaders from the very first information meeting. During informal conversations with the participants I became aware of their passion and concern for literacy teaching and learning, which motivated them to become leaders. They were also seen as leaders, because of their experience and expertise in teaching literacy and the support that they offered to other colleagues in the Foundation Phase. Through qualitative analysis the researcher attempted to make meaning of the coaching experience by analysing the perceptions, responses and experiences of the literacy teacher leaders. All the data collected (as described in Chapter Five) was used to contribute to an in-depth understanding of how coaching was experienced by the literacy teacher leaders.

Table 5.1 provides a professional profile of each participant. The information was drawn from Addendum G, which is a profile of each teacher's professional history.

Table 5.1: A summary of the participants' professional history

Aspect	She	Zelly	Zip	Wazi	Babes
Age at time of data collection	43	47	64	46	43
Teaching Grade	Grade R	Grade 2	Grade 3	Grade 3	Grade 2
Experience in that Grade	9 years	2 years	20 years	8 years	3 years
Informal or formal leadership position currently	Informal	Informal	Informal	Informal Grade leader (rotating every year)	Informal Grade leader (rotating every year)
Years in leadership position	9 years	2 years	1 year	3 years	1 year

The table indicates that the participants in this study were from different grades, all in what is known as the Foundation Phase in South African schools. They were all female teachers between the ages of 40 and 65. Their years of experience as informal teacher leaders ranged from one to nine years. The traditional practice at the school is that teachers remain in a specific grade for three years before they move to teach in another grade. The position of grade leader also rotates every year.

At the time of the study two of the participants held the position of grade leader (which is an unofficial leadership position).

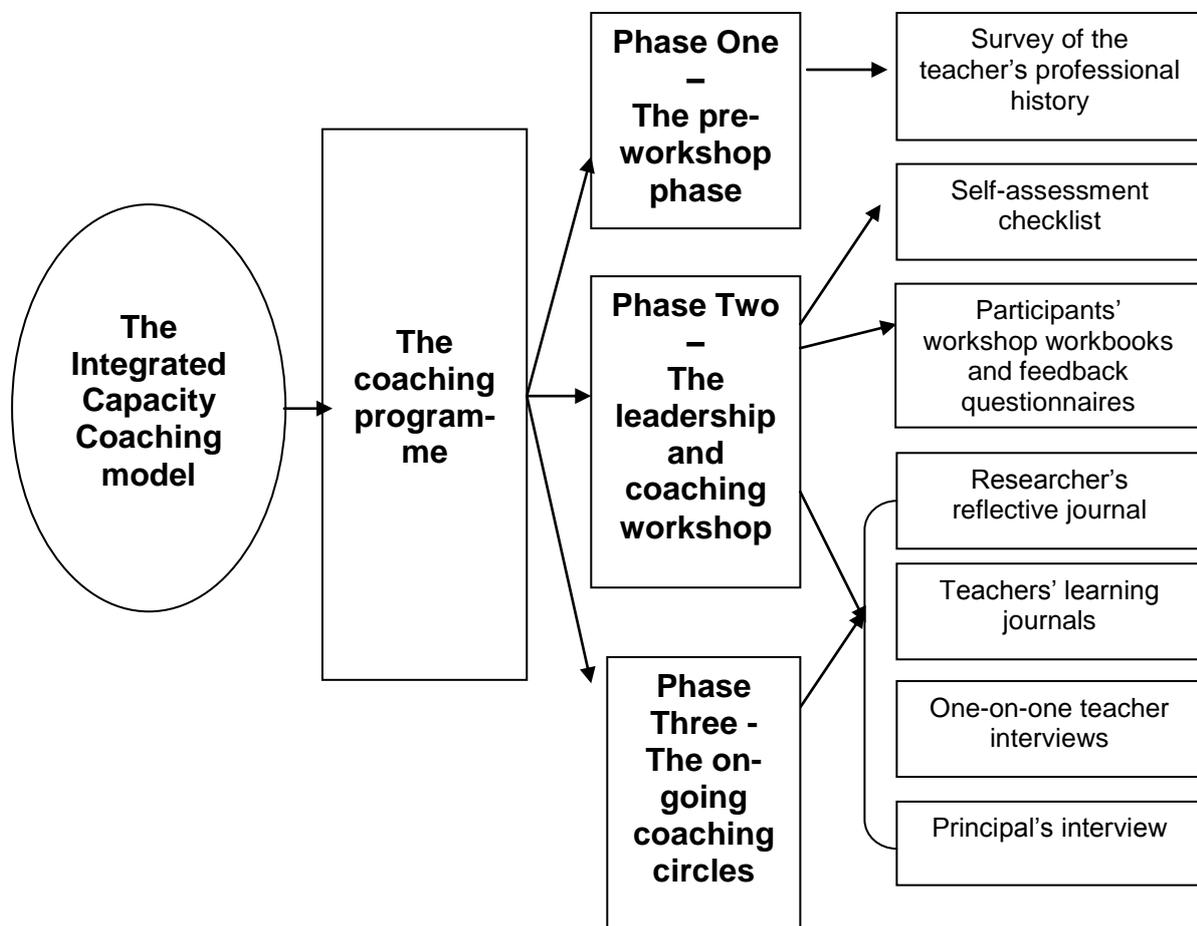
The next section will describe the different methods that were used to collect data during the coaching programme.

5.4.5 Data collection

According to Cresswell (1998:110), data collection entails a range of activities that are aimed at gathering information to answer a number of research questions.

Henning *et al.* (2004:6) remind us that data methods must be carefully selected to ensure that they provide the information that is required for the purposes of the study. According to Yin (1994:80), a number of data sources can be used in a qualitative case study to support triangulation and the reliability of the study. He suggests a list of six primary sources, including documentation, interviews, archival records, direct observation, participant observations and artefacts. The intention of the study was to gain an in-depth understanding of coaching as a professional development strategy by observing how literacy teacher leaders perceive, experience and respond to coaching. In the absence of a coaching programme suitable for the education context in South Africa, the Integrated Capacity Coaching model and the coaching programme, as described in chapter 4, were developed for this study. Diagram 5.1 is a representation of the relationship between the coaching model, the coaching programme, the phases of the coaching programme and the data-collection process.

Diagram 5.1: The relationship between the coaching model, the coaching programme, the phases of the coaching programme and the data collection methods



The data-collection methods were specifically selected to capture those perceptions, experiences and responses of the participants during their participation in the coaching programme. Data were therefore gathered throughout the different phases of the coaching programme, using a variety of methods. Each data source provided information of a specific nature in order to answer the different research questions (see section 5.1) of the study. Table 5.2 provides a summary of the data sources, their purposes and the relevant research question used during each phase of the coaching programme.

Table 5.2: Summary of the data sources

Phases of the Coaching Programme	Data Source	Purpose	Research question informed by the data
The pre-workshop phase 18 th – end of January 2010 (See section 4.4.1)	Survey of the teachers' professional history	Data on different teachers' professional history, to understand the teacher leaders' professional context	What can be learnt from the literacy teachers' perceptions of, experiences with, and responses to coaching to promote continuous professional development?
The three-day leadership and coaching workshop. 19 – 21 February 2010 (See section 4.4.2)	Self-assessment checklist	Teachers' reflections on their leadership capacity	What can be learnt from the literacy teachers' perceptions of, experiences with, and responses to coaching to promote continuous professional development?
	Participant's workshop workbook and feedback questionnaire	Literacy teachers' responses to workshop.	What learning insights emerged from literacy teachers' participation in the coaching programme?
The on-going coaching circles March – end of May 2010 (See section 4.4.3)	Researcher's reflective journal	The researcher's experience and observations of the coaching circles	What learning insights emerged from literacy teachers' participation in the coaching programme?
	Teachers' learning journals	Literacy 'teachers' experiences and responses to	What learning insights emerged from literacy teachers' participation in the

		coaching.	coaching programme?
	One-on-one teacher interviews	Individual literacy teachers' responses and experiences	What learning insights emerged from literacy teachers' participation in the coaching programme? What do literacy teachers perceive as factors that could negatively influence their experience of coaching? What are the perceived benefits of coaching for the development of teachers as leaders?
	Principal's interview	Principal's feedback, to understand the context for coaching.	What do literacy teachers perceive as factors that could negatively influence their experience of coaching?

A description of each data source and its purpose will now follow:

5.4.5.1 Survey of the teacher's professional history

The teacher leaders completed the professional survey in the pre-workshop phase. The purpose of the survey was to gather data about the teacher leaders' historical and current professional backgrounds as teachers and informal or formal leaders. The data were used as contextual information in the case study. The nature of the questions provided participants with an opportunity to reflect on important issues of teacher status, professionalism and agency. The summary of the survey of the teacher's professional history is attached as Addendum G.

5.4.5.2 Self-assessment checklists

The purpose of the self-assessment checklist was to determine the literacy teachers' perceptions of and capacity for leadership before their exposure to the leadership and coaching workshop. The checklist was adapted from the Readiness for Teacher Leadership Checklist by Katzenmeyer and Moller (1996:8-10) and linked to the five states of mind outlined by Costa and Garmston (2006:144-125) to suit literacy teacher leadership. To determine their capacity for literacy teacher leadership, the participants had to assess themselves according to the statements in the checklist. The statements in the checklist gave the participants an idea of the range of competencies and attitudes required of a literacy teacher leader. The checklist is attached as Addendum H.

5.4.5.3 The workshop participants' workbooks and feedback questionnaires

The leadership and coaching workshop was a very important component of the coaching programme in the study. The purpose of the workshop was to give participants the opportunity to complete a self-assessment checklist of their literacy leadership capacity and to introduce them to the concepts of literacy teacher leadership and the procedures of coaching. A workshop participant's workbook was specifically designed by the researcher for use by the participants. The workbook, which included the feedback questionnaire, is attached as Addendum H. During the course of the three-day workshop the participants were expected to complete written tasks in the workbook. At the end of the workshop the participants completed a short feedback questionnaire which served as additional data for the study. The workshop workbook is not an official document sanctioned by any government education department. It was compiled by the researcher/coach and was merely used as evidence in written format that related to the research questions. According to Henning *et al.* (2004:99), these types of documents provide valuable information and should be acknowledged in a research study.

5.4.5.4 The teachers' learning journals

The research participants were also asked to keep a journal describing their own learning experiences during the coaching programme and the procedures involved in the process. The intention of the journal was to give the participants an opportunity to

share their views and experiences in writing, in the event that they did not get the opportunity or feel comfortable about sharing their thoughts during the coaching sessions. The journal writing started with the initial workshop on the development of literacy teacher leadership and continued throughout the weekly coaching sessions. The participants were encouraged to write as much (or as little) as they thought necessary. According to Boud (2001:10), keeping a written report on the process of learning results in regular reflection that allows the individual to internalise the learning. Whatever transpired during the coaching circles strengthened the insights of coaching participants. The journal entries were the participants' own perspectives on the learning that occurred during the coaching process. The researcher considered the learning journal content important, because it could later be used to correlate or check information provided during the interviews with the participants. This would strengthen the credibility and validity of this study. The journals were submitted as data at the end of the coaching process.

5.4.5.5 The researcher's reflective journal

According to Janesick (1998:3), keeping a reflective journal assists a researcher to keep a record of the experience and evaluate her understanding of the process and the procedures. The researcher decided to keep a reflective journal as a record of her experiences, her thoughts and her anxieties during the research project. The reflective journal was completed in narrative form. Borg (2001:160) agrees that stories have become an effective way of sharing and gaining insight into individual's professional practice. According to Borg (2001:164), reflective journals have also proven to have therapeutic advantages when writing about any awful or unpleasant experiences. During the research project the researcher attempted to include the following features: a description of the events, impressions of her feelings and anxieties, expressing any concerns about the procedures or significant behaviours, clarification and structuring of plans, writing up of significant findings, and exploring of ideas.

The content of the reflective journal was used to complete a final reflection on the research experience. See Addendum S for extracts from the researcher's reflective journal.

5.4.5.6 One-on-one interviews with literacy teacher leaders

Fox and Bayat (2007:73) describe qualitative interviews as a data-collection method characterised by verbal interaction between individuals aimed at gathering information about their ideas, feelings, beliefs, opinions and experiences of a situation or a phenomenon. Creswell (2009:181) found that these interviews can take place face-to-face with participants, in focus groups of between six and eight people, or telephonically. According to Nieuwenhuis (2010c:87), there are three types of interviews: open-ended, semi-structured and structured interviews. He claims that interviews allow the researcher to gather information on how the participant constructs knowledge and his reality of the world.

The interviews used in this study were semi-structured to allow the participants to freely express their thoughts and opinions. A number of questions were used with the intention of gathering information about the literacy teacher leaders' perceptions and experiences of coaching. Although the questions were developed before the onset of the coaching circles, they were worded flexibly to allow room for interpretation as long as the conversation remained related to the study. Interview sessions were audio-taped and later transcribed verbatim. In addition, notes were added for future reference, as suggested by Nieuwenhuis (2010c:89). The interview questions are attached as Addendum P.

5.4.5.7 The interview with the principal

A one-on-one interview was conducted with the principal in his office. The purpose of the interview was to gather contextual data, such as the principal's views on literacy leadership, his leadership style, and his concerns about literacy teaching and learning, and his vision for literacy improvement. The interview was semi-structured, which allowed a certain amount of flexibility with the way that the questions were worded and the responses to questions. This method gave the researcher the opportunity and room to direct the flow of the conversation. The interview was audio-taped with the permission of the principal. The interview questions are attached as Addendum R.

5.5 DATA ANALYSIS

In qualitative research the data analysis is aimed at examining meaningful content and searching for patterns in the data. To ensure that the analysis is of a high quality, Yin (2009:160) suggests that attention be paid to the following four principles: 1) Attend to all the evidence; 2) Include all alternative interpretations; 3) Focus on the most important issue of your case; and 4) Use your own background knowledge in the analysis of your case study. According to Patton (2002:447), data analysis aims to get a “holistic perspective” on the case study and is “context sensitive”.

There are different approaches to data analysis ranging from content analysis to discourse analysis. The concept of qualitative content analysis was introduced by Mayring in the 1980s. He defined qualitative content analysis as "an approach of empirical, methodologically controlled analysis of texts within their context of communication, following content analytical rules and step by step models, without rash quantification" (Mayring, 2000:5). Bryman (2004:542) expanded on Mayring's definition:

An approach to documents that emphasises the role of the investigator in the construction of the meaning of and in texts. There is an emphasis on allowing categories to emerge out of data and on recognising the significance for understanding the meaning of the context in which an item being analysed (and the categories derived from it) appeared.

Kohlbacher (2005:10) claims that the strength of qualitative content analysis lies in the strictly controlled methodological and step-by-step analysis of the material in the search of categories and themes. Qualitative content analysis is therefore supported by Kohlbacher (2005:17) as an appropriate method of analysis and interpretation for case study research.

As this is an interpretive study, an inductive approach for the process of data analysis and meaning making was adopted, as suggested by Nieuwenhuis (2010a:99). An inductive approach allows themes and categories to emerge from the data through the researcher's careful examination and constant comparison. Through qualitative analysis the researcher attempted to make meaning of the coaching experience by analysing the perceptions, responses and experiences of the literacy teacher leaders. All the data collected as described in 5.4.5 was used to contribute to an in-depth understanding of how coaching was experienced by the literacy teacher leaders.

An analysis was done of all the data collected during the coaching programme (section 4.4), which consisted of three phases: (1) the pre-workshop phase; (2) the leadership and coaching workshop; and (3) the on-going coaching circles. Data collection started from the first meeting with the principal and the teachers. Throughout the duration of the coaching programme (January – May 2010) the researcher observed the interactions and behaviour of the principal and the teachers to get a clear idea of the leadership context, the school culture and the status of literacy instruction in the school. The professional history survey was completed by the participating teachers before the three-day workshop to give the researcher an indication of the professional history of the teachers. Data collection continued during the leadership and coaching workshop (19-21 February, 2010). The literacy teachers were asked to complete a self-assessment survey to determine their capacity as leaders. It is important to keep in mind that although these participants considered themselves as leaders or potential leaders, they all had their own views on what being a leader means within the South African context. The purpose of the workshop session on an ontological perspective on leadership was to give the participants the opportunity to reflect on who they were as leaders and how they perceived their roles as teacher leaders. The workshop participants' workbook included written tasks for completion during the workshop. The written tasks provided the participants with continuous opportunities to reflect on important aspects of teacher leadership and coaching. These workbooks were handed in after the workshop and served as another source of data. At the end of the workshop, the participants completed a feedback questionnaire on their perceptions and experiences of the leadership and coaching workshop. For the duration of the coaching programme (March to end of May 2010) the participants were requested to keep a learning journal of their on-going weekly experiences within the coaching circles until the end of the programme.

In preparation for the coaching circles one of the sessions of the three-day leadership and coaching workshop provided the participants with opportunities to reflect on their leadership skills and their literacy content and pedagogical content knowledge, which were essential for their roles as effective literacy teacher leaders. Certain aspects for further development or enhancement were identified by the individuals in the group. During the workshop the researcher created a safe environment where the participants could express their professional development needs as teacher leaders.

The aspects of leadership and literacy instruction that were highlighted as areas in need of further development during the coaching circles were:

- Trust building;
- Effective communication;
- Emotional intelligence;
- Identifying literacy challenges;
- Development of listening skills;
- Development of speaking skills;
- Development of reading skills;
- Literacy assessment and intervention.

Every week the over a period of 8 weeks, coaching circles were held to address each one of the above-mentioned aspects. The participants recorded their experiences of each coaching circle in their learning journals. At the same time the researcher recorded her observations of the participants' experiences and responses in her reflective journal. The nature of the leadership and coaching workshop and the coaching circles was very different to the type of professional development opportunities that these participants were used to. The coaching environment created a safe space for participants to openly share their views and limitations. The role of the coach as the facilitator of the process was to guide the participants through questioning and critical reflection towards a better understanding of themselves and their roles as teacher leaders within that safe space.

At the end of the coaching programme the literacy teachers were interviewed about their experiences of coaching, the factors that influenced the coaching process and the learning that occurred during the process of their coaching experience. The researcher collected the data based on the participants' perceptions, understandings and responses to coaching from the different data sources. Data were analysed and interpreted in an inductive fashion, coded and categorised to identify themes and provide the reader with an adequate report on the participants' experiences of coaching.

The process of data analysis and interpretation will be described and discussed in detail in Chapter Six.

5.6 TRUSTWORTHINESS

The trustworthiness of research is enhanced if quality is maintained throughout the research process. Quantitative research produces findings that are based on statistical methods, while qualitative research entails the observation and interpretation of phenomena as they unfold in their natural setting (Patton, 2002:39). According to Merriam (1998:199), quality, verification and credibility of research are important considerations in qualitative and quantitative research. Verification is the process of confirming the quality and credibility of research processes and findings. Researchers have developed their own concepts of validity and have adopted what they consider to be more appropriate terms for qualitative research, such as quality, rigor and trustworthiness. Validity, reliability and objectivity are terms that have traditionally been used in the quantitative paradigm.

As qualitative research became more prominent, Guba and Lincoln (1985:300) argued for different criteria to better describe the rigor and trustworthiness of a qualitative study. They suggest the use of the following terms: credibility, transferability, dependability and confirmability. Shenton (2004:64) claims that the terms used by Guba and Lincoln (1985:300) actually correspond with those used by quantitative researchers. According to Shenton, credibility is similar to internal validity, transferability to external validity, dependability to reliability and confirmability to objectivity. The issue of trustworthiness in this particular case study is discussed in terms of the criteria suggested by Guba and Lincoln (1985). A brief explanation will be given of the terms that were applied as criteria to enhance trustworthiness of this study:

Credibility refers to the extent to which subsequent researchers find the results of the study believable as the purpose of qualitative research is to understand the phenomena from the perspective of the individuals involved in the study.

Transferability is described as the extent to which the findings of qualitative research can be generalised or transferred to other contexts or settings.

Dependability is concerned with whether it is possible to obtain the same results if the study is repeated under the same circumstances.

Confirmability refers to the degree to which the results could be confirmed or corroborated by others.

Nieuwenhuis (2010a:113) reminds us that the level of trustworthiness is crucial in our efforts to ensure reliability in qualitative research. He emphasises that qualitative researchers have a responsibility to verify what has been observed, discovered, interpreted, used and concluded during research. An explanation will be given of the procedures that were followed to ensure the trustworthiness of this case study by applying the criteria of credibility, transferability, dependability and confirmability. Triangulation is one of the procedures that are used to enhance the trustworthiness and credibility of the data. Although there are five types of triangulation – which include data, theory, investigator, methodological and environmental triangulation – only data triangulation was applied in this study. Data triangulation can be described as the use of different types of data sources that are built into the design of the study to promote truthfulness and credibility. Case study designs lend themselves to numerous data-collection strategies such as interviews, focus groups, records, documents and observations. Triangulation of data sources is a primary strategy that allows the research phenomena to be explored from different perspectives to strengthen a study (Patton, 2002:247). This claim is supported by Baxter and Jack (2008:556), who agree that the collection and comparison of data enhance data quality and the confirmation of findings.

In this case study the researcher acted in two capacities, namely as the researcher and the coach. The credibility of the study was enhanced by the knowledge and skills of the researcher, who is a certified ontological coach. Much time was spent planning the research study, selecting the most suitable methodology and research methods, and deciding on an appropriate school context for the study. This in-depth description of the research process would allow others to use the opportunity to replicate the process and enhance the criteria of transferability and dependability.

A significant amount of time was spent at the school to explain the research process and to inform the teachers of the expectations and commitment to the study, before they were asked to complete consent forms. A variety of data-collection methods was used to gather information that was relevant to the research questions. Confirmability was enhanced by the fact that the data from the different sources could be

triangulated to compare and confirm the results of the study. The researcher completed a rich descriptive report on the participants' perceptions and experiences of coaching, which enhanced the transferability of the study.

5.7 ETHICAL CONSIDERATIONS

Ethical considerations are important in qualitative research, because it involves people directly. Cresswell (2009:87) reminds researchers of their role to protect and consider their research participants throughout the research process. Ethical issues arise before the research process commences, during the process of planning their research problem and research questions, data collection, analysis, interpretation and dissemination. Ethical considerations in research that involves the coaching of individuals require the same attention because researchers are responsible for the general wellbeing of all coaching participants. Henning *et al.* (2004:73) suggest a few procedures that need to be discussed with coaching participants before they consent to be a part of a research process. The procedures can be summarised as follows:

- Keeping all information and names of the participants confidential, anonymous and safe;
- The participants' consent to use any data collected during the process;
- The exclusion of any information that is too sensitive or contentious;
- The protection of the participants' anonymity at all times;
- No person, other than the researcher, may have access to any confidential material.

Fox and Bayat (2007:158) focus on three important issues of ethical conduct in research, namely voluntary participation, informed consent and avoidance of participant harm. Before this research study was approved or the data-collection process commenced, ethical approval was obtained from the university. All three issues mentioned by Fox and Bayat were considered before ethical clearance was granted by Stellenbosch University and they were also addressed throughout the research study (see Addendum B).

The issue of voluntary participation was addressed before the research study commenced. Each participant was informed that participation in the research study was voluntary and that they were free to discontinue with the process at any time.

Coaching is a voluntary practice, which positively influences the coachee's commitment to the coaching process. At no stage in the process were the teachers compelled to participate in the research study.

Informed consent forms were only signed by those teachers who eventually decided to be part of the research study. From the first contact with the school principal, all role players were fully informed of the aims and purpose of the research and the research process involved. Each participant was invited to voluntarily sign a consent form that detailed the purpose of the study and what was expected of the participants (Henning *et al.*, 2004:73).

Throughout the research process, the researcher built a relationship of trust among all the role players. Each participating individual was assured of absolute confidentiality and protection against harmful coaching practice. Pseudonyms were used to protect the identity of the participants and to maintain the confidentiality of data collected during the process.

Sound ethical behaviour underpins good coaching practice. The ethical procedures for coaching that are honoured in this study are in line with the Code of Ethics of the International Coaching Federation (Whitworth *et al.*, 2007:289-293). The code of ethics gives guidelines regarding an acceptable code of conduct for coaches. In this specific study the researcher acted as both the coach and the researcher during the research process. The individual participants' needs are very important considerations in the coaching process. During the coaching circles the needs of the participants dictated the nature and focus of the conversations. The researcher balanced the role of coach and researcher to ensure the confidentiality and protection of the participants throughout the study.

5.8 CHAPTER SUMMARY

This chapter described the philosophical orientation relevant to this study. In this interpretative study a qualitative case study was used as the strategy of inquiry. A qualitative study was considered appropriate to provide the researcher with the opportunity to observe, interpret and report on the literacy teacher leaders' perceptions of, experiences with, and responses to coaching. The interpretative

methodology provided an orientation to the study and further directed the research inquiry processes and the research methods. A wide range of data sources consisting of observations, interviews and journals was used to gather relevant data to address the research questions. The case study involved literacy teacher leaders in a coaching programme, which was described in detail in Chapter Four. This case study research design involved coaching and, in both coaching and research, the ethical issues are important considerations. The researcher remains accountable for the quality of the study and the issue of trustworthiness was carefully discussed in this chapter.

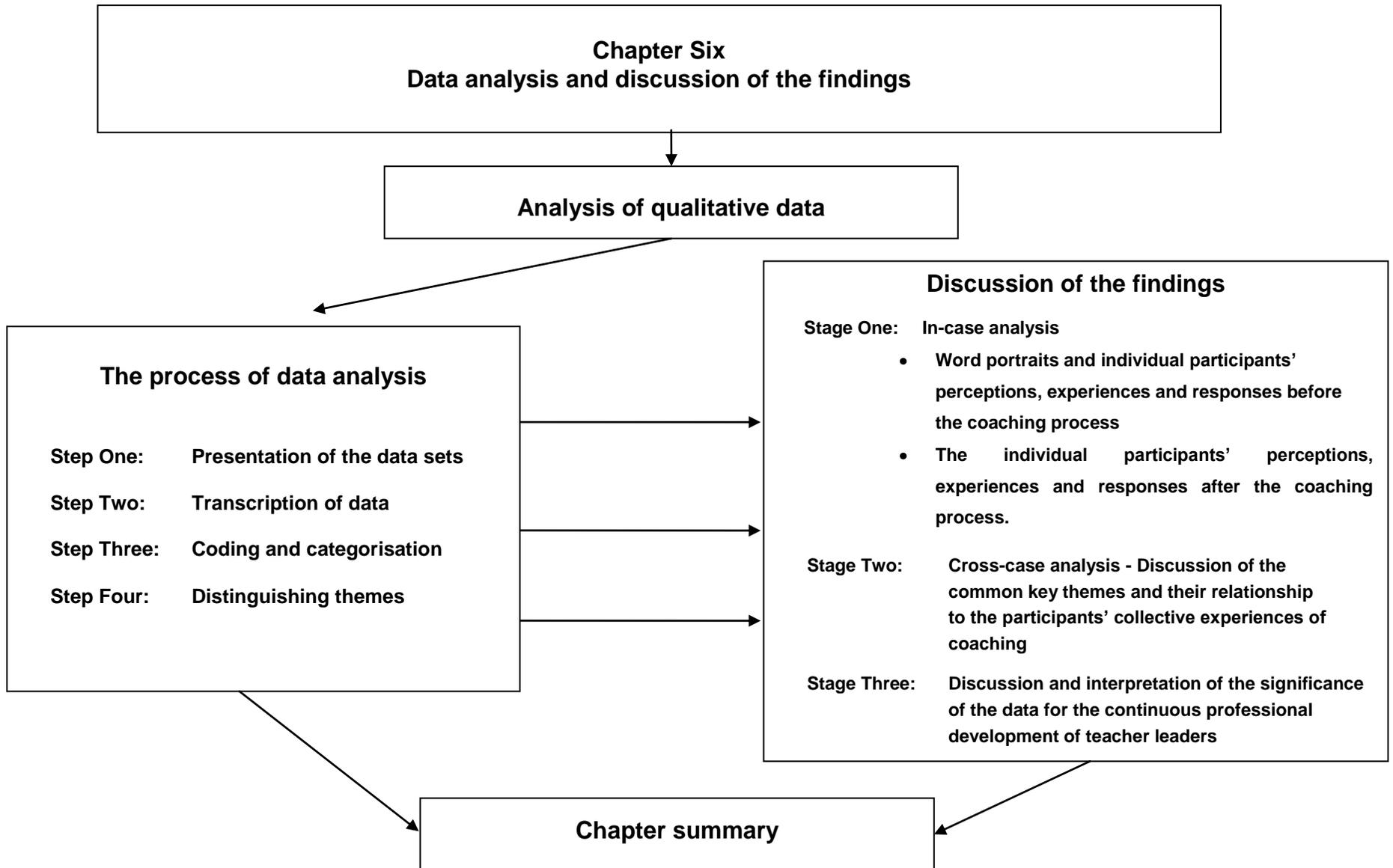
The data collected from different sources, as described in section 5.4.5, will be analysed and interpreted in detail in Chapter Six. The process of analysis will include the identification of key themes and a discussion of the findings in an attempt to find answers to the research questions.

CHAPTER SIX

DATA ANALYSIS AND DISCUSSION OF THE FINDINGS

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A diagrammatic roadmap to this chapter is presented on the next page. It serves as a summary of the chapter content and illustrates the logic of the layout of the chapter.



CHAPTER SIX

DATA ANALYSIS AND DISCUSSION OF THE FINDINGS

6.1 INTRODUCTION

As mentioned in section 5.2, the aim of this study is to gain a more informed understanding of how literacy leaders perceive, experience and respond to coaching as a professional development strategy. On the basis of the analysis of the data and the discussions of the findings, the researcher attempted to address the following main research question and the sub-questions.

Main Question

What can be learnt from the literacy teachers' perceptions of, experiences with, and responses to coaching to promote continuous professional development?

Sub-questions

- What learning insights emerged from the literacy teachers' participation in the coaching programme?
- What do literacy teachers perceive as factors that could negatively influence their experience of coaching?
- What are the perceived benefits of coaching for the development of teacher leadership?

This chapter describes the processes of data analysis, the interpretation of data, the identification of the key themes and a discussion of the findings which emerged from the data in relation to coaching and continuous professional development.

6.2 THE PROCESS OF DATA ANALYSIS

6.2.1 Process followed

Table 6.1 illustrates the process of data analysis that was followed in this study.

Table 6.1: The data analysis process

STEPS	PROCEDURE or ACTION	PURPOSE
Step 1	Presentation of the data sets	To organise all data according to purpose and applicability.
Step 2	Transcription of data	To transcribe all relevant data. To store data. To prepare raw data for coding.
Step 3	Coding and categorisation of the data	To identify units of meaning for coding. To identify categories based on the codes.
Step 4	Identifying themes	To establish themes and sub-themes for final discussion and interpretation purposes.

The next section discusses the table on the data analysis process.

6.2.2 Step One – Presentation of the data sets

Each stage of the coaching programme presented opportunities for the collection of data relevant to the research questions and purpose. Data from the different sources (which included the interviews, journals, observations and other documentation) that were used throughout the coaching programme were explored. All data texts were carefully studied several times to become acquainted with the entire content. A large amount of data related to the coaching process and the literacy teaching context was collected, collated and sorted during this stage. The volume of data was later selectively reduced, until only data applicable to the research questions and purpose remained. The data were organised in order to prepare the relevant and essential data for transcription and further analysis.

6.2.3 Step Two – Transcription of the data

All data collected by digital audio-recorder were transcribed verbatim (this material is readily available should it be required). The initial concepts and phrases of relevance to coaching and the five states of mind described by Costa and Garmston (2006:124)

as used in the coaching programme were identified first and highlighted in the typed texts. Other information of significance to the study was further identified and highlighted. After the transcription of the texts, every text was read through thoroughly to clarify any misunderstandings. Copies of the transcribed texts were printed and kept in a folder for future reference. Data from the interview with the principal, the survey of teachers' professional history and observation notes were collected as contextual data for inclusion in the analysis. During this stage the transcribed texts were prepared for the coding process.

All data collected by digital audio-recorder were transcribed verbatim (this material is readily available should it be required). The initial concepts and phrases of relevance to coaching and the five states of mind described by Costa and Garmston (2006:124) as used in the coaching programme were identified first and highlighted in the typed texts. Other information of significance to the study was further identified and highlighted. After the transcription of the texts, every text was read through thoroughly to clarify any misunderstandings. Copies of the transcribed texts were printed and kept in a folder for future reference. Data from the interview with the principal, the survey of teachers' professional history and observation notes were collected as contextual data for inclusion in the analysis. During this stage the transcribed texts were prepared for the coding process.

6.2.4 Step Three – Coding and categorisation of data

The data texts were studied in depth to get a strong grasp on the experiences of the participants during every stage of the coaching programme. Hard copies of the data were printed for use in the coding process. All data sources mentioned in Chapter Five were read through carefully and shaded to identify meaningful units. Each section of the shaded text was then taken through a process of open coding. Open coding can be described as the process of reading the text carefully and dividing it into meaningful sections. Each section was coded with a descriptive word to describe the key idea in the text. As the codes were drawn after multiple readings of the whole text, this type of coding is known as inductive coding (Nieuwenhuis, 2010a:107). This was found to be a very important stage before the process of categorisation.

After the coding process was completed, the related codes were studied in depth to identify emerging categories relevant to the research questions and the purpose of the study. Codes that recurred were sorted into categories. Throughout this process the researcher kept in mind the key concepts and phrases of coaching such as the knowledge of the five states of mind and the literature related to the development of literacy leadership. The notion of having pre-set codes is referred to by Nieuwenhuis (2010a:107) as “a priori coding”. Although pre-set codes were used, other codes emerged from the data. The scanning process pointed out a number of main categories and sub-categories that were thoroughly perused and grouped in terms of their relevance and connectedness to the research questions, coaching, literacy leadership and professional development. This was a highly inductive process, which pointed out both related and unrelated categories. A large number of categories were identified from the data that were provided by each participant and, at this stage, no categories were discarded. Identified categories were organised and clustered in terms of their relevance. This categorisation process helped the researcher to draw additional information from the data texts. After the classification of the categories, all unrelated data were discarded in preparation for the next stage. The list of the 38 different categories identified in the texts is provided in Table 6.2 and it is divided into categories determined by the literature and the categories which emerged from the data as new categories. These categories were drawn from Addenda F to P.

The data texts were studied in depth to get a strong grasp on the experiences of the participants. Hard copies of the data were printed for use in the coding process. All data sources mentioned in Chapter Five were read through carefully and shaded to identify meaningful units. Each section of the shaded text was then taken through a process of open coding. Open coding can be described as the process of reading the text carefully and dividing it into meaningful sections. Each section was coded with a descriptive word to describe the key idea in the text. As the codes were drawn after multiple readings of the whole text, this type of coding is known as inductive coding (Nieuwenhuis, 2010a:107). This was found to be a very important stage before the process of categorisation.

Table 6.2: List of categories

Categories determined by the literature	Categories which emerged from the data as “new” categories.
Personal development Agency Self-directed learning Collaboration Interdependence Trust building Emotional intelligence Worldviews Frames of reference Effective communication Values Beliefs Strengths Five states of mind: Efficacy Flexibility Craftsmanship Consciousness or awareness Interdependence Development of teacher leadership Literacy leadership Learning conversations Capacity building Transformation Empowerment Literacy leadership	Independence as a woman Self-actualization Self-worth Positive attitude towards change Self-development Relationship building Interpersonal development Confidentiality Collegial support Integrity Status Principles Group dynamics Literacy content knowledge Pedagogical knowledge Pedagogical content knowledge Reconceptualisation of literacy

6.2.5 Step Four – Identifying themes

The large number of categories included pre-set categories, such as topics that emerged from the literature on coaching, literacy leadership, professional development in literacy and new categories. The categories were carefully

scrutinised and related, and correlating categories were clustered. An overarching theme relating to the categories were chosen to serve as the key theme. The four key themes identified were: personal development and awareness; interpersonal development; development of educational leadership; and literacy knowledge. The remaining categories that were organised under each key theme were called sub-themes for the purpose of the discussion of the findings. The key themes and sub-themes were derived from the categories that emerged from the different data sets (see Addenda G to R). The key themes and sub-themes appear in Table 6.3 (the key themes are indicated in bold).

Table 6.3: Key themes and sub-themes

<p>Personal development and awareness</p> <p>Values, principles, beliefs and strengths</p> <p>Emotional intelligence (EI)</p> <p>Status and agency</p> <p>Worldviews</p> <p>Frames of reference</p> <p>Self-directedness</p> <p>Life-long learning</p> <p>Transformation</p> <p>Empowerment</p> <p>Efficacy</p> <p>Flexibility</p> <p>Craftsmanship</p> <p>Consciousness</p> <p>Interdependence</p>	<p>Interpersonal development</p> <p>Relationship building</p> <p>Communication</p> <p>Trust building</p> <p>Confidentiality</p> <p>Collaboration</p> <p>Group dynamics</p>
<p>Development of educational leadership</p> <p>Teacher leadership</p> <p>Literacy leadership</p> <p>Reconceptualisation of leadership</p> <p>Positive attitude towards change</p> <p>Coaching</p> <p>Job-embedded learning</p> <p>Capacity building</p>	<p>Literacy knowledge</p> <p>Content knowledge</p> <p>Pedagogical knowledge</p> <p>Development of language skills</p> <p>Different types of texts</p> <p>Collaborative learning conversations</p> <p>Opportunity for creativity and innovation</p> <p>Literacy assessment</p> <p>Literacy interventions</p>

The key themes are not explained further in this section, but are used as the basis of the discussion and interpretation of the data in section 6.3.

6.2.6 Summary

Section 6.2 described the data analysis process that was followed in this study. The first step entailed the presentation of data sets. All the data from the different sources were explored and organised in preparation for transcription and further analysis. This was followed by the transcription of the raw data in preparation for the coding process. The next step entailed the processes of coding and categorisation. Meaningful units were highlighted and taken through a process of open coding. The scanning process identified recurring codes that were sorted into a number of main categories and sub-categories. The last step included the categories that were later clustered to form the key themes and sub-themes. After carefully scrutinising all the themes, the researcher identified four key themes: personal development and awareness; interpersonal development; development of educational leadership; and literacy knowledge. These key themes will be used as the basis of the discussion of the findings in the section 6.4.

6.3 DISCUSSION AND INTERPRETATION OF THE FINDINGS

This section discusses and interprets the processed data from Addenda F to R in order to support the arguments presented in this study. The discussions and interpretation of the data will be done in three stages:

- Stage One: In-case analysis
 - Word portraits and individual participants' perceptions, experiences and responses before the coaching process;
 - Individual participants' perceptions, experiences and responses after the coaching process;
- Stage Two: Cross-case analysis and discussion of common key themes and their relevance to the participants' shared experiences of coaching;
- Stage Three: A discussion of the significance of the data for the continuous professional development of literacy teacher leaders.

6.3.1 Stage One: In-case analysis

6.3.1.1 Word portraits and individual participants' perceptions, experiences and responses before the coaching process

In 6.3.1.1 a word portrait is presented of each of the literacy teachers who participated in the study. This description and interpretation served to provide the reader with a good understanding of the perceptions, experiences and responses of the participants' who were involved in the study. The data used for this stage of the analysis emerged from a range of data sources, which included the survey of teachers' professional history, the workshop workbook and my observations before the start of the coaching circles (Addenda G, K, L, and N & S). According to Henning *et al.* (2004:112) "the characteristics of the person are captured" in a word portrait. A word portrait captures a combination of the characteristics of the participants and information from the data, such as the participants' opinions, their relationships and the contexts in which they live and work. Because of the ethical considerations, pseudonyms were used to respect participant confidentiality and anonymity. These word portraits are important elements of this study, as a great deal of the participants' worldviews, perceptions, experiences and responses prior to the coaching circles are depicted in these descriptions. The word portraits will be presented in narrative form and supported with verbatim quotations from data sources. Personal particulars and professional historical information will not be included in these word portraits, as these were already provided in section 5.4.4. The data extracts in italics represent either the exact comments, as written by the participants themselves, or the verbatim transcriptions of the participants' words recorded on the digital audio-recorder. In addition to the word portraits, the data will be further analysed, discussed and interpreted to highlight and make sense of the participants' perceptions, experiences and responses of the leadership and coaching workshop before the coaching process.

(i) Participant 1 (She)

This participant was a 43-year-old Grade R educator who spoke three languages, namely English, Afrikaans and isiXhosa. She had fourteen years of experience, nine in the school sector as a Grade R teacher and five years in the private sector as a

crèche educator. She completed a diploma in Early Childhood Development (ECD) at a FET college and is currently enrolled as a part-time BEd student at the University of South Africa (UNISA). Besides her classroom teaching responsibilities, she had additional extra-mural responsibilities as netball coach, adult educator and youth counsellor in the school. From the very first meeting she had demonstrated enthusiasm and determination to participate in this research study. She appeared to have a strong value system that strengthened her spiritual and personal awareness. She mentioned the following as the five key values that guided her in her teaching, learning and leading roles as an informal leader: “*Faith, happiness, respect, dignity, focused on learning*”.

Being a registered part-time Bachelor of Education (BEd) student is evidence of her determination to remain a life-long learner. She had decided to enrich herself and to improve her qualifications, despite the fact that she did not qualify for any financial support or bursaries from the Education Department. As a potential leader, the fact that she was continuing her studies to build her capacity as a leader corresponded with what Fullan (2003:2) suggested for the professional learning of teachers. This also demonstrated evidence that this participant was a self-directed individual (as described by Sabatini (2002:39)), who did not depend on others for her own professional development but could set her own goals and work towards developing them.

It is clear from the data that this individual demonstrated many attributes and skills that could describe her as a leader. It is significant that she placed a strong emphasis on her faith, respect for others and her dignity. This indicated that she was the type of person who had a firm belief system and a vision to remain a life-long learner who strove towards effective leadership. In conversation I observed that she was a principled person who lived her personal and professional life in accordance with strong ethics and who continued to strive to better herself in her home and work environment.

She placed a strong emphasis on being acknowledged for her efforts as an informal leader and alluded to the fact that “*one should lead by example*”. As a Grade R teacher she had often felt that her voice as a committed teacher was not listened to. She was concerned about the quality of work being done in the second Grade R

class at their school, but did not always find sufficient support from the school management team to address the problems with the teachers. She indicated that *“effective communication was necessary between peers”* and between the principal and the teachers to address what needed to improve, which is what Brown *et al.* (2005:36) strongly suggested. Coaching is a development tool that can be used to develop effective communication in schools.

In further coaching conversations it also became evident that this individual was experiencing problems with being recognised as a fully qualified teacher as well as with others' assumptions about her as a person and her capabilities as a teacher. Although she appeared to work well with the rest of the Foundation Phase colleagues in the school, she felt strongly about the status of Grade R in general. She expressed her dissatisfaction with the following statement: *“Grade R not seen as important enough. Teacher salaries not on par with other FP teachers”*. She had been part of the struggle towards recognition of qualifications, satisfactory working conditions and remuneration of Grade R teachers in South Africa. Despite her willingness to do all the additional tasks, she remained in a governing body post. She felt strongly that the status of Grade R teachers needed to be addressed. This was evident in the following statements:

“Irrespective of the fact that ages 0-6 are the most important years, the department is delaying making Gr R compulsory.”

“Gr R not seen as important enough.”

“Teacher salaries not on par with other FP teachers”.

The discussion around the status of Grade R teachers within the South African education system had not yet reached the stage where teachers can feel on par with their colleagues. With Grade R not being a compulsory grade for all learners, the salaries and other benefits are different to that of their Foundation Phase colleagues. This was unacceptable and not conducive to relationship-building as this was an injustice not only to the teacher, but indirectly to the learners. The low salaries of Grade R teachers who work in schools that serve poorer communities are unacceptable and affect the morale of the teachers, which again influences the learners' learning.

This participant is an example of a Grade R teacher who earns a much lower salary than her colleagues in Grades 1 to 3, but she continues to contribute to effective teaching in the ECD sector. The following extracts from the data she expressed her view on the need for collaboration, “I need to communicate effectively with others”, She found the “*social dynamics in the group*” a good experience, because as teachers they all worked very much in isolation at the school and rarely had opportunities to discuss their concerns about teaching and learning. Katzenmeyer and Moller (1996:30) agree with this view and they see the building of good relationships with your colleagues as essential skills of a leader. Leaders need good communication skills to be able to work with teachers who are adults and to get them to respond to requests and instructions, and to co-operate in the school. In the current school context, where teachers are challenged daily with socio-economic problems that impact on the learners’ learning in school, collaborative working relationships are required where teachers can support each other to improve classroom instruction.

During the leadership and coaching workshop she showed her appreciation and gratitude for the leadership tools such as Emotional Intelligence (EI), which she was exposed to. “*Emotional Intelligence*” was one of the leadership aspects that she wanted to develop as part of the coaching programme. This was evidence of a proactive potential leader, because without emotional intelligence leaders would not cope with the difficult circumstances and situations that were characteristic of being a leader. Salleh (2008:64) claims that individuals are affected on a holistic level, which justifies the development of emotional intelligence to support the processes of change and new learning for potential leaders. This can be a significant awareness for potential leaders who will take responsibility for professional development. The traditional one-off professional development opportunities that are offered to teachers and leaders focus mainly on cognitive development and they neglect to deal with the other domains of holistic development, such as emotional development.

(ii) Participant 2 (Zip)

This participant was a 64-year-old highly experienced teacher who had taught from Grades 1 to 6 at a number of schools in the Western Cape Province. She was forced to resign as a result of ill health, but returned to teaching a few years later. She

openly acknowledged the fact that she was comfortable with the literacy approaches that she used in her classroom and that for many of her learners the language of teaching and learning was not their mother tongue. In her opinion language barriers are contributing greatly to the low literacy levels of the children. She openly admitted that the coaching workshop “*was a refresher course that has brought her to a stage where she now sees literacy from a different perspective, an everyday social practice*”.

She acknowledged her leadership as a teacher and as a lay minister in the Anglican Church. She held additional portfolios as excursion and fundraising coordinator, served on the finance and catering committee, and coached netball and athletics besides her primary teaching responsibility. The coaching group respected her wisdom and often consulted her on professional, personal and interpersonal concerns. This individual was a wonderful example of a person who continued to seize an opportunity for learning and doing things differently, and who has persevered despite “*being forced to retire*” and who was teaching in an environment where “*the principal never circulated important information about working conditions.*” She furthered her studies a few years ago and completed the National Primary Diploma in Education (NPDE), which she saw as a great achievement and which strengthened her skills as a teacher: “*I tackled diverse challenges in education with much success*”. She agreed that her knowledge-base as a teacher had expanded and that she was “*more determined and uses much more “child- and learner-centred approaches used in my classroom*”. It must be noted that this was reported by her before she was exposed to the coaching process. This was significant, because it already demonstrated that she had years of experience and expertise in teaching, which was a strong requirement for effective leaders, according to Applegate *et al.* (2009:254). Schools should be aware of any teachers who have a good knowledge-base of literacy and who display expertise and innovation with their methods of teaching. Such teachers should be identified, acknowledged and supported with appropriate professional development to enable them to function as leaders. This participant demonstrated the in-depth understanding and the commitment and enthusiasm as a teacher, which corresponded with Hara’s (2004:42) description and vision of literacy leaders, but her leadership skills were never drawn upon to address the concerns of learning in the school.

r concerns for the deterioration of literacy skills and the many negative factors that impacted on children's learning and behaviour in class were demonstrated when she indicated that she wanted to improve her teaching role by looking at the following aspects: "*Class management*" and "*Being aware of children's prior knowledge and experiences*" and "*diversity responsiveness*". Although Zip had many years of excellent teaching experience, the aspects mentioned appeared to be a major concern for her. She mentioned that the workshop opportunities that were provided by the education districts did not address her development needs. According to Caffarella (1999:272), professional development teachers as adult learners appreciate opportunities for learning that are applicable to their needs. As adult learners, coaching offers teachers the opportunity to become self-directed leaders who can take responsibility to identify their development needs and to act on them.

Teachers who are capable of demonstrating leadership such as this participant cannot be ignored in schools. They can play an important role to strengthen and sustain literacy improvement efforts in schools. They have the potential to support other colleagues in their efforts to improve their literacy instruction. Through experience effective teachers develop many different ways of coping with difficult teaching circumstances. With the right coaching culture, opportunities to lead and positive leadership support they can share their best teaching practices for the benefit of other teachers and the improvement of children's learning in classrooms.

(iii) Participant 3 (Zellie)

This participant was a 47-year-old Grade 2 teacher who completed a four-year Junior Primary Diploma at a teachers' college and who had on his own initiative enrolled and completed a course in Literacy for Reading Specialists, which she financed herself. This was evident of the type of individual who took the initiative to lead and improve children's literacy learning. She had twenty-four years of teaching experience in Grades 1 to 3 and had even taught learners who experienced severe learning hurdles in the adaptation class in the primary school (a practice which has since been scrapped from the South African education system). Before education was democratised in 1994, learners who were classified as having "low intelligence" were removed from mainstream classes and placed in an "adaptation class" for special and more intense literacy instruction. This individual was very concerned

about the literacy situation at her school and was determined to lead effective and ongoing literacy improvement, without waiting on the education district officials or the formal school leaders to give her instructions on how to do this effectively

As a well-qualified Foundation Phase teacher, she gained much respect amongst her colleagues. During the period of the research project, she was nominated by the principal to attend a course in the teaching of Literacy and Mathematics, which lasted for two weeks. She was a systematic leader and learner who believed in having a clear vision and setting goals that could lead to transformation, empowerment and change. She was a good example of a self-directed learner, who had the capacity to be a trusted positive leader that could inspire others to do well and who believed that she was responsible and had the capacity to make changes in her life.

From the very first meeting she demonstrated visible enthusiasm and determination to participate in the research study. She appeared to have a strong value system that strengthened her spiritual and personal awareness. She mentioned the following as the five key values that guided her in her teaching, learning and leading roles as an informal leader: *“Faith, happiness, respect, dignity, a love for learning”*. It is interesting that she demonstrated many key leadership skills during the project but also that she expected these skills from her current leaders: *“Trust and respect”, “need to listen”* and *“the ability to make a positive input”*.

During conversations with her and while observing her interaction with her colleagues, she demonstrated that she lived her personal and professional life in accordance with strong principles and that she continued to strive to better herself in her home and work environment. It is important that leaders have good values as the foundation of their being. Your value system is part of who you are as a leader and will inform your worldviews regarding important issues in teaching and learning, as indicated by Erhard *et al.* (2009). The process of coaching leaders, especially from an ontological perspective, allowed the individual who was being coached to explore their values and also to reflect on how their values influence their thinking and actions as a leader. These participating teacher leaders were given the opportunity to reflect on their values before they were coached as leaders. It was enlightening to see how they eventually understood the relationship between the beliefs, values and actions of a leader.

This participant placed a strong emphasis on being acknowledged for her efforts as an informal leader and alluded to the fact that “*she feels inspired to encourage others when she is feeling positive and good*”. She also expressed her view on the need for collaboration amongst teachers in the following extracts from the data “*informal learning conversations*” and “*work with your peers and learn how to manage problems in the working environment*”. These were the words of an individual who was able to demonstrate co-operative and interpersonal skills that were often missing from our school environments. Teachers have been socialised into a culture of isolation, territoriality and selfishness, which is not helping to improve the teaching and learning situation in this country. Professional development is needed that can encourage teachers and leaders to build trust amongst important role-players through constructive conversations and the sharing of ideas to enhance teaching and learning. Schools should be a safe space where individuals nurture the values of trust, confidentiality and support in times of change. The ongoing process of coaching, provided that it is underpinned by suitable approaches and perspectives, can create the opportunity, enough time and a non-judgemental space for individuals to develop trust and confidentiality to grow and develop their full potential.

It was a concern that such an individual like Zellie, who had so many strengths as a teacher, a leader and a learner and who was at a stage in her professional life where she felt inspired to lead and encourage others, was still not seen or used as a valuable resource in the school. Teachers who demonstrate experience and expertise which are underpinned by good values such as commitment and passion cannot be ignored, but should be afforded the opportunity to make a difference by assisting others in improving their classroom practice.

She was excited about being part of the coaching process, because it provided the opportunity to focus on developing herself as a leader and possibilities of making changes in her life. The following statement demonstrated that eagerness to experience coaching as a professional development strategy: “*I am looking forward to the next workshop. It is about myself and how it can influence the changes in my life*”. Research has shown that coaching as a developmental strategy focused on the values and strengths of the individual and therefore it compares well to what is described by Burke and Linley (2007:63) as effective professional development in

schools. Coaching allows individuals to identify their areas of leadership development that require attention so that they can reach their full potential, as noted by Whitmore (1995:8).

(iv) Participant 4 (Wazi)

She was a 46-year-old Grade 3 teacher who also acted as the grade leader at the time of the research study. The grade leader was an informal leadership position that rotated every year to give each teacher in the grade the opportunity to lead in the grade. She completed a Primary Teachers' Diploma (PTD) and had twenty years of teaching experience in all grades in the Foundation phase as well as in Grades 5 and 6 at a number of schools. She was the only participant in the study who was not originally trained as a Foundation Phase teacher. At the start of the study Wazi openly admitted that she was demotivated and very frustrated with the teaching situation and was very sceptical about participating in this study. She asked many questions about herself in relation to the notion of trust and honesty.

This participant's case was interesting, because in my initial conversations with her I noticed that she was hesitant to communicate freely. I had not met her or worked with her previously, and I think she needed the time and space to get to know me. She appeared to get along well with three of the other participants, but I noticed some distance between her and the Grade R teacher. When asked about her views on leaders and leadership she responded as follows: "*Someone who regularly looks back to see if people are following*" and "*I prefer a leader who allows you to develop your leadership skills*".

From our conversations and the data gathered from the teacher professional history survey it was clear that she had taught at a number of schools and had experienced principals with different leadership styles. The current principal of the school tried his best to advocate and practice distributed leadership, which this participant obviously appreciated, because the rotating leadership system allowed her to develop her leadership skills. Her reply to the question about what inspired her as a leader was the following: "*Other good leaders inspire me*", "*When other leaders believe in me*" and "*When other leaders acknowledge my strengths*". Although she acted as the Grade 3 leader at the time of the study, she was not initially convinced that she could

be an effective leader. A grade leader is an informal leadership position that rotates every year to give each teacher in the grade the opportunity to lead. Her answers to what inspires her as a leader was significant for me, because it gave me some idea of how important other's perceptions and approval of her were to her as a leader. I assumed at that time that she was still very insecure as a leader. At the time of the study she was a grade leader and a core member of the Institutional Learning Support Team (ILST), a group of teachers who are responsible for addressing the learners' learning support needs in the school. She confirmed my suspicions of feeling insecure when she made the following comment: *"I thought that you can only become a leader if you have the necessary qualifications"*.

The results of a study done by Hara (2004) confirmed that all teachers have the potential to be leaders, but emphasised how important it was to provide suitable professional development opportunities to develop the individuals' capacity to lead effectively. I assumed that the insecurities of this participant were caused firstly by her knowledge that she was not a trained Foundation Phase teacher. Although she had a good teaching qualification, it was not suitable for Foundation Phase teaching. She was therefore left to gain experience and knowledge of teaching in the Foundation Phase on her own in order to lead the grade effectively. The nature of the professional development sessions that were offered to teachers did not give her the knowledge and skills that she needed as a grade leader. She confirmed this when she commented that her previous professional development opportunities were *"very unsatisfactory opportunities"* and *"It satisfied my needs to a certain extent"*. When teachers and leaders are confronted with non-relevant information at a workshop it frustrates them. I understood why Wazi admitted that she was *"demotivated and very frustrated with the teaching situation"* and that she was *"very sceptical about participating in this study"*.

She indicated her main concern as *"Grade 3 learners were not the same anymore. They gave have more behavioural problems and there is very little co-operation from parents"*. It is clear from this comment that she was very concerned about the progress of her learners. She attributed this partially to the non-cooperation of the parents, but the complexity of teaching literacy and assessment in the Foundation Phase compounded the problem, It appeared that her repertoire of teaching approaches and methods were insufficient to cope with the diverse needs of her

Grade 3learners. I assumed that what she required in her case as an adult learner was a safe space, an opportunity and a trusting environment where she could identify her development needs and be offered an opportunity to engage in relevant professional development. This was exactly what the process of coaching as a professional development strategy could offer her. The specific coaching approach and programme used in this study were underpinned by adult learning principles as indicated by (Cercione, 2008) and Cox *et al.* (2010). Coaching can be adapted to the needs of individuals and therefore the adult learning principles form part of most effective coaching programmes.

(v) Participant 5 (Babes)

She was a 43-year-old Grade 2 teacher who completed a three-year Teachers' Diploma in Junior Primary and an Advance Certificate in Education (ACE) in Special Needs Education. She held the position of Grade 2 leader, which was an informal leadership and rotating position. A few years ago she occupied the Head of Department position in an acting capacity. However, although she applied and was short-listed for the position, it was eventually filled by a teacher from another school. The fact that she was not appointed was an issue that had impacted negatively on the relationship between the Senior Management Team and herself. She does not hold the school management team in high regard and claimed that *"people abuse you when they are in formal leadership positions"*. The statement clearly shows the disappointment that she felt towards the SMT. The relationship of trust was evidently broken. However, in my interview with the principal he had nothing but praise for this teacher who, in his opinion, had developed into a reliable and loyal teacher leader. From her perceptions of leadership, which included: *"to encourage positive growth, a positive leader that inspires a group, must be able to manage critique and be consistent in his behaviour"* it was clear what attributes this participant expected of her principal and SMT. The last statement was in conflict with the others and I struggled to make sense of what she meant by *"Being in control of a group"*. I assumed that she did not always approve of the management style of the principal and that in her case she expected him to have more control over the final decisions that had to be made in the process of nominations and appointments. It is evident from the data sources that it took a while for her to come to terms with the situation, but that it made her even more determined to be an effective teacher. She tried to

stay informed about different approaches to effective teaching by attending as many professional development sessions where possible and to stay positive and help her colleagues in the phase. She was therefore respected as a very knowledgeable, supportive and empathetic colleague.

Despite many difficulties this individual built her personal and professional life on a set of outstanding values, which included a strong faith, respect, patience and empathy. She had the ability to express how she felt to avoid prolonged anger or frustration, be it towards the principal, colleagues, the parents or her family. She described the opportunity of coaching as a tool that could put an *“end to her floating around and searching for something to hold on to in life”*. She expressed her appreciation for being given an opportunity to be inspired by the coaching workshop. She has learnt how to promote emotional intelligence in her life and how to strengthen her personal and professional relationships. As a literacy leader she was determined to continuously reflect on the areas where learners had difficulty in literacy and to develop a school wide plan to address the literacy challenges. From her feedback documents and my observations it is evident that she was very informed about effective literacy instruction and that she had much to offer to sustain professional development in the school without being prescribed to by the district officials.

This teacher realised that the co-operation of all the role players was necessary to address the literacy situation at the school and that it was important to build trustful, positive and supportive relationships to take new literacy knowledge forward and to make significant changes in literacy instruction in the school. As an informal leader she was a member of the Learning Support Team and the LitNum (Literacy and Numeracy) committee of the school. She was also responsible for the coaching and co-ordination of netball.

Her responses to what inspired her as a leader were interesting and included statements such as *“when others believe in me, if I am respected and having respect for others; daily growth”*. She was a confident informal leader who knew what she was capable of and who did not hesitate to provide support to her colleagues when needed. She was instrumental in the design of their planning schedules and the assessment tasks according to the new curriculum. She demonstrated wide content

and pedagogical knowledge and expertise in literacy teaching and acts as a valuable resource for her colleagues in the school and the wider district. It was evident from the data that she had completed many different courses in Foundation Phase teaching. She was especially well-informed about different and innovative approaches to effective literacy instruction, which she applies in her classroom. She is always willing to share her knowledge and skills with her colleagues and has remained positive despite the many changes to the curriculum and assessment systems in this country. She appears to be respected as a very knowledgeable, supportive and empathetic colleague who “*has learnt to listen*” and “*ask others’ opinions with planning*”. The relationship between this person and the other participants appeared to be very healthy and comfortable, which allowed them to work together well and to openly share their concerns during the workshop. It was not too difficult to establish the trust-relationship amongst the group participants. With her there was no pretence and she genuinely had interpersonal intelligence that is conducive to collaborative learning. Based on the data she met the requirements of a teacher leader as stated by Katzenmeyer and Moller (1995:17). An individual with strong interpersonal skills such as this participant can be instrumental when mutual trust and support must be nurtured to support a school wide commitment to literacy improvement. She was a typical example of a strong and courageous woman who demonstrated a strong sense of emotional intelligence that carried her through difficult times. The coaching programmes that were used in the study focused on making the participants aware of the important role of emotional and interpersonal intelligence in leadership development.

This description and interpretation served to provide the reader with a good understanding of each of the participants and their individual responses to the leadership and coaching workshop before their participation in the coaching process. It enhanced and complemented the contextual data which was provided of the school and the participants in Chapter Five. It will also serve as background knowledge for the in-depth analysis and interpretation of the participants’ responses after their participation in the coaching process in section 6.3.1.2.

6.3.1.2 The individual participants' responses after their participation in the coaching process.

The purpose of this section of the in-case analysis is to give the reader a sense of how each participant responded after their participation in the coaching process and in relation to the main research question and the sub-questions of the study. The following three individual teacher interview questions were directly linked to the research questions and the participants' responses to those interview questions will be analysed and interpreted in order to present each case.

1. What insights did you gather during your participation in the coaching circles?
2. What aspects of the coaching program had the greatest impact on:
 - A personal level;
 - A professional level;
 - You as a literacy teacher leader.
3. Which factors or aspects had a negative impact on your experience of coaching during the programme?

(i) Participant 1 (Shé)

Table 6.4 Participant One's responses to the questions

Interview questions	Participant's responses (Verbatim)
1. What insights did you gather during your participation in the coaching circles?	Getting to know your colleagues. Trust building. Knowing how people think. More relaxed as group.
2. What aspects of the coaching programme had the greatest impact on: <ul style="list-style-type: none"> • A personal level • A professional level • You as a literacy teacher leader 	Spiritual growth and personal awareness. No more time or energy to waste. Relationships are important. Do things for yourself, not for others approval.
3. Which factors or aspects had a negative impact on your experience of coaching during the programme?	There is a need to improve literacy, but any suggestions are ignored.

Question 1

Based on the data the most important insights that this participant gathered during her participation in the coaching process were of an interpersonal nature. Her original concerns about not being fully accepted by her colleagues had changed in a positive way. During the process of coaching the five participants have developed into a cohesive group without the discrimination against the Grade R teacher. She acknowledged that there was a positive experience of trust-building during the weeks of coaching. She got to know more about her colleagues and their perspectives on literacy instruction. She admitted that they became more relaxed during the workshop sessions and their discussions as a group. These responses were significant for many reasons. She had undergone a positive experience with her other colleagues, which proved that teachers should be given the time and space to get to know each other. The issue of working in isolation could be addressed and overcome, if opportunities were created for individuals to get together and have constructive conversations. Reflective practice on an individual level was good, but group reflective practice allowed the group members to open up conversations and to be more transparent about their teaching practice. This study has shown that regular group conversations could be very constructive and appropriate, and relevant feedback from members of the group could be a worthwhile learning experience. Each group coaching session had a focus topic within the ambit of literacy instruction. The method of action learning was applied in these learning sessions. With the support of the school leadership this emergent literacy leadership group could play a very important role in the Foundation Phase. The evidence from participants supported the call from West *et al.* (2000:39), who advocated that schools should change isolated practices of improvement into collegial whole school efforts, where all colleagues could learn to trust each other and be inspired to work towards a common goal. What the literature is not emphasising is that thinking and reflecting collectively, especially in schools where teachers have diverse professional development and cultural capital, is not an easy process. In certain school environments the teachers have diverse professional backgrounds and needs that have to be managed with sensitivity and responsivity. The traditional professional development approach that focuses mostly on information-giving by outsiders, irrespective of how the different school contexts will impact on the implementation of the new knowledge, is ineffective. The suggestion of Lambert (1995) to introduce a culture of coaching that can introduce teachers to practices of collective enquiry,

attentive listening, reflection and the sharing of ideas could improve the culture of collaboration and reflection in the school.

Question 2

In this case the impact of coaching was experienced on a personal, interpersonal and professional leadership level. For this participant spiritual growth was important and she had experiences where she became more aware of herself as a person. She was determined to stay focused on her goals and not to waste her time and energy on trivialities. She saw the importance of building good relationships with colleagues and other people, which needed to be nurtured. In the coaching process she realised that as a person she was the most important factor, that she was capable of making decisions that were best for her, and that she did not always have to wait for others to approve her decisions and her actions. These insights appeared to have satisfied the personal and professional needs of this participant. Her decision to improve her qualifications was part of the struggle that she experienced as a Grade R teacher and of her concerns to be accepted for who was as a colleague. She was determined and she demonstrated a strong will to improve herself as a person and on a professional level. At the end of the coaching process the data indicated that she did not feel isolated anymore, because she knew that her colleagues had a better understanding of her as a person, her culture and her aspirations in life. This realisation made her even stronger and more determined to reach success in all her goals. She also realised that as a leader she had many attributes, which included relevant content knowledge, skills and a positive attitude to make a difference in the lives of her learners and other colleagues. *This participant's experiences complement the literature that claims that your "way of being, underpins your behaviour and actions"* (Sieler, 2003) and supports the inclusion of personal dimensions in professional development. The motivation to include the session on an ontological approach to leadership in the coaching workshop was inspired by the work of Duffy (2008:2), who argued that as a leader you need to be aware of who you are as a person before you can progress towards deep and transformational learning. His belief that leaders who know themselves are aware of their strengths and shortcomings, and who get to know their leadership environments provide more effective leadership, further supports this finding that literacy teacher leaders have found their own personal development and awareness to be a priority for effective leadership. This study also shows that the personal and professional development of

teachers cannot be understood in isolation and that the one inevitably has an impact on the other.

Question 3

According to this participant, the factors that had a negative impact on her experience of coaching were linked to the aspect of literacy knowledge. She felt that the important contributions and suggestions regarding literacy improvement that were made by the teachers in their school were often ignored by formal school leaders. In her view all the role-players in the school know that literacy instruction and the learners' literacy levels are low and unacceptable, but no one takes responsibility to take action to address the concerns. As a group of newly coached literacy teacher leaders, this group of teacher leaders showed the potential to take positive action towards literacy improvement. Together they could exercise their agency as leaders of literacy learning and mobilise the rest of their colleagues to plan and implement a whole-school literacy improvement strategy.

The fact that only 5 out of 14 Foundation Phase colleagues agreed to participate in the coaching workshop and programme presented a range of possible concerns for the future. None of the Grade 1 teachers participated. This was a concern for the participants who were from Grades R, 2 and 3. According to their perceptions, there was a problem of working in isolation and negative attitudes amongst the Grade 1 teachers, which were the cause of much conflict in the phase. The participants expressed their concern that the Grade 1 teachers would continue to be a negative factor in their quest to lead literacy instruction and improvement. They would have preferred to have Grade 1 teachers on board to experience the transformational possibilities that the coaching programme could offer them through reflection and collaborative discussions. Even though everyone did not want to come on board to be part of the research study, these literacy teacher leaders were determined to take the process of literacy improvement forward in the school.

These concerns are in line with what the literature cautions about teachers being leaders and exercising leadership in schools as stated in Katzenmeyer and Moller (1996:70). Interpersonal factors, such as the relationship between other teachers, school management and the informal teacher leaders can have a negative effect on progress if the school culture and management is not supportive of teacher

leadership. One of the hindrances to the successful implementation of teacher leadership that was identified by Muijs and Harris (2006:970) was the principal's leadership style. It is possible for principals and teacher leaders to complement each other's roles and to strengthen the scope of leadership in the school.

The findings of this study complement the suggestions of Gronn (2000:333-334) and Spillane *et al.* (2001), that if we want literacy leadership to flourish, a distributed leadership approach, that facilitates teachers who can take the lead to improve teaching and learning is preferred.

(ii) Participant 2 (Zip)

Table 6.5 Participant Two's responses to questions

Interview questions	Participant's responses (Verbatim)
1. What insights did you gather during your participation in the coaching circles?	It served as an eye opener. When you are very experienced you are comfortable with your own methods. It taught me to reflect. The realisation that one is inclined to make mistakes.
2. What aspects of the coaching programme had the greatest impact on: <ul style="list-style-type: none"> • A personal level • A professional level • You as a literacy teacher leader 	I have the support of my colleagues. I need my colleagues. Together we can do something to improve the literacy situation in the school.
3. Which factors or aspects had a negative impact on your experience of coaching during the programme?	A weak link in trust in the group we must be aware of. Need to put the concern on the table.

Question 1

The most important insights that this participant gathered during her participation in coaching were on a personal and professional leadership level. She realised that no matter how experienced you are as a teacher, there was always room for change. She realised that reflection was necessary to determine what worked or where a

change in methods was needed to reach each child and to get them to progress. She realised the power of teachers working together and having conversations about their teaching. She came to the conclusion that a group effort will be a better option if the literacy situation needs to be addressed in the school. The insights shared by this participant indicated important realisations from a more mature and experienced teacher. Very often certain teachers can be a hindrance when change is required. Change definitely does not happen overnight. It requires an open mind and support for the process of change to unfold for certain teachers, which those responsible for professional development should be aware of. The consideration of the principles of adult learning appears could make the process of change more positive and constructive for the more experienced teachers who find themselves in a comfort zone and are opposed to change. The decision to use coaching circles as the coaching approach in this study was driven by the fact that teachers traditionally work in isolation, which is evident from the work of Vargas (2005:1-2). The history of teaching is one of isolation and individualism, where there is often a lack of a common vision in the school and issues such as time, competitiveness and heavy workloads increase the negativity amongst teachers.

From my own experience in the education sector, the factors mentioned above make it difficult to introduce a culture of trust and collaboration in the schools. The aim of using coaching circles was thus to introduce the participants to a coaching environment that promoted collaboration and eventually trust and effective communication. Through their participation in the coaching circles the participants were exposed to and became involved in collaborative discussions, reflection and problem solving. In this study they had been part of a culture of collaboration that facilitated effective and respectful communication, collaborative relationships and sharing. Above all they had discovered that each one had strengths to share and best practices that they could learn from to improve the literacy levels of the children. This revelation was very significant, considering the fact that prior to their participation in the coaching workshop important elements of trust and collaboration between colleagues were not eagerly practised at the research school.

Evidence from this study has shown that it is possible for teachers to break away from the culture of isolation and therefore it strengthens the statements made by West *et al.* (2000:39), who advocated that schools should change isolated practices

of improvement into collegial whole school efforts, where all colleagues can learn to trust each other and be inspired to work towards a common goal.

Question 2

The impact that this individual experienced was on an interpersonal level and she specifically realised that working in isolation would not address the literacy situation. This participant had realised that teachers in schools, especially in the different phases needed each other's' support to cope with the complexities of teaching, especially in diverse circumstances. The opportunity that was given to this group of teachers provided them with time to get to know each other, to work together and to share their knowledge and skills. In the process they also got to know more of each other on a personal level and that dimension in some way assisted in the trust building process. These participants, irrespective of the differences in their ages, came to respect each other and what they each could bring to the learning conversations. They appreciated the collegiality and support that the group coaching experience offered on a personal as well as a professional level. The possibilities of the whole group addressing the literacy concerns in the school instead of each teacher working in isolation, was an important insight. These participants participated openly and transparently through critical reflection and constructive discussions around the challenges that they were experiencing in the school. This opportunity appeared to have made them see the situation in a more positive light and they were determined to address the concerns and make a difference.

Although these participating literacy teachers appeared to have the confidence to lead adults based on their comments, working effectively with adults is not easy. As previously mentioned, it requires trust building, effective relationship building, knowledge and confidence to work in collaboration with other adults, who have diverse cultural backgrounds and needs. The literature shows that it requires very specific skills to work effectively with adults who have different cultural and intellectual capital (Griffiths, 2005:60). Adults learn differently and they are motivated to learn in a different way to children. To ensure that they adults are treated effectively in the learning situation, such as in the case of the professional development of colleagues, it was important to include knowledge of adult learning principles and theories in the leadership and coaching workshop programme. As literacy teacher leaders they would have to work closely with their colleagues and

become aware of their colleagues' way of thinking and doing, which in some cases would require much trust and confidentiality.

Question 3

The factors that impacted negatively on the coaching experience of this participant were on an interpersonal and professional leadership level. She remained concerned about the aspect of trust and the fact that teachers' literacy concerns were not identified, discussed or addressed in the school. At the end of the many coaching sessions she was still not satisfied with the level of trust in the group. She sensed a weak link amongst the participants. As the most mature individual in the group, and one who has had many years of experience working with people in schools and in the church, she appeared to be a good judge of people. As the participants were made aware of the importance of confidentiality during the coaching process, she was very focused on that aspect. I was aware that the other younger participants discussed confidential and personal issues with her, because they trusted her judgement. Literacy leaders who have the knowledge to develop good interpersonal skills and the awareness of building trust and collaboration with other teachers, as in the case of this participant, can contribute positively to relationship-building in any school. Trust building and confidentiality were aspects that were carefully addressed as part of the coaching programme that was used in this study.

This participant also felt strongly about transparency and openness when literacy challenges are discussed and believed that a more concerted effort should be made to address those challenges in a constructive manner. She believed that a whole-school approach would be more effective and that it required the commitment of all teachers to improve the literacy situation. As a plan of action for their school she suggested that the literacy concerns should be put on the table for open discussion and that definite action should be taken to improve the situation. She saw the potential and possibilities of having a group of Foundation Phase teachers, willing, competent and coached to be leaders of literacy learning in the school and using them optimally for that purpose. As part of the coaching programme the literacy leaders had to identify areas of literacy teaching, which were of concern for them and in which they required coaching. The worse literacy challenges in the school included the language skills of listening and speaking, reading, literacy interventions and assessment. In five of the coaching circles each literacy concern was put on the table

for discussion. The researcher as the coach facilitated these sessions through problem identification, collaborative discussion and reflection. The participants were encouraged to share ideas and best practice during these sessions.

Based on these comments it was clear that the literacy leaders confirmed their concerns that literacy improvement efforts in isolation are not effective in their school environment. The school linked to this study is a parallel-medium school and the Foundation Phase consists of more than twelve classes. Although the languages of teaching and learning were English and Afrikaans, the learners were from diverse linguistic and socio-economic backgrounds. This created a situation where the teachers needed to reflect continuously on their literacy teaching practice in order to be responsive to the wide range of literacy needs of the learners. Moore and Whitfield (2008:586) shared that open-minded reasoning, speculation and contemplation brought innovation and creativity into teachers planning instead of them being stuck on doing things the traditional, authoritative way', which was what these participants discovered during their participation in the coaching circles.

Through their participation in this study these literacy teacher leaders have realised that collaboration and support bring about confidence and empowerment and pools strengths to drive effective literacy improvement efforts. These participants have changed their mind sets about working in isolation to a positive one of working in collaboration through their participation in coaching.

(iii) Participant 3 (Zellie)**Table 6.6 Participant Three's responses to questions**

Interview questions	Participant's responses (Verbatim)
1. What insights did you gather during your participation in the coaching circles?	Reading. One forgets and need to be renewed. Will focus more on vocabulary.
2. What aspects of the coaching programme had the greatest impact on: <ul style="list-style-type: none"> • A personal level • A professional level • You as a literacy teacher leader 	Emotional Intelligence. First listen and calm yourself. Reciprocal respect.
3. Which factors or aspects had a negative impact on your experience of coaching during the programme?	No I change the negatives to positives.

Question 1

This participant's insights were about her literacy knowledge and instructional methods. Literacy knowledge was an important aspect for her. It stemmed from her absolute passion and commitment to improve the literacy situation. She was a person who went to all lengths to improve her own knowledge of literacy and that through many efforts of her own indicated her life-long learning commitment. In the process of continuous learning she had become fully aware of the complexity of literacy teaching. She was especially aware of the diverse literacy needs of the learners and remained focused on expanding her repertoire of teaching and learning strategies. Through the knowledge that she gained from the discussion of literacy as a social practice, she had realised the implications for teaching and learning literacy in their specific school context. The learners in South African classrooms are from very diverse cultural backgrounds, which is an important consideration when teachers plan, teach and assess literacy.

We have all been trained as literacy teachers, but our cultural capital as teachers is different. Hence the efforts to get teachers involved in group discussions about their

literacy teaching practices. The element of sharing knowledge, skills and expertise should be included in all future professional development opportunities for literacy teachers. This research project had proven that it is possible to capacitate the untapped resource of literacy teachers in our schools towards being leaders that can sustain literacy improvement, as Henderson (2008:13) suggested in her study. Through the process of group coaching and action learning it was possible for this participant to identify the areas of literacy instruction that she needed more knowledge about and that which needed to be adapted to improve more of her learners' literacy levels. This new knowledge and awareness was a powerful tool for her as a literacy teacher, because it expanded her literacy content and pedagogical content knowledge levels and capacity as a leader. She had been empowered because her efficacy as a literacy leader has improved and she realised that she had the agency to make a difference to literacy teaching and learning.

According to relevant research completed by Henderson (2008:52), literacy leaders have different key roles, namely a teaching, leading and learning role. Turner *et al.* (2009:254-256) state that literacy teacher leaders should have proven expertise in the field of literacy teaching, learning and leading. To develop a good understanding of the teaching role, this participant was given the opportunity to reflect on her beliefs and perspectives on literacy teaching. The diverse cultural and professional historical backgrounds of the different participants, necessitated this reflective session. It exposed the epistemological levels of the literacy teachers, which prompted a further discussion to re-orientate the literacy leaders to a different perspective on literacy teaching, namely the socio-cultural perspective and its impact on literacy teaching. In the light of the impact of teaching literacy to learners from diverse cultural and linguistic backgrounds, this discussion proved to be very useful to especially this participant.

Question 2

The greatest impact that this participant experienced was on a personal level. Coming to terms with the concept of emotional intelligence, which was introduced and discussed in the leadership and coaching workshop and then actively practiced in the coaching circles, was a big learning curve for her. She realised that it was important for her as a person to develop her emotional intelligence levels in order to cope with the experiences of life, be they positive or negative. This corresponded

with the suggestions of Costa and Garmston (2006:135) that the development of consciousness helps individuals to be aware of their thoughts, feelings, viewpoints, and behaviours and the effect that they have on themselves and others. Individuals who have high levels of emotional intelligence are aware of their emotions, can identify them and then manage them effectively. This is a very important awareness and very few people reach high levels of emotional intelligence. They become easily frustrated and do not cope well in times of change, such as curriculum change, which teachers so often experience. With a good level of emotional intelligence you learn to listen well and to calm yourself in any situation before you respond. Through emotional intelligence it is also possible for colleagues to develop mutual respect for each other, which is much needed in the school environment. This participant saw the insightful learning that EI offered as the answer to many of her problems both on a personal and professional level. This was exactly what Sieler (2003), who uses the ontological coaching approach, alluded to when he stated that being human was about the interconnectedness of your body, your emotions and your conversations. It is therefore necessary to realise that the domain of personal development of teachers is not divorced from who you are in your professional role and therefore needs to be recognised.

Question 3

This participant came to an important decision after experiencing the process of coaching, namely to see all negatives as positives. On a personal and professional level this was a very significant moment for her. It corresponds with how Mezirow (1997:11) describes a transformational moment for any individual: when you decide to see things differently and in a positive way. Coaching offers different levels of learning, be it first-order, second-order or third-order learning, according to Hargrove (2008:114-115). It was clear from the data that all of the five participants experienced the coaching and the learning that went along with it differently. It all depended on the frame of references of the individuals and whether they were prepared to make the necessary changes after experiencing coaching. The coach played an important role in creating the spaces and environment for the learning that could happen through coaching, but it remained the responsibility of the coaching participants to open themselves up to the opportunities of learning that were presented in the coaching situation.

Literacy leaders and other colleagues can understand and accommodate the different people whom they come into contact with in their professional and personal lives, if they have some idea of people's perspectives and what drives their actions and behaviour. During the leadership and coaching workshop the participants were asked to identify their key values and to reflect on how their values influenced their personal and the professional lives. The participants' response to this part of the workshop unlocked very interesting discussions. It gave them the opportunity to reflect on their own frames of reference and how these influenced the way in which they perceived their worlds. They were allowed to explore their values and strengths and to reflect on how they determined their personal and professional identities. One of the effects of constant change was that teachers and teacher leaders have begun to question their pedagogical practices in literacy. Where they have been used to using certain literacy approaches in the past, the challenges of implementing the outcomes-based curriculum have taken teachers to levels of uncertainty about different approaches to teaching and assessment. Smit and Frits (2008:99) agree that the pressure and expectations that flow from the challenges in the changing school context can contribute towards a disintegration of teacher identity.

(iv) Participant 4 (Wazi)

Table 6.7 Participant Four's responses to questions

Interview questions	Participant's responses (Verbatim)
1. What insights did you gather during your participation in the coaching circles?	I need to stop putting myself in a box. I need to take a stand. I became enthusiastic to overcome my hurdles.
2. What aspects of the coaching programme had the greatest impact on: <ul style="list-style-type: none"> • A personal level • A professional level • You as a literacy teacher leader 	I am hesitant but not unwilling to be a leader. I underestimated myself before. Being a leader will be strange and new, but possible. I know I can ask for help from my coach or colleagues.
3. Which factors or aspects had a negative impact on your experience of coaching during the programme?	My negative responses to the formal leaders joining the sessions. I am willing to work at it.

Question 1

From the data it was evident that this participant found the insights on a personal level very important. She placed herself at the centre of the coaching experience and in the process she realised that she had certain issues that were limiting her practice as a leader. Through reflection she was given the opportunity to explore and identify those limitations. Her new awareness of her limitations made her realise that she would have to make a concerted effort to overcome her hurdles and fears in order to be a more effective leader of learning. She also realised that there could possibly be hurdles in her personal life which she had to identify and act on. Teachers have always been dictated to in the case of curriculum and assessment changes. Many teachers do not see themselves as having a choice in the decision-making of teaching practice and they go along with whatever instructions they are given to follow. In the process much of the creativity and innovation of teachers are lost and teachers become frustrated. They feel that they do not have a voice and that they are not able to exercise their democratic rights, especially where professional development is concerned. In this study this participant had a positive experience that allowed her to explore her fears and to see the possibilities of reaching the stage when she can express her developmental needs without fear. She clearly had a definite goal to develop into a more effective teacher leader and she was positive about reaching her goals.

The findings of this study complemented the suggestions of Brits and Bridges (2005: 99) that unless teacher identity is addressed in workshops for educational change and transformation, the literacy situation in the schools will not improve. The above responses of the participant were very significant for this study, because they revealed a number of very important aspects that were influenced or affected by the coaching process. On a personal level the response of this participant of being hesitant to be a leader appeared to be a negative factor, which the coaching programme did not manage to address. The purpose of the coaching workshop was to provide an opportunity for the participants to re-orientate themselves to leadership and to learn important leadership tools. The follow-up coaching circles were focused on strengthening their leadership skills, building trust relationships, confidentiality and to expand their literacy knowledge base. After being exposed to coaching for a number of weeks, there are evidently certain areas of literacy leadership where this one participant still requires further coaching in order to change her apprehension

about leading to a more positive stance. She also felt that she was still negative towards her formal leaders even after the coaching experience, but acknowledged the need to work at understanding where they came from and to improve her relationship with them.

Question 2

At the start of the coaching programme this participant expressed her frustration and scepticism about the research project. The data at the end of the coaching process clearly showed a shift in understandings and beliefs about being a leader. Even though she was in an informal leadership position as a grade leader at the start of the research process, she admitted that she underestimated herself and her leadership capabilities. After the coaching process, although she was still not fully convinced of her leadership capacity, she expressed her willingness to be a leader in the grade. She was determined to continue the growth process as a leader and to seek the support of her colleagues and the coach where necessary. According to the literature reviewed, there are a number of other important skills that need to be developed by teacher leaders. Katzenmeyer and Moller (1996:60) emphasise the importance of good relationships in the school environment. Teacher leaders sometimes find it difficult to balance relationships with their peers.

Expert teachers have the necessary knowledge and expertise to teach effectively. However, they do not always have the necessary skills to perform their role as informal teacher leaders. As teacher leaders they therefore need to be capacitated to provide mentoring and coaching, instructional leadership, contribute to change and school-wide improvement, and manage community involvement, partnerships and district collaboration. Sabatini (2002:39) found that informal teacher leaders do not receive suitable training and suggests that important aspects need to be included in the design of professional development for teacher leaders. For their leadership role teacher leaders needed two types of expertise to effectively assist their colleagues in the improvement of literacy instruction. Firstly, they need expertise in the pedagogy of literacy teaching, and secondly, they need expertise in leading change processes in school

Question 3

At the end of the coaching project, this participant still responded negatively towards the existing formal school leaders and their decision not to participate in the coaching workshop. She felt that they had missed out on very important discussions that could have taken the process of literacy improvement forward in the school. She was concerned about how the participants who saw themselves as informed literacy teacher leaders would be accepted by the formal leaders, such as the Foundation Phase HoDs. She was still concerned about the responses of the formal leaders and their relationship with the participants who were coached for eight weeks. She felt that she still needed to work on improving her attitudes and responses to the formal leaders. This participant had an underlying frustration with the nature of hierarchical structures in the school and the power that these structures continued to give to leaders in formal positions. She felt that decision-making power was non-negotiable and allowed formal leaders such as the heads of department the prerogative to overrule decisions without consultation. This practice is a reality in schools, the education districts and the provincial education department, and is supported by the hierarchy. They realised that they did not have control over the actions of formal leaders, but that they had the power to respond to them differently.

The underlying fears of this participant were apparent and as the coach I assumed that the coaching process did not bring about the required learning, that of sufficient leadership growth and capacity on a personal, interpersonal educational leadership and content knowledge to cope effectively with being an informal literacy teacher leader in the school. Based on the data, it is clear that this participant needed more coaching on those different levels as mentioned above, until she felt comfortable about practising effectively as a literacy leader. Earlier in the thesis it was mentioned that coaching is very unpredictable and that the process impacts differently on each individual involved, which this data now indicated.

(v) Participant 5 (Babes)**Table 6.8 Participant Five's responses to questions**

Interview questions	Participant's responses (Verbatim)
1. What insights did you gather during your participation in the coaching circles?	Emotional intelligence (EI).
2. What aspects of the coaching programme had the greatest impact on: <ul style="list-style-type: none"> • A personal level • A professional level • You as a literacy teacher leader 	Awareness of my own difficulties in personal life. More goal-orientated. Prepared to make a mind shift. I am important as well as the group. Excited that I am a leader and to take new knowledge forward.
3. Which factors or aspects had a negative impact on your experience of coaching during the programme?	Principal forget to give me the opportunity to give feedback on the experience during meeting. I confronted him about it.

Question 1

This participant focused on EI as her greatest insight on a personal and professional level. I sensed that this was a big learning curve for her, perhaps due to all the personal and professional difficulties that she experienced in her life, as she alluded to in the data. I found it significant that she only saw only this one aspect as a learning insight. I assumed there must have been a big need for her to feel secure in whom she was as a person and as a colleague. The data indicated that because she saw herself as a very emotional person, she found that the element of EI that was included as part of the coaching programme and practised in the coaching circles as invaluable for her as a person. She admitted that the workshop on leadership and coaching and the coaching circles gave her many tools to cope. I assumed that she needed a coaching experience that would address her holistic needs and this opportunity came at an appropriate time. There are many teachers who do not only need to be developed on a cognitive level. This is usually what the traditional one-off professional development does when information is transmitted from the trainer to the teachers. Literacy teaching is a complex activity that requires teachers who are holistically well-developed to cope with the challenges. The suggestions of

Salleh(2008) on holistic development now become a feasible option for more effective and appropriate professional development of literacy teachers as leaders of literacy learning.

It is significant that the coaching experience has given four of the participants who each have more than fifteen years teaching experience the opportunity to realise their worth and to feel empowered to make decisions that suit their needs. The participants became aware of the power of being a life-long and a self-directed learner. The confidence and ability to decide what your needs of personal and professional development are, empowers you to dictate your professional development needs and to resist prescriptiveness by others or the education district officials. As I have gathered from informal conversations with teachers, they are often dictated to by education district officials to attend professional development workshops that are of no value for certain teachers because of their existing cultural and intellectual capital that they already possess. The one size-fits-all nature of professional development sessions does not suit all teachers' needs. Time and energy is wasted when the workshop does not provide teachers with knowledge and skills that are suitable to their needs. When teachers are consulted on the nature of professional development sessions, they take ownership of their development and are committed to bring about change and make a difference in their schools.

Question 2

This participant experienced the impact of coaching on a range of levels, which included the personal, professional leadership and interpersonal levels. There was much emphasis on her personal life and being more focused on her goals and reaching them. She has come to realise the essence of holonomy in our being human, that she is important on her own and also as part of the group. She was excited about being acknowledged as a leader and the possibility of practising her new leadership role in leading literacy improvement in the school. Sometimes teachers do not realise that they can make a difference on their own and they wait on the district officials to prescribe and dictate to them what they should be doing in their classrooms. Through the process of coaching this teacher had come to the conclusion that she can make a difference on her own and with the help of her colleagues. Teachers know best what their learners needs are and how to address

them if they have the necessary knowledge and support from their colleagues and other learning support services.

The relationships between colleagues in schools are often not conducive to sharing information or having fruitful collaborative discussions and this often causes conflict. It is difficult to get the time when everyone is available to share the necessary information, because of the many extra-mural activities after school. Teachers and literacy leaders are adults and experienced individuals. So often they are treated in a condescending manner and prescribed to by other adults. They are treated with disrespect and their expertise and experience are disregarded by the management team or the district officials during professional development sessions. Through their participation in the coaching programme they have now been exposed to a different process where the coach and the coaching participant are seen as equals and the key attitudes involved in the process are those of support and being non-judgemental. Coaching offers literacy leaders as adult learners the space and opportunity to decide on their areas of future professional development, which have possibilities for different and more positive attitudes towards professional development in schools.

Question 3

The negative factor that this participant experienced was the principal's negligence to allow her to give feedback on the coaching project. On a professional leadership level, after so many disappointments with the SMT as mentioned before, she again felt ignored. To her and the rest of the participating Foundation Phase teacher leaders this was an important experience, which they wanted to share with the rest of the staff members. An opportunity to share their experiences could lift the status of the Foundation Phase teachers. This participant expected to see more interest and enthusiasm from the senior management team, including the principal. An opportunity to showcase what they as a Foundation Phase group had experienced and learnt during their participation in the coaching programme was important in their journey to become recognised as an important phase in the school. As a participant in this research project she wanted to be strategic and highlight the work of the Foundation Phase teachers, so that her other colleagues could become aware of the possibilities of teacher leadership development and coaching. She believed that the

small group of Foundation Phase participants could plant the seed for teacher leadership development and coaching as a professional development strategy.

These concerns are in line with what Katzenmeyer and Moller (1996:70) caution us about teachers being leaders and exercising leadership in schools. Interpersonal factors, such as the relationship between other teachers, school management and the presence and active involvement of teacher leaders, can have a negative effect on progress if the school culture and management are not supportive of teacher leadership. One of the hindrances to the successful implementation of teacher leadership that Muijs and Harris (2006:970) identified was the principal's autocratic leadership style. The ideal situation that this study intended to strive for was that principals and teacher leaders should complement each other's' roles and together strengthen the scope of leadership in the school. The findings of this study complement the suggestions of Grown (2000:333-334) and Spillane *et al.* (2001) that if we want literacy leadership to flourish, a distributed leadership approach is needed that facilitates teachers who can take the lead to improve teaching and learning.

6.3.1.3 Summary

The data showed that the benefits of coaching for development of literacy teachers as leaders have extended beyond acquiring knowledge and developing cognitive strategies, which Baek-Kyoo (2005:481) found in the education context. They included benefits on the level of affective learning, such as changes in values and attitudes, improved tolerance of diversity and improvement of work-life balance or motivational such as changes in the leaders motivational disposition, self-efficacy, and goal-setting. What can be concluded from the literature and the findings of this study is that coaching offers an opportunity for holistic learning and development. The perceived benefits of coaching can be described as transformational, because the data have indicated that the identities of certain individuals were affected by the learning and there was a shift in how the individuals saw themselves and their world. The personal value system of each individual influenced who they were and how they behaved and acted. Individuals' personal value systems and worldviews are seldom considered and addressed as important elements of professional development of teachers and leaders. This study has established that the reflection sessions on values and worldviews were essential elements of the coaching programme that led

to the participants' experience of benefits on a personal, interpersonal and professional level.

The data indicated that if literacy teachers have a coaching experience that is focused on their professional development needs as leaders, they can develop into being resourceful and influential in schools. The literacy teacher leaders were empowered because they have been given the opportunity to reflect and rethink who they really were, what their core values were and how their worldviews were influenced by their frames of reference. They have had an opportunity to identify what constrained them in being themselves on a personal level or being effective leaders on a professional level. Based on the responses of each of the five female participants this coaching experience was enlightening and empowering. It provided them with a significant awareness of a personal vision and a professional agenda for their lives ahead. From the data it was evident that coaching offered numerous benefits to the individual and the organisation compared to what the traditional, short one-off professional development sessions had to offer.

In the light of the main research question these word portraits and in-depth discussions have provided a clear picture of how the five participating literacy teachers perceived, experienced and responded to the process of coaching as a professional development strategy in their development as leaders and how the key themes from the data were linked to. The key themes from the data were linked to the discussion.

In the next section 6.3.2 the focus is on Phase Two of the data analysis. This includes the discussion of the key themes after a cross-case analysis of the data.

6.3.2 Stage Two – Cross-case analysis to discuss the common key themes and their relevance to the participants' collective experiences of coaching

Stage Two of the qualitative data analysis entails a cross-case analysis and discussion of the data. Patton (2002:440) describes cross-case analysis as “grouping together answers from different people to common questions or analysing different perspectives on central issues”.

Miles and Huberman (1994:173) suggest that cross-case analysis deepens understanding and explanation in a study. Cross-case analysis involves searching for common themes or patterns and it provides the opportunity to better understand the importance of the shared experiences of the research participants.

Bazeley (2009:9-10) suggests that a useful strategy for comparative analysis is for the researcher to create different matrices to represent summaries of the different responses of the participants from each of the data sets used throughout the coaching programme. This was done in preparation for this cross-case analysis. The summaries that appeared in the matrices included the participants' responses to all the data sets described in section 5.4.5. The responses revealed how the teachers experienced and responded to the phenomenon of coaching across the five cases. The matrices were used by the researcher to analyse and compare the data from the five cases. From this analysis the researcher identified the themes and meanings which seem to be common data for all participants. It gave the researcher an idea of how the five participants perceived, experienced and responded to the coaching experience as a collective. Case study research does not purport to be representative of a population. However, Stake (2000:447-448) found that it is possible to identify important information from the cross-case analysis that relates particular personal experiences or commonalities among the cases.

From the matrices the following four themes emerged as common across the five cases. They are listed in 6.3:

- Personal development and awareness;
- Development of educational leadership;
- Interpersonal development;
- Literacy knowledge.

In section 6.4.2 each theme will be discussed in relation to the participants' experiences and responses to coaching. Data from the interviews with the teachers, the learning journals and the workshop workbook were used in this discussion. The data extracts in italics are from Addenda J to P.

6.3.2.1 Personal development and awareness

The key theme personal development and awareness and its sub-themes are listed in Table 6.4.

Table 6.9: Sub-themes under the theme of personal development and awareness

Personal development and awareness	
Values, principles, beliefs and strengths	Transformation
Empowerment	Life-long learning
Efficacy	Flexibility
Craftsmanship	Consciousness
Interdependence	Emotional Intelligence (EI)
Status and agency	Worldviews
Frames of reference	
Self-directedness	

In all cases the issues related to professional development were considered highly important to all five participants. Personal development points to the impact that coaching has on the holistic development of the individuals. Personal awareness points to the individuals becoming conscious about themselves. Costa and Garmston (2006:135) describe consciousness as “being aware of one’s thoughts, feelings, viewpoints, and behaviours and the effect that they have on oneself and others”. The decision to make personal development and awareness a key theme was driven by certain words and terminology coming through repeatedly from the data in the form of statements. The statements included personal values, beliefs and strengths, EI, status, worldviews, frames of reference and self-directed learning. The participants were introduced to these concepts during their participation in the different sessions of the coaching workshop.

The following responses of the participants indicate that they have been affected or influenced by coaching on a personal level:

"I need to stop putting myself in a box. I need to take a stand."

An apparently low level of self-esteem and status was another significant finding that came to the fore from the themes. The literacy leaders’ awareness of their strengths

was a turnaround experience for them and it boosted their confidence levels as the following comment indicates:

"I underestimated myself before. We underestimate our strengths."

Issues of identity were also highlighted in the responses of more than one of the participants. The identity of teachers is affected by the complexity of the challenges in education and the schools. One of the participants initially expressed her frustration and demotivated state and admitted that she needed something different to hold onto to survive the situation or she would be forced to resign her job. This later statement from that same teacher is an indication that the study had a positive effect on her:

"I became aware of who I was. I discovered myself."

Other participants believed that they had grown in confidence, spirituality and EI. One of the participants mentioned the following in this regard:

"I am confident to do things that I would never have done before."

"I'm a very emotional person. I have learnt to be emotionally intelligent."

Being exposed to a discussion on people's worldviews and frames of reference was found to be valuable, based on the following responses from a few participants:

"I am unique, that it is not about anybody else but me."

"I have my own needs to address."

The above responses of the participants were significant for this study, because they revealed the views of the participants that appear to have been influenced or affected by the coaching process. The first session of the initial workshop exposed the literacy leaders to an understanding of worldviews and frames of reference. It highlighted important issues, such as cultural diversity, the uniqueness of people and the role of values in their lives. This session was intentionally conducted to give the individuals a better understanding of themselves and others they interacted with on a daily basis. The researcher was of the opinion that understanding worldviews and frames of reference could be a very useful tool to teachers and teacher leaders in understanding themselves and other people that they come into contact with. Exposure to the coaching programme appears to have made the participants realise that they are worthy individuals and that their needs are important.

As part of the coaching workshop the participants were given the opportunity to reflect on their own frames of reference and how these influenced the way in which they perceived their worlds. The participants' response to this aspect led to some very interesting discussions. Afterwards, they were also asked to identify their key values and to reflect on how their values influenced their personal and the professional lives. They were allowed to explore their values and strengths, and to reflect on how their values determined their personal and professional identities. The common values driving participants appear to be love, respect, faith, patience and honesty.

One of the effects of constant change is that teachers and teacher leaders begin to question their pedagogical capabilities in the teaching of literacy. When outcomes-based education was introduced in 1997, the researcher's experiences as a curriculum advisor indicated that teachers who had always been confident in using certain approaches to literacy suddenly became uncertain and less confident about literacy instruction and assessment. They had assumed that the old methods of literacy instruction had to be discarded when the new curriculum was introduced. Smit and Fritz (2008:99) agree that the pressure and expectations that flow from the challenges in the changing school context can contribute towards a disintegration of teacher identity. Issues of personal identity were revealed by the data. Personal identities and gender issues were not key considerations when this study was initiated. However, the status of Foundation Phase teachers (who are traditionally females in the South African education context) and the status of women are two issues that were highlighted on numerous occasions in the generated data. These were revealed as areas in which the participants experienced challenges and concerns in the school and in their homes. As previously mentioned in the participants' profiles, all of these participants were married women, in their forties or older, and experienced in their roles as teachers. In the study all of them appeared to be women with strong characters and personalities driven by good value systems. The strength and integrity of the participants was also demonstrated during discussions in the workshop and coaching circles. The underlying messages of low self-esteem therefore appeared to be in conflict with the researcher's impressions of the women.

Three of the literacy leaders revealed important growth in personal and professional identity and awareness in the data.

"I discovered myself."

"I became aware of who I was."

"We underestimate our strengths."

Based on the data gathered during the course of the coaching programme, it can be assumed that the participants did not really believe in themselves as capable leaders or know themselves, their strengths or their shortcomings very well before they were exposed to the coaching process. As part of the coaching programme, they were allowed to explore and identify their learning barriers and whatever kept them from reaching their full potential. Through discussion they were exposed to a different way of understanding leadership. It appeared as though the participants were often ignored in important decision-making forums on a professional level within the school and on a personal level by the family. Although Darling-Hammond and McLaughlin (1995:597-604) emphasised the point that teachers are the best persons to make decisions about effective teaching and learning, this disregard of, and ignorance about, the important role of the Foundation Phase teacher is commonly experienced in schools.

Two participants alluded to the fact that they realised that, as women, they can be leaders along with their husbands.

"Just like a husband, you can also lead in the home and lead together."

"Your husband is not the only leader."

These are significant statements, as they could be interpreted as the insubordination of women or the superior status of men. The coaching programme appears to have created the space and the opportunity for the participating women to realise their potential and worth on a personal and professional level. This study did not intend to include issues of gender in coaching at this stage, but it seems to be an issue that concerned a few of the participants.

The data revealed important issues that went beyond the professional development of teachers to include important personal development issues:

"I could have handled my personal issues with my family better had I gone through this programme earlier."

"Awareness of my own difficulties in my personal life."

Based on the responses of these two teachers, the nature and the content of the coaching programme appear to have stirred self-awareness on a personal level. They specifically found the aspects of EI and the identification of their key values meaningful and that part of the coaching programme was characterised by much discussion. One of the participants experienced anxiety with family relationships, while another had a difficult childhood. Coaching seemed to have offered a safe space for open discussion and created the opportunity to share their personal experiences with the rest of the participants. The coach merely facilitated the discussion, but did not allow the opportunity for sharing to become a therapy session, as this was not the purpose of the coaching.

The aspect of life-long learning is seen to be a priority for the participants. This was evident from their responses to the following question during the leadership and coaching workshop: How do you see your learning possibilities?

"Identify my learning barriers."

"More job-embedded learning."

"Be a life-long learner."

"More in-service training."

"Have informal learning conversations."

"In- service professional development."

At the time of the study one of the participants was registered at UNISA to improve her teaching qualifications from a Certificate in ECD (NQF level 5) to a BEd degree and another subsequently registered for a BEd (Honours) degree, because of their need to improve their efficacy and craftsmanship. One of the other participants had previously completed a National Primary Diplomas in Education (NPDE) and another an Advanced Certificate in Education (ACE) in special needs education. All participants had attended short courses for the improvement of literacy and numeracy after their initial training in the implementation of outcomes-based education (OBE). According to their responses, their attitudes towards continuous

professional development were very positive and their willingness to be part of this study was an indication of their commitment to be life-long learners.

The next section discusses issues relating to the development of educational leadership.

6.3.2.2 Development of educational leadership

The key theme educational leadership development and its sub-themes are listed in Table 6.5.

Table 6.10: Sub-themes under the theme of development of educational leadership

Development of educational leadership
Teacher leadership
Literacy leadership
Reconceptualisation of leadership
Positive attitude towards change
Coaching
Job-embedded learning
Capacity building

The impetus for this study was to explore ways of acknowledging the unrecognised teacher leaders found in schools and to find a way to build their capacity to lead sustainable literacy improvement in the schools. Analysis of all the data sources further revealed issues related to the development of educational leadership, as experienced by the different participants. The coaching of literacy teacher leaders is central to this study. Educational leadership development, as it pertains to this study, is understood from the perspective of being a “social practice”, according to Gunter (2005:80). Teachers are acknowledged as literacy leaders and are actively involved in their own learning and the learning of others, for the purpose of promoting change, growth and development. From the data the researcher could identify how the literacy teacher leaders experienced coaching within the sphere of the development of educational leadership. The purpose of the first session of the initial coaching workshop was to give the participants an opportunity to explore their existing notions of leadership within the education context and to re-orientate them to different

understandings of educational leadership. Initially all five participants had very specific expectations of leaders, which included the following:

"Lead and set a good example."

"A role model."

"A leader who inspires others."

"One who sets a good example."

"Consistent, able to listen to others, be humble."

It is interesting that their expectations indicated that they preferred leaders to have specific values and never mentioned anything about the leaders' curriculum expertise, as every leader should also be an instructional leader. The need for a leader to be consistent could be an indication that teachers feel that leaders do not treat everyone in the same way under specific circumstances. The teachers would prefer a humble attitude because many principals continue to have an authoritative leadership style and superior attitudes. Three participants indicated that they preferred a leader to have exemplary leadership skills. One of them actually mentioned that *"other good leaders inspire me"*. During the coaching sessions one participant complained that *"there is a need to improve literacy but any suggestions are ignored"*. This could be an indication that the members of the senior management team did not listen to the participating teachers' concerns or their recommendations, and that consultative meetings were seldom held. Ineffective listening is a common problem and could be interpreted as not respecting the opinions of others. It was insightful to hear what their expectations of leadership were before they were exposed to the leadership and coaching workshop. It gave the researcher a clear idea of the participants' pre-research perspectives on leadership.

The following responses from the data indicated the participants' new perceptions of educational leadership, after being exposed to the coaching programme:

"A leader must be able to work and move on all levels."

"Leadership is not about a position, but about having followers."

"I realise that if I am in a leadership position I have to manage my emotions."

"A positive leader inspires the group."

"I thought that qualifications were the only thing that was needed to be a leader."

From the following comments it became clear that literacy teacher leaders' exposure to the workshop expanded their beliefs and understandings of leadership to include distributed leadership perspectives and the value of teacher leaders in schools:

"I have capacity to be a leader."

"I now know that anyone can be empowered to lead."

"I can use these tools for leadership anywhere."

These statements were made confidently by the participants after they were exposed to the leadership and coaching workshop, and these views were further strengthened as the participants continued with the on-going coaching sessions. The leadership and coaching workshop was purposefully planned to allow the participants to rethink their perspectives on leadership and to affirm their leadership capacity. During the workshop they were provided with leadership knowledge and skills to improve and consolidate their leadership capacity.

The positive responses of the participants showed that the effect of this particular coaching workshop was positive and that they saw themselves capable of being teacher leaders that could take the initiative to lead change towards literacy improvement in the school.

"Lead change, why not me."

"Take the initiative and lead."

As a teacher educator, the researcher is aware that traditional authoritative leadership is still a common practice in schools. This is still evident when schools are visited to observe and evaluate the lessons of student teachers during teaching practice. The traditional hierarchical education system recognises official and formal leadership positions, such as the principal, the deputy principal and the HoD. Based on this traditional view of leadership, it is not a recognised practice to appoint literacy teacher leaders in schools. During informal conversations with the officials from two education districts it emerged that certain schools had taken the initiative to appoint literacy leaders, but this was done on an ad hoc basis without any formal training.

It is important to note that the purpose of having literacy teacher leaders in the school is very different to carrying out the roles and functions of formal leaders, such as the HoD. According to Gunter (2005:9), the role and purpose of having literacy teacher

leaders in schools is to improve learners' literacy learning. The following statements made by the literacy teacher leaders after being exposed to the coaching programme indicate that they understand their role as leading literacy learning. It can also be interpreted as an indication of a positive attitude and a willingness to change:

"A leader must be able to work hard on all levels."

"Leaders have to share."

"Leadership is not about position, but about having followers."

"Excited that I am a leader and can take new knowledge forward."

This study worked from the premise that it is educationally sound practice to prepare literacy teacher leaders for their different roles, which include being a teacher, a learner and a leader (Henderson, 2008:50). Literacy teacher leaders usually have subject expertise, but very often lack interpersonal and leadership skills. As the responsibilities of literacy teacher leaders include working outside of their classrooms to provide literacy leadership, they will be working with children and their adult colleagues. Although the literacy teacher leaders seem to have the confidence to lead adults, based on their comments, working effectively with adults will not be an easy task. Aspects of adult learning were therefore included in the coaching programme to equip the participants with appropriate knowledge, attitudes and skills to lead adults effectively. The participants were provided with information about trust building, effective relationship building, working in collaboration with other adults and managing diversity to prepare them for their roles as literacy leaders.

Potential literacy teacher leaders, such as these participants, who have the knowledge to develop good interpersonal skills, will be an advantage in any school. The next section analyses the data and discusses the findings related to interpersonal development.

6.3.2.3 Interpersonal development

The key theme interpersonal development and its sub-themes are listed in Table 6.6.

Table 6.11: Sub-themes under the theme of interpersonal development

Interpersonal development
Relationship building Communication
Trust building Confidentiality
Collaboration Group dynamics

Being a leader is a relational issue and the introduction of literacy teacher leaders could prove to have a negative effect on relationships in the school, if the process is not managed properly. The practice of literacy leadership must therefore be implemented appropriately and the school culture must be conducive to the practice of literacy teacher leadership. Their specific roles and purpose need to be clarified and shared openly with other colleagues to prevent any misunderstandings or duplication of roles and responsibilities. Whitworth *et al.* (2007:19) emphasised the relationship with colleagues as an integral part of the coaching process and the coaching environment. The awareness of the importance of trust building in coaching prompted the researcher (as coach) to focus the first coaching circle on trust building. Costa and Garmston (2006:98) state that one needs to trust oneself before being able to trust others. During the coaching programme it was emphasised that consistent behaviour, clarity of expectations and respect build trust. The development of trust in any relationship was an important consideration, as revealed by a few participants:

"The session on trust made me feel safe."

"Trusting your colleagues is important."

"Yes, because I now share information with my colleagues."

This coaching session seemed to have created awareness about trust building amongst colleagues. This session elicited interesting responses from the participants about issues relating to trust, which all of them experienced in the school context. The first coaching session seemed to create a safe space in which the participants could talk openly about building trust, which slowly started to develop a sense of confidentiality among the group. Trust and confidentiality evidently improved as the weeks went by – the participants got to know each other and relationships between them improved in the safe environment of coaching. One participant noted that *"Confidentiality is important."*

They gained a better understanding of trust and confidentiality and their applicability to literacy leadership during their participation in the coaching programme. In the process of exercising the different roles of leader, teacher and learner (Henderson, 2008:52), literacy leaders will inevitably build relationships with other individuals.

The data highlight numerous statements showing the participants' awareness of having good interpersonal skills to work effectively with other colleagues. The importance of relationship building and other related aspects, such as communication, collaboration, mutual respect and confidence, were emphasised on a professional and personal level. The following responses bear evidence to this effect:

"My goal is to strengthen interpersonal relationships."

"I can handle my relationships with my family and people at school better."

"It was good to get to know your colleagues."

In coaching, effective and respectful communication helps to create an environment of trust. Effective communication includes the art of respectful listening and the use of verbal and non-verbal interaction. The aspect of effective communication was included in the coaching programme because it is an important tool for individuals in their personal, teaching and leadership capacity. During the coaching circles, the researcher (as coach) modelled effective communication skills, such as listening with the intention of developing a good rapport with the coachees and paraphrasing what the participants had said to make sure they were not misunderstood. The participants' involvement in the coaching conversations forced them to actively apply effective communication skills during the coaching circles. The responses confirmed that the participants became aware of effective communication strategies:

"I have learnt how to communicate and be empowered."

"Listening is important."

"Watch my body language and tone of voice as they are factors that play a role in effective communication."

Collaboration with other colleagues was identified as an important aspect for the participants. A few significant responses highlighted their recognition and respect for other colleagues' opinions. Their experiences allowed them to make comments such as the following, which were very encouraging in the complex environment such as the school:

"Every person has an opinion and is entitled to it."

"To respect others' opinions and to listen to them."

"Remain cool with your colleagues even if it is difficult."

"I need to control my emotions, choose my words well, especially in a leadership position."

West, Jackson, Harris and Hopkins (2000:39) advocate that schools should change isolated practices of improvement into collegial whole-school efforts, where all colleagues can learn to trust each other and be inspired to work towards a common goal. What the literature does not emphasise is that thinking and reflecting collectively and collaboratively is not an easy process, especially in schools where teachers have diverse professional development experiences and different forms of cultural capital. In certain school environments the teachers have diverse professional backgrounds and needs that have to be managed and responded to with sensitivity. The researcher concurs with Lambert (1995:45) that schools need to establish a culture of inquiry into practice that can introduce teachers and teacher leaders to practices of collective enquiry, attentive listening, reflection and the reciprocal sharing of ideas to promote collaboration and relationship building in the school.

6.3.2.4 Literacy knowledge

The key theme literacy knowledge and its sub-themes are listed in Table 6.7.

Table 6.12: Sub-themes under the theme of literacy knowledge

Literacy knowledge	
Content knowledge	Pedagogical knowledge
Development of language skills	Different types of texts
Collaborative learning conversations	Literacy assessment
Opportunity for creativity and innovation	Literacy Interventions

According to Henderson (2008:52), literacy leaders have different key roles – namely teaching, leading and learning roles. The scrutiny of the themes has thus indicated that knowledge of literacy instruction is an important aspect in the data. Turner *et al.* (2009:254-256) state that one of the obvious characteristics of literacy teacher leaders is proven expertise in the field of literacy teaching and learning. Based on that knowledge, the participants were asked to indicate the areas of literacy instruction which required further development and discussion during the coaching

circles. Although all of the participants were experienced teachers of literacy, they welcomed the opportunity offered by coaching to expand and reaffirm their craftsmanship in literacy instruction. In this section evidence is provided of the participants' perceptions, experiences and responses to literacy knowledge and sharing during the coaching programme.

To develop a good understanding of the teaching role, the participants were given the opportunity to reflect on their beliefs and perspectives on literacy teaching. At that stage of the programme their responses and the discussion indicated the literacy teacher leaders' existing epistemological levels of the teaching of literacy. This allowed the researcher to re-orientate the literacy leaders to a different perspective on literacy teaching, namely the socio-cultural perspective and its impact on literacy instruction. In the light of the impact of teaching literacy to learners from diverse cultural and linguistic backgrounds, this discussion proved to be very useful to the participants. This is confirmed by the following responses:

"I see literacy from a different perspective."

"I do now realise that literacy is an everyday social practice."

"Will now emphasise the listening and reading for reasoning and thinking and not in listening and reading in isolation."

"Reading of more popular culture."

"One forgets and need to be renewed."

A reminder that the teachers were quoted verbatim and that no corrections were made to the quoted texts.

The literacy challenges in the school, as indicated by the participants, included the inadequate language skills of listening and speaking, poor reading skills, and a lack of literacy interventions and assessment. In every coaching circle a different aspect of literacy instruction was presented for discussion. The researcher (as coach) facilitated these sessions through problem identification, collaborative inquiry, discussion and reflection. The participants were encouraged to share ideas and best practices during these sessions. The five states of mind as described by Costa and Garmston (2006:125-140) were used as a framework for the reflection, inquiry and sharing of new knowledge and practices.

Through the discussions the literacy teacher leaders worked at improving their levels of efficacy, flexibility, craftsmanship, consciousness and interdependence within the domain of literacy instruction. These were the participants' comments relating to the five states of mind:

"I have ways of improving the literacy situation using the five states of mind as a framework."

"Motivated to continue addressing the gaps in literacy."

"I feel empowered in the group."

"I know I can ask for help from my coach or colleagues."

"We need to change the literacy situation as a group and not in isolation."

Based on these comments, it is clear that the literacy leaders affirmed their beliefs that collaborative efforts in literacy improvement would be more effective than working in isolation. This seems to indicate a realisation of their interdependence as teachers and the benefits of working together, which is also indicative of their interpersonal development. The participating school is a parallel-medium school and the Foundation Phase consists of more than twelve classes. Although the languages of teaching and learning are English and Afrikaans, the learners are from diverse linguistic and socio-economic backgrounds. The following statements bear evidence to the general concerns that the participants had about literacy instruction:

"The main challenges were the choice of language of teaching and learning."

"Underdeveloped vocabulary causes children not to speak correctly."

"Parents do not read to the children."

"Parents have low literacy levels and cannot read stories to children."

"Limited phonics knowledge and reading ability."

On the basis of these statements it is evident that the participants had a good understanding of the literacy challenges in the school. The coaching circles provided the opportunity to reflect on their literacy teaching practices in order to be responsive to the wide range of literacy needs of the learners. Coaching circles provided the opportunity for "open-minded reasoning, speculation and contemplation" to re-think literacy pedagogy, as suggested by Moore and Whitfield (2008:586), instead of doing teaching in the traditional, authoritative way.

During one coaching circle the participants discussed their concerns about the learners' weak listening skills. Listening is a receptive skill that eventually impacts on children's speaking, reading and writing skills. The participants' awareness of the challenges was captured in the following statements:

"Learners are not enough exposed to listening exercises at home." (verbatim)

"They do not listen as well as before."

"They do not answer questions in full sentences."

These were the responses to the challenge from the group of participants:

"Practice listening skills every day."

"Introduce new types of everyday texts. Children learn through listening to different texts."

"Strengthen auditory skills".

"Phonics must be taught."

The researcher (as coach) facilitated these discussions and gave every participant the opportunity to reflect, inquire collaboratively, discuss and promote best practice. The action learning that happened during the coaching circles allowed the learners to move away from the problem and to discuss positive action.

During a discussion on the participants' concerns about learners' speaking skills, the following concerns and suggestions for best practices were shared:

"Teachers do not use vocabulary correctly."

"Give time for vocabulary development."

"Use popular culture texts."

"Share with parents how to speak to children."

"Use pictures to ask questions. Listen and retell stories in your own words."

"We need to communicate with learners to improve speaking skills."

These statements provide evidence that the participants' insight into the teaching of speaking skills was expanding. All of them had different teaching strategies to share and, through collaborative inquiry, they enhanced reciprocal learning in the group. The participants were uninhibited in the coaching environment and this atmosphere of sharing appeared to build their confidence and expand their literacy knowledge.

Reading is a common concern in many schools. The responses of the participants during the coaching circle discussions on reading were enlightening and these contributions were very encouraging:

"Note learners' individual literacy needs. Differentiate reading texts, tasks and time."

"Make the connection between reading and writing."

"Consolidate phonic knowledge to promote reading."

"Teach different reading strategies."

"Put up reading corners in class."

It appears from these contributions that these literacy leaders have a good level of literacy content and pedagogical knowledge. Their suggestions were sound and good advice for improved literacy teaching and the reflection and collaborative discussions during the coaching circles were affirming their subject expertise.

As literacy leaders these teachers appeared to experience similar challenges with literacy teaching and during the coaching sessions they became aware that much time and energy could be saved if they worked together to overcome the challenges. A few other responses provided evidence of how the participants' pedagogical knowledge had expanded during the coaching circles. These were a few of the comments of the participants:

"Serious problems should be identified in Grade R (the year before formal school starts in Grade One)."

"Teach explicitly. Model, observe, listen and do."

"Assessment cannot happen without teaching the content."

"Assess learners at their level."

"Differentiation in the classroom. Use methods that suit the needs of the child."

These comments indicated the participants' perspectives on fair strategies and understanding of learning and continuous assessment. They realised if Foundation Phase teachers did not teach learners with diverse needs effectively, this would impact on the learners' ability to learn successfully at a later stage. The literacy challenges in the school were common and therefore the teachers realised that they would benefit from addressing these challenges from a whole-school perspective. Exposure to the coaching programme gave the participants an opportunity to develop common understandings of literacy teaching.

There is much overlap between the evidence and the discussion of the key themes of literacy knowledge and interpersonal development, which potentially indicates the interrelatedness of the participating teachers' interpersonal skills and their roles as literacy teachers and leaders. This is an important awareness that emphasises how our collegial relationships could affect our work as teachers and leaders in the school.

It is evident from the data that the literacy teacher leaders realised that collaboration and support bring about confidence and empowerment. Together they could pool their strengths to drive effective literacy improvement efforts. Through their participation in coaching, these participants changed their mind sets about working in isolation to a positive one of working in collaboration. What this study has highlighted thus far is that these participants have strengths that can be shared and shortcomings that can be addressed. The coaching circles have provided a platform to share and address their literacy concerns collaboratively.

6.3.2.5 Summary

This section interprets the data and discusses the findings in relation to coaching as experienced by the group of participants. The participants' perceptions, experiences and responses to coaching were discussed in relation to each theme that was identified from the data. These discussions provided the researcher with the opportunity to gain an in-depth understanding of the shared coaching experiences of the research participants. This discussion allowed the researcher to expand the answer to the main question and the sub-questions as stated in section 1.4.

In the next section the data interpretation and the themes identified will be taken to another level and the discussion will focus on the significance of the data in relation to effective professional development in literacy.

6.3.3 Stage 3 - Discussion and interpretation of the significance of the data for the continuous professional development of literacy teachers as leaders

From a continuous professional development perspective, Stage Three provided an opportunity to increase the depth and breadth of the analysis and the findings on coaching. In section 2.2.1 Day's (1999:4) definition of professional development was used to frame discussions and arguments for more suitable and effective professional development in literacy. The comprehensive definition highlighted many important features of effective professional development to address the development of knowledge, skills and competencies of literacy teachers. For effective professional development of South African literacy teachers, this implies that:

- professional development must be relevant to the role, function and needs of the literacy teachers;
- professional development must impact positively on literacy learning and teaching in the classroom;
- professional development must create opportunities for collaborative learning and reflection and eventually transform the teacher's and other colleagues' perspectives on, and practice of, literacy instruction; and
- professional development should lead to the holistic development of teachers.

Fullan (1998), Penuel *et al.* (2007) and Reddy (2004), as mentioned in section 2.2.1, highlight more effective professional development, which one could aspire to in order to enhance self-growth, self-actualisation and self-directed learning in teachers. The key features were summarised in section 2.2.1 as follows:

- the democratisation of professional development that aligns with goals of self-growth, self-actualisation and self-directed learning;
- the role of institutional policies and principles of curriculum;
- the importance of on-going of professional development aligned with practice;
- the need to build internal leadership capacity for professional development.

In section 6.4.3 the data collected during the participants' experiences of coaching will be discussed in relation to the suggestions regarding professional development in literacy as mentioned above. The discussion of the data is intended to indicate to what extent coaching attended to the key features of effective, continuous

professional development. The discussions focused on the nature of effective professional development, the content and purpose of effective professional development and the benefits of effective professional development for literacy leaders. Data from the interviews with the teachers, the learning journals and the workshop work book were used in this discussion.

6.3.3.1 The nature of coaching for the effective professional development of literacy teachers as leaders

Evidence from the data is presented and discussed to point out the literacy teacher leaders' responses to the nature of coaching as a literacy professional development strategy. Participants' responses to a question about the strengths of coaching as a professional development strategy (compared to traditional one-off workshop opportunities for professional development) included the following:

"Well structured."

"Learnt much on different levels."

"Follow up sessions are needed after a workshop."

"Self-directed learning. To choose what you need in professional development."

"It taught me how to reflect."

These responses pointed to the preferred nature of professional development in literacy for the participants. Professional development that is well structured and includes follow-up sessions is purposeful and ultimately prevents confusion from arising among teachers. As adult learners, teachers want to know the purpose of the session exactly and what they will do in the session when they are invited to a professional development opportunity. A well-structured session explains new knowledge systematically and allows time for reflection and clarification of information through questions. Follow-up sessions allow teachers to consolidate the new knowledge and to get to know their colleagues better as they continue to work together on a regular basis.

Adult learners prefer to decide for themselves what their learning and development needs are and they are more committed to learning if the information is relevant to their needs. According to Costa and Garmston (2006:18), the benefit of developing self-directed people is that they are always in the process of seeking improvement

and new knowledge on different levels and will eventually develop the capacity to perform well holistically.

Other responses to coaching mentioned in the workshop workbook revealed the following about the nature of professional development:

"More job-embedded learning."

"Have informal learning conversations."

"Goal setting."

Goal-directed learning appears to be of more value for teachers, especially if it is relevant to their literacy classroom practice or other development need. The traditional one-size-fits-all nature of professional development opportunities does not satisfy the diverse learning needs of teachers. Workshops are found to be irrelevant if they do not take into account the diverse contexts of schools. Information is transmitted during workshops, without relating the knowledge to diverse teaching and learning contexts. This could result in teachers not implementing the new knowledge in their classrooms. Participants appeared to have found the informal learning conversations that coaching offers more conducive to learning. The sharing of information, ideas and best practices allows colleagues to continue the learning and to learn from each other.

The coaching experience seems to have made the participants realise the benefits of working together as a group to address literacy challenges. The following comments highlight this point:

"Together we can do something to improve the literacy situation in the school."

"Team effort is important."

"Work together as a group and not in isolation."

"Tackle literacy improvement on a whole school basis."

According to the teachers, there is very little time for teachers to meet as a phase or a grade, because of extramural activities and their heavy administrative load. There are seldom opportunities for constructive discussion and the sharing of best practices as part of the efforts to improve literacy in the school. Foundation Phase teachers are often blamed for the low literacy levels of the learners, while every teacher in the school should take responsibility for the improvement of literacy. Fullan (2006:14)

agrees that schools should change the “learning culture” of the school from teachers’ working in isolation to their working together to ensure on-going and sustainable improvement from a whole-school perspective.

The data revealed by the participants provides evidence of the nature of literacy professional development that is possible with coaching. The comments describe the perceptions, experiences and the responses of the participants to coaching and support the call of Day (1999:4) for “conscious and planned” professional development that can be of benefit to the individual teachers and to the whole organisation. It is evident from the data that the coaching experience has given these participants a different perspective on the nature and the benefits of effective professional development, which can possibly impact on their future expectations and demands of literacy professional development in schools.

6.3.3.2 The content and purpose of coaching for the effective professional development of literacy teachers as leaders

In this study the coaching programme was aimed at literacy teacher leaders and their different roles of being learners, leaders and teachers. Based on a question about what was valuable about the coaching programme, the following comments were highlighted by the participants:

"The five states of mind: Efficacy, consciousness, flexibility, interdependence, craftsmanship."

"Emotional intelligence".

"Reading, vocabulary and listening."

"The session on trust."

"Effective communication."

"Tools for leadership."

These comments included content that was applicable to the leading, the teaching and the learning role of the literacy teacher leaders. The sessions on EI, trust building and effective communication were included specifically for the development of their leadership roles. The sessions on reading, vocabulary and listening were intended to expand the content and pedagogical knowledge of literacy for the teaching role. The five states of mind were included in the programme to serve as a

framework for professional development. Each of the states of mind represents a specific capability. According to Costa and Garmston (2006:126), individuals can develop these states of mind on an on-going basis as a life-long learner. With the knowledge of the five states of mind, the participants could assess their capability on an on-going basis and use each professional development opportunity to increase the improvement and success in their different roles in life.

The outcome of most traditional professional development sessions, where teachers are being mere receivers of information, is the transmission of knowledge, without any guarantee that the new knowledge will be implemented by teachers in their classrooms. After their participation in the leadership and coaching workshop, the participants were asked about their perceived changes on a personal and professional level. The data revealed the following responses from the participants:

"A different view."

"Learned to be emotionally intelligent."

"I am ready for change and to be a change agent."

"I became opinionated and can take a stand."

"How to communicate and be empowered."

These responses indicated that the participants reached outcomes beyond only the gathering of new knowledge and information. Based on the content of the leadership and coaching workshop and the coaching circles, the "different view" could be interpreted as a different mind-set regarding leadership or literacy teaching. During the workshop the participants were allowed to reflect on their current views on leadership and were introduced to the ontological perspective on leadership (which explains each individual's worldview and frame of reference). This part of the workshop programme was specifically intended to expand the participants' perspectives on leadership. Their perspectives on literacy were also expanded when they were introduced to literacy as a social practice and how it impacts on literacy teaching and learning. The workshop sessions on EI and effective communication were intended to provide the participants with knowledge, skills and attitudes to lead effectively. These sessions seem to have started the participants' journey of empowerment towards becoming change agents as literacy teacher leaders.

During the interviews with the individual teachers, these were the responses of the participants to the leadership goals that they had set and whether they had reached them after the coaching experience:

"Learnt to work with other people."

"Yes, I now share with my colleagues."

"Self-development."

"Expanded craftsmanship."

"Working hard at my interdependence state of mind."

These responses indicated that the coaching experience had created an awareness of leadership that went beyond the traditional leadership perspective of being in control and of making authoritative decisions. This evidence from the data highlighted characteristics of sharing, of working together, of knowing that one needs to constantly work at improving oneself and one's skills as an individual, but that one also needs to contribute to the growth of the group.

6.3.3.3 The benefits of coaching for the effective professional development of literacy teachers as leaders

The participants appear to have benefited from participation in the coaching programme on different levels. The data revealed many positive outcomes of coaching that would benefit the participants in their personal lives, their relationships with others, their leadership capacity and in their teaching role.

These responses of the majority of participants illustrate the benefits of coaching on a personal level:

"Spiritual growth and personal awareness."

"Learnt to become emotionally intelligent."

"More goal orientated."

The benefits for the participants on a personal development level appear to include an increase in their spiritual confidence, skills and an awareness of their ability to make a difference in their personal and professional lives. For these female participants, as mentioned earlier, a new awareness of their strengths, EI and

interpersonal skills gave them the necessary confidence to see themselves as leaders in the home and work environments.

Although the participants were experienced and well-qualified Foundation Phase teachers, the coaching programme offered a number of benefits for their teaching role:

"To choose what you need for professional development."

"Identification of strengths and limitations."

"I will be open for advice."

"Less frustrated."

During the process of coaching the participants were allowed to decide on the areas in which they required professional development. The confidence and ability to identify and decide on their needs for personal and professional development seemed to have empowered the participants to resist being prescribed to by others or the education district officials. They realised that they were able and empowered to set their own goals and to direct their own learning as life-long learners. Through their participation in the coaching programme they were exposed to a different process, where the coach and the coaching participants are seen as equals and the key attitudes involved in the process are those of support and being non-judgemental. One of the principles of adult learning is that adults are eager to learn, provided that the learning experience is meaningful for them. If this principle is adhered to with respect to literacy teacher leaders, it can contribute to a more positive attitude towards professional development in schools.

Traditionally teachers tend to be very private about their classroom practices. After their participation in the coaching programme, the participants all felt that they had grown on an interpersonal level. The following comments bear testimony to that:

"I have the support of my colleagues."

"I know I can ask for help from my coach and colleagues."

"Relationships are important."

It is evident that the experience of being coached as a group has expanded the level of interdependence of the participants. Through the process of coaching, they have realised the importance of building trustworthy and collegial relationships that can be

a source of support in difficult circumstances. Trustworthy and collaborative relationships, if nurtured, have the potential to change the culture of a school to impact positively on school-wide literacy improvement.

The leadership and coaching workshop and the on-going coaching circles gave the participants the opportunity to develop a number of important literacy leadership skills. The following responses from the participants referred to the many skills they had learnt in the coaching programme.

"Confident to be a leader."

"To take control of the situation and not to wait on others."

"Coaching gives tools to lead. Tools for life."

Participants indicated and gave evidence that they have expanded their perspectives of leadership to realise that it is possible for anyone to lead, once they identified their leadership constraints. They seem to understand that leadership was not only about being in a position, but about the individual's capacity to be a leader and to lead effectively in any situation. They recognised that the leadership tools offered to them during the coaching programme were tools that they could use in their role as literacy teacher leader, as well as in their capacity as leading wives and mothers.

The findings as discussed in this chapter are in agreement with those of Baek-Kyoo (2005:481-482), who found that the benefits of coaching for literacy leadership development extended beyond acquiring knowledge and cognitive strategies. The data show that in this collective case study the benefits were experienced on the level of affective learning, such as the changes that the participants experienced with regard to values and attitudes, and their improved tolerance of change. There were benefits on a personal level, which included the discovery of the participants' own strengths and constraints, and the development of EI. On an interpersonal level the participants improved their levels of trust and confidentiality by getting to know their colleagues in the group. As informal literacy teacher leaders, the participants gained the necessary confidence, skills and attitudes to lead literacy more effectively in the schools. It appears from the findings that coaching has the potential to impact positively on the holistic development of individuals.

6.3.4 Summary

In this section the processed data were discussed to support the arguments made in this study. The data discussions and meaning making were done in three different stages:

- In-case analysis
 - A word portrait of each of the participants' perceptions, experiences and responses before the coaching process
 - Individual participants' perceptions, experiences and responses after the coaching process;
- Cross-case analysis and discussion of the common key themes in relation to participants responses to coaching as a collective;
- A discussion of the significance of the data from the key themes for the continuous professional development of literacy teachers as leaders.

The key themes and sub-themes framed these discussions. The purpose of the discussions in every stage of this section was to make meaning of this study.

Stage One entailed an in-case analysis of the data sources, which entailed providing a word portrait of each of the participants and a discussion of each participants' perceptions, experiences and responses before and after their participation in the coaching process. These word portraits and discussions provided the reader with a good understanding of each of the individual participants and how they experienced coaching in this study.

Stage Two entailed a cross-case analysis of certain data sources and presented a discussion of the common key themes distinguished from the data in relation to the participants' experiences of coaching as a collective. Data sources used in each stage of the coaching programme provided evidence of the participants' perceptions, experiences and their responses to coaching, in support of the argument for coaching as a more effective professional development strategy. The coaching programme included the leadership and coaching workshop and the coaching circles. The purpose of these discussions was to provide an interpretation of the collective coaching experiences of the participants in relation to the four key themes.

Stage Three discussed the significance of the data from the key themes for the continuous professional development of literacy teachers as leaders. Data from both the leadership and coaching workshop and the coaching circles were used in the discussion. Evidence was provided that indicated how the participants experienced the nature and benefits of the coaching programme, the content of the leadership and coaching workshop, the different outcomes of the coaching programme and the specific literacy leadership goals which they reached after participation in the coaching programme.

The discussion of the findings in this section illustrated that coaching has strengthened the description of professional development, as given by Day (1999:4):

the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.

Through their participation in coaching, the relationship between the participants improved to such an extent that they committed themselves to pool their strengths and to tackle the literacy challenges from a school-wide perspective. The data have illustrated that they benefited from the workshop and developed the necessary knowledge and skills of EI, effective communication and trust building to lead literacy instruction in the school. The experience of coaching affirmed their role as literacy teacher leaders and they were empowered and determined to make a difference as change agents in the school.

6.4 CHAPTER SUMMARY

This chapter aimed at processing and analysing the raw data from all the data sources used in the study. As mentioned in section 5.2, the purpose of this study was to gain a more informed understanding of how literacy teacher leaders perceived, experienced and responded to coaching as a professional development strategy. In the absence of a suitable coaching model for literacy teacher leaders in South Africa, a specific coaching model suitable for the education context and the capacity building of literacy leaders was designed by the researcher. The coaching programme was based on the coaching model and entailed a leadership and coaching workshop and

eight coaching circles. The coaching programme, which was directed at the capacity building of literacy teachers as leaders, drew on a number of coaching methods such as cognitive coaching, peer coaching and coaching circles.

Data collection started before the participants were exposed to the coaching process. The first data source was a survey of the teachers' professional history. Further data were collected during the workshop, throughout the on-going coaching circles and a final individual interview after the coaching programme. A vast amount of data was collected from a variety of data sources. This chapter further described the processes of data analysis, the interpretation of data, and the identification of the key themes and included a discussion of the findings which emerged from the data. With the analysis of the data and the discussions of the findings, the researcher systematically attempted to address the main research question and sub-questions as mentioned in section 6.2.

Section 6.3 described the data analysis process. The data were organised and the relevant data were analysed systematically. After the transcription, coding and categorisation of the data, the researcher developed matrices of each data set to get a clear view of the data of all five participants. The large number of categories from the data were sorted and listed in Table 6.2. The categories were later clustered to form the key themes and sub-themes. After carefully scrutinising all the themes, the researcher identified four key themes: personal development and awareness; interpersonal development; educational leadership development; and literacy knowledge. These key themes were used as the basis of the discussion of the findings.

Stage One entailed an in-case analysis that provided word portraits of each of the participants and discussed their responses before the coaching process and a further discussion of each of the participant's responses after the coaching process. The narrative of the word portraits made it possible for the reader to get a good understanding of the participants and their responses to the coaching programme.

Stage Two focused on coaching and entailed a cross-case analysis of all the data sources used in the study before and while the participants participated in the coaching programme. The different matrices were used to distinguish the common

themes in the data. During the coaching workshop data were collected to capture the participants' experiences of the content and their responses to the new knowledge and information that was shared about the notions of leadership and coaching. During the eight coaching circles data were collected to capture the perceptions, experiences and responses to the different aspects of literacy knowledge and leadership that were the focus of the coaching conversations. The data discussions were centred around the four key themes mentioned in Table 6.3.

In the third stage the discussion was taken to a deeper level. The researcher decided to link the data findings with effective professional development of literacy teachers as leaders through coaching. The participants' experiences of the nature and benefits of the coaching programme, the content of the leadership and coaching workshop, the different outcomes of the coaching programme and the specific literacy leadership goals which they reached after participation in the coaching programme were described in relation to the data. The significance of this evidence was then linked to effective professional development. It is evident from the data that the process of coaching, underpinned by a sound coaching model and suitable coaching programme, was perceived and experienced by the participants as a professional development strategy that effectively addressed the development of knowledge, skills and competencies of literacy teacher leaders. Their professional development needs were addressed on a personal, an interpersonal, a leadership and a pedagogical level with consideration of the four key themes.

The significance of these data discussions and findings for professional development in literacy is that coaching creates the opportunity for the "radical shift from ineffective traditional professional development" that Darling-Hammond and McLaughlin (1995:598) state should occur in professional development in the twenty-first century. Coaching, underpinned by a sound coaching model and a suitable coaching programme, creates opportunities for on-going professional development that will enable self-growth, self-actualisation and self-directed learning to build internal leadership capacity in schools, as suggested by Fullan (1998), Penuel *et al.* (2007) and Reddy (2004). On-going coaching supports May's (2007:378) claim that the translation of new knowledge into effective classroom literacy practice and effective change is difficult and takes time. The data show that through the process of

coaching it is possible to support human capital development and social capital development of leaders - as was suggested by Day (2001:585).

The research questions, which have guided the study, have been addressed in the discussions of the data and the findings in this chapter. The participants' perceptions of, experiences with, and responses to coaching as a professional development strategy were carefully considered and interpreted in every stage of the discussions. There were numerous learning insights about coaching on different levels, as illustrated by the key themes and sub-themes.

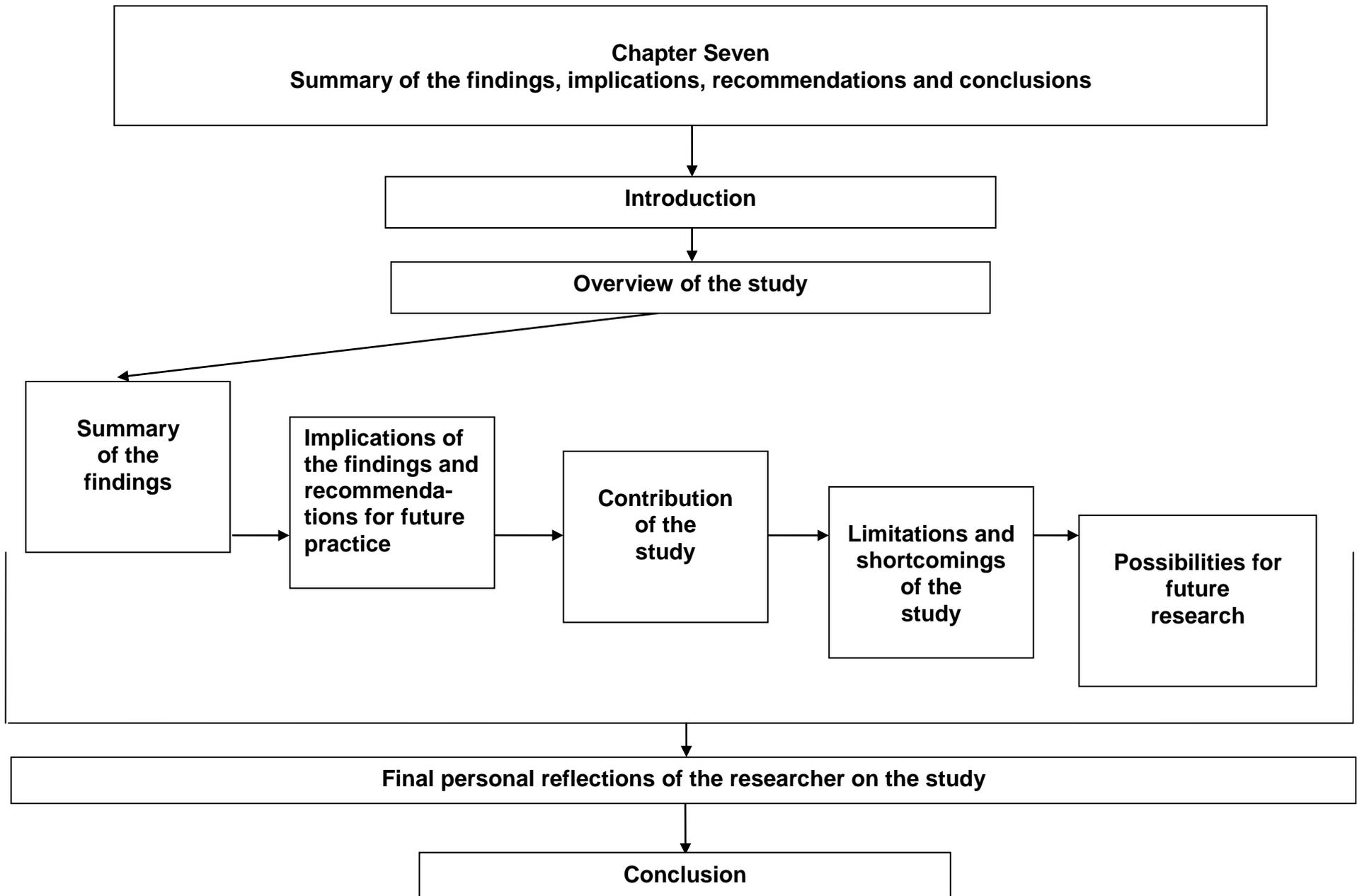
Chapter Seven discusses the findings of this study, as well as the significance and the limitations of the study; recommendations for future research are made.

CHAPTER SEVEN
SUMMARY OF THE FINDINGS, IMPLICATIONS, RECOMMENDATIONS AND
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A diagrammatic roadmap to this chapter is presented on the next page. It serves as a summary of the chapter content and illustrates the logic of the layout of the chapter.



CHAPTER SEVEN

SUMMARY OF THE FINDINGS, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSIONS

7.1 INTRODUCTION

The purpose of this study was to gain a more informed understanding of coaching as a professional development strategy for literacy teacher leaders. The inspiration for this study stemmed from a personal on-going concern about the prevailing dissatisfaction with traditional professional development approaches and the inadequate way in which literacy teachers are supported to take on a leadership role in improving literacy teaching and learning in the schools. The decision to research coaching as a professional development strategy was based on the researcher's own positive experiences of coaching in her own personal and professional development and on the success of a preliminary research project where cognitive coaching was introduced as a leadership development strategy for Grade R teachers.

It must be re-emphasised that coaching as a professional development strategy is in an emergent stage in the South African education context and there is no known research that has been done specifically in the area of coaching literacy teacher leaders in this country. At the time of conducting this study (2010-2012), being a literacy teacher leader was not an official position in the school hierarchy. However, the national and provincial literacy strategies mention the importance of leadership to promote and encourage literacy improvement in the school (Republic of South Africa 2008b; Western Cape Education Department, 2006). These literacy strategies do not explicitly describe how to develop literacy leadership in schools. This shortcoming was another consideration in the decision to include literacy teacher leaders in the study. This study argued, firstly, that coaching is a more suitable professional development strategy for literacy teacher leaders and, secondly, that the capacity building of literacy teacher leaders through coaching holds potential in providing sustainable leadership for literacy improvement in the school.

7.2 OVERVIEW OF THE STUDY

Chapter One served as the introduction to the study and provided the motivation to focus on literacy professional development at this crucial stage of literacy reform in South Africa. In this chapter the researcher described her personal and professional journey in coaching and a research project with coaching Grade R teachers in the Western Cape. The significance of the study was expressed in the light of coaching being a relatively new concept in the South African education context and the possible contribution that the study could make to the use of coaching as a professional development strategy.

Chapter Two provided a review of the literature on the professional development of literacy teacher leaders as a context for the study. Literature related to professional development in literacy was reviewed. Literacy leadership was discussed within the broader context of teacher leadership. Notions of teacher leadership and literacy teacher leadership are not fully understood nor implemented in South Africa. The concept of teacher leadership has been researched in the province of KwaZulu-Natal (Grant, Gardner, Kajee, Moodley and Somaroo, 2010), but the findings of that study showed that teacher leadership is not acknowledged or commonly practised in that province. According to the literature, teacher leadership has been proven to be more effective where distributed leadership is practised in schools. The researcher therefore discussed the influence of a distributed leadership approach on the effective implementation of teacher leadership development.

Chapter Three provided a review of the literature related to coaching and its essential elements. Although coaching is widely used in the sport and business environment, it is in an emergent stage in the education sector in this country. The aim of this chapter was therefore to provide fundamental information about coaching from the existing relevant literature. As a reasonably new concept in the education sector in South Africa, there was a need to review the literature on the theoretical approaches to coaching, adult learning and education as a context for coaching.

Chapter Four explained the Integrated Capacity Coaching model, a model designed by the researcher specifically for the capacity building of teachers as literacy leaders. The model is described in terms of the underpinning philosophies and the different coaching methods relevant to the model. A detailed description is further provided of the coaching programme that was presented to the research participants. The coaching programme included a three-day leadership and coaching workshop and follow-up on-going coaching circles with the group of participants. The initial workshop re-orientated the participants to educational leadership and introduced them to the essential elements of coaching. The use of coaching circles is a group coaching method that was considered to be suitable for literacy teacher leaders. To effectively capture the literacy leaders' perceptions of, experiences with, and responses to coaching, each stage of the coaching programme was considered to present opportunities for data generation.

Chapter Five provided a detailed description of the methodological and the research framework of the study. The option to use an interpretative collective case study and a variety of data sources was explained in detail. It was decided to do an interpretative collective case study, because all five participants were from the same school. This allowed the researcher to see each participant as an individual case and to do a cross-case analysis of the data.

Chapter Six described the data analysis procedure in detail and included data from both the coaching workshop and the on-going group coaching sessions. Key themes and sub-themes were identified from the data in relation to the research questions. The analysis of the data and the description of the findings were done in three stages. Stage One entailed word portraits of the participants. Stage Two consisted of a cross-case analysis of the key themes in relation to coaching. Stage Three entailed a discussion of the key themes in relation to improved professional development in literacy.

Chapter Seven brings the discussion of the findings to a logical conclusion. The contribution of this study is highlighted in this chapter. The significance of the study is stated, limitations and shortcomings are pointed out and suggestions are made for

future research. The researcher will provide final reflections on the study and provide a conclusive summary.

7.3 SUMMARY OF THE FINDINGS

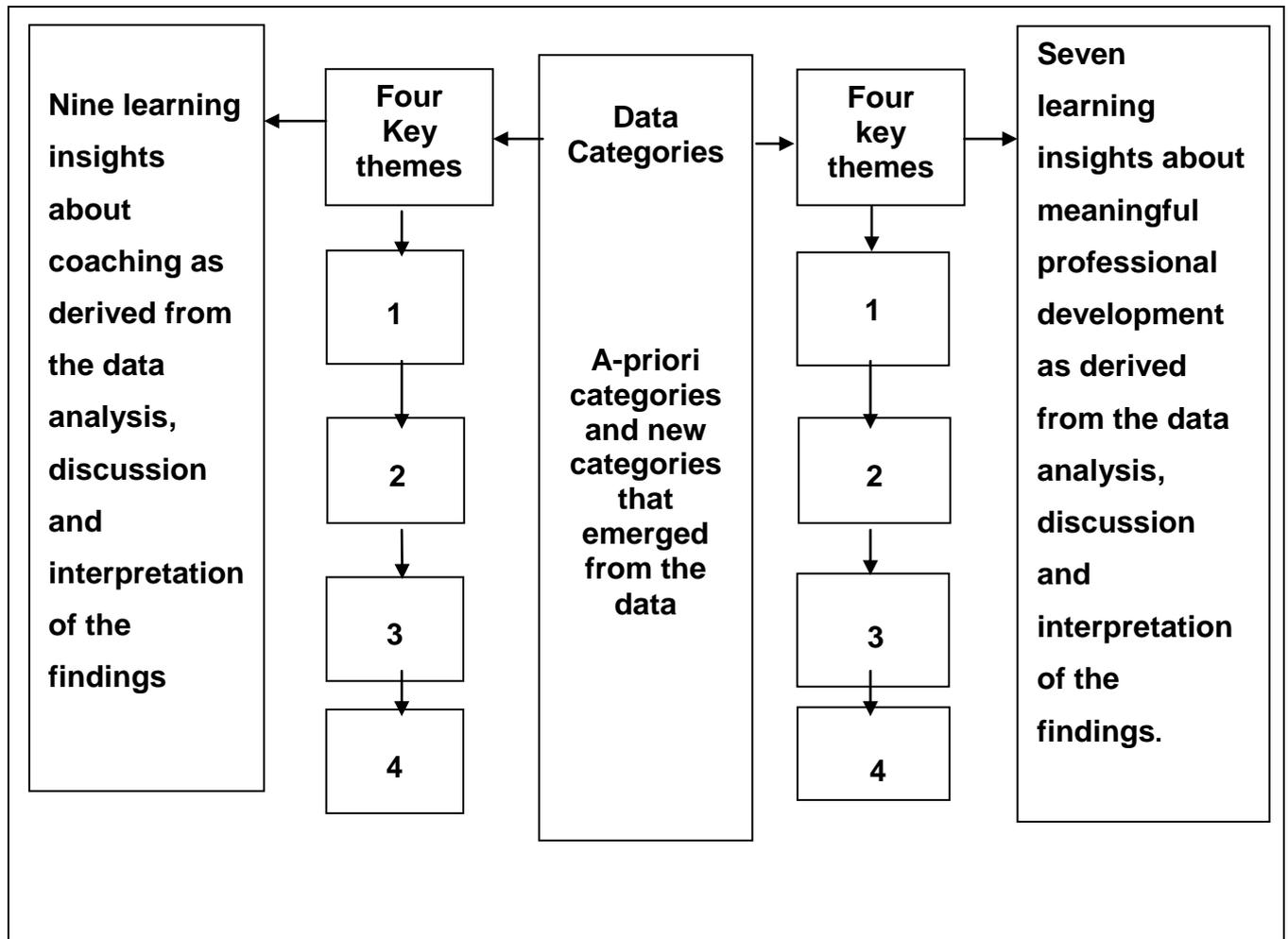
This study intended to determine what could be learnt from using coaching as a professional development strategy for literacy teacher leaders within the formal structures of the school and its current constraints. The strategies of inquiry that were applied in this study focused on answering the main research question and three sub-questions namely:

What can be learnt from the literacy teachers' perceptions of, experiences with and responses to coaching to promote continuous professional development?

- What learning insights emerged from literacy teachers' participation in the coaching programme?
- What do literacy teachers perceive as factors that could negatively influence their experience of coaching?
- What are the perceived benefits of coaching for the development of teacher leadership?

Data from the interviews with the teachers, the learning journals and the workshop workbook were analysed and used in the discussion of the findings. The data analysis and discussion of the findings resulted in a list of key learning insights into coaching. The following key learning insights illustrate the value of coaching as a professional development strategy in the educational context in answer to the main research question. The learning insights have been arranged into two categories, 9 learning insights into coaching in section 7.3.1. and 7 learning insights into meaningful professional development for literacy leaders in section 7.3.2. Each learning insight is presented as a learning statement and will be discussed in the next section. Diagram 7.1 illustrates the relationship between the categories, the key theories and the key learning insights in the study.

Diagram 7.1 The relationship between the categories, the key theories and the learning insights into coaching as derived from the findings



7.3.1 Learning insights about coaching

In this section the key learning insights about coaching, which were identified by the researcher after careful analysis and discussion of the data, are presented.

- Coaching enhances the holistic development and empowerment of individuals (see 7.3.1.1).
- Coaching enhances the development of the individual in their different roles within a specific context (see 7.3.1.2).
- Learning is woven into the process of coaching (see 7.3.1.3).
- The outcome of coaching is not always predictable (see 7.3.1.4).
- The process of coaching involves different types of learning (see 7.3.1.5).

- The nature of coaching is determined by the developmental needs, the life purpose and the beliefs of the individual (see 7.3.6).
- The type and the method of coaching is determined by the school context and the purpose of coaching (see 7.3.1.7)
- Coaching has the potential to enhance and support personal development and transformation (see 7.3.1.8).
- Coaching circles, as a method for action and learning, can potentially develop networks of individuals who can learn and support each other on a continuous basis. (see 7.3.1.9).

The four key themes that were identified from the data in this collective case study on coaching included: 1) personal development and awareness; 2) interpersonal development; 3) educational leadership development; and 4) literacy knowledge. The significance for the study is that the four themes indicated four dimensions that are integral to the professional development of literacy teacher leaders through coaching. The key themes are related to the educational context and they can be linked to the different roles, functions and responsibilities of being a literacy teacher leader (p. 38). The literacy teacher leaders' roles include being a teacher, a learner and a leader. Personal development and awareness appears to be central to all the other themes mentioned above, and indicates the importance of the individual in the coaching process. The personal development and self-awareness of the individual will thus be key considerations in the process of eventually accepting coaching as a professional development strategy in the education sector. This view is very different compared to the current professional development focus, which is more on the transmission of information.

7.3.1.1 Coaching enhances the holistic development and empowerment of individuals

The findings on coaching as a professional development strategy show that any future professional development strategies should consider the “whole person”, which includes the intellectual, emotional, social and spiritual dimensions of being human. In the leadership and coaching workshop the participants acquired new

knowledge about the ontological approach to leadership. They were enlightened as to how they could generate more effective leadership behaviours and communication. All dimensions of being human feature in processes of learning and change (see 3.3.4). The role of the emotions is acknowledged in the process of teacher development and change. Our emotions are an integral part of the process of change in our quest to make a difference in education, which this study confirmed.

In this study the participants were introduced to the five states of mind of cognitive coaching and were guided in how they could use them as a framework for professional development. If individuals develop into self-directed learners – as was the intention of cognitive coaching – they can determine how and when to improve their efficacy, flexibility, interdependence, consciousness and craftsmanship on all the levels of holistic development. In the on-going coaching circles they had the opportunity to reflect on and resolve their literacy content and pedagogical knowledge concerns through collaborative inquiry. These on-going coaching sessions helped the participants to build confidence and trusting relationships with their colleagues, which in turn strengthened their interpersonal relationships and professional integrity. A holistic approach to professional development, as offered by this coaching experience, illustrates that change influences different facets of being human.

7.3.1.2 Coaching enhances the development of the individual in their different roles within a specific context

For the purposes of this study the content of the coaching programme was focused on developing and enhancing the teaching, leading and learning roles of the literacy teacher leader (see 2.3.2). For the teaching role, literacy content and pedagogical knowledge were included in the workshop and in some of the coaching circles. For the leading role, aspects such as the re-conceptualisation of educational leadership and the discussion of various leadership skills and knowledge were included. For the learning role, the participants reflected on their worldviews, frames of reference, values and strengths. Self-directed learning was emphasised and personal and professional vision plans were completed by the participants.

The study has shown that the individual's worldview and frame of reference are important deciding factors in how he responds to coaching and determines whether his participation in coaching will result in a positive outcome. As concluded from the data, the learning that emanated from coaching in this study went beyond the expectations of the researcher. It developed knowledge, skills, attitudes and values that could enhance the participants' different roles as literacy leaders.

7.3.1.3 Learning is woven into the process of coaching

The main purpose of coaching is to facilitate change through different types of learning. The results of this study have proven that the main outcome of coaching is significant learning that occurs on different levels in the lives of the individuals involved in the process. This study therefore complements the views of the scholars mentioned in 1.3.1. Coaching is a process that offers individuals the opportunity to identify their learning and development goals based on the areas in which they would like to enhance their performance. It is not a prescriptive process – unlike the professional development opportunities offered currently by the education district officials. Participants are offered an opportunity to be part of the coaching experience and they voluntarily accept the opportunity for professional development. They are consulted on the areas which require learning and development and, together with the coach, they determine the goals of coaching according to their development needs.

7.3.1.4 The outcome of coaching is not always predictable

The outcome of coaching is dependent on a number of factors and therefore it can be described as being unpredictable. The factors that could influence the outcome of coaching include the individuals' worldview, attitude to learning, the desire to enhance their performance and learning, their openness to change, enthusiasm for innovation, willingness to take risks, commitment to continuous reflective practice and personal transformation, their belief in being life-long learners, and the knowledge and skills of the coach. In this study the participants were all eager to enhance their literacy teaching and leadership skills because of their concerns about the low literacy levels of the learners. They were determined to work on improving

their teaching repertoires through coaching, despite the newness of the concept. These participants believed in the advantages of being life-long and reflective learners and were willing to use the opportunity to experience coaching. The participants were aware of the researcher's previous experience with on-going professional development of teachers and her qualifications as a certified coach. This knowledge allowed the participating teachers to build a trusting relationship with the coach for the coaching journey. In this study the outcome of coaching appeared to be very positive for the literacy leaders.

7.3.1.5 The process of coaching involves different types of learning

The participants, who were exposed to the elements of cognitive coaching, indicated that they had learnt much about the five states of mind, namely efficacy, flexibility, consciousness, craftsmanship and interdependence, and how they could be used as a framework to become self-directed adult learners. As self-directed learners, they decided which goals they wanted to work towards during the coaching sessions. During the workshop they decided to focus the coaching circles on leadership issues (such as trust building, effective communication and other literacy issues). During every coaching circle they reflected on a specific literacy or leadership issue as a group and participated in rich discussions to make meaning and enhance the learning within the group. The coaching experience in this study has encouraged teachers to find creative ways to improve literacy teaching in schools.

In this study the evidence showed that coaching supported purposeful adult learning (see 1.3). It created an environment in which the literacy leaders could share learning experiences. The learning was based on collective and collaborative enquiry, where the participants were supported and challenged by the coach and each other to learn new ways of being and doing. The focus on individuals making meaning and solving problems together as a group emphasises the constructivist nature of coaching recommended for professional development.

Coaching has the potential to move individuals beyond the level of informational learning (that focuses on knowledge and skills development) to a level of transformational learning (that creates a shift in how people think and believe).

According to Griffiths (2005:58), coaching creates possibilities for transformational learning that may impact on many levels of the individual's life. The data show that a few of the participants had experienced transformational learning through the process of coaching, because of their rediscovery and empowerment of themselves on a personal and professional level.

This study has shown that coaching employs different types of learning (including adult learning, problem-based learning, self-directed learning and transformational learning) to satisfy the learning needs of the coaching participants.

7.3.1.6 The nature of coaching is determined by the developmental needs, the life purpose and the beliefs of the individual

Coaches adapt their coaching methods to the purpose of the coaching, the coaching context and the developmental needs of the individuals with whom they work. In this case study and in the educational context the coach is expected to know the principles of adult learning, because working with adults requires a specific type of response from coaches. Although the participants were purposefully selected as Foundation Phase literacy teacher leaders, the final decision to participate in the coaching programme was voluntary. The decision to work with literacy teacher leaders was aimed at the need to support literacy improvement efforts in schools. There were a number of factors that determined the participants' willingness to participate in, and persevere with, the study. Coaching was seen to be relevant to the development of their personal development and professional development needs.

The researcher (as coach) needed to be very aware of each participant's cultural, social and intellectual capital and development needs, because these had the potential to influence the process and produce a different outcome for the study. The emphasis of coaching in the coaching workshop and the coaching circles was to provide an opportunity to develop and encourage the skills of reflection and collaborative enquiry. In the coaching circles the collaborative learning focus was not on direct skills development, but on providing a safe space in which the participants could have collaborative discussions that would allow them the chance to observe,

think and do things differently. Through the process of coaching the literacy teacher leaders had the opportunity to re-frame their worldviews with respect to literacy teaching and transform themselves as literacy leaders. In the study it was important to be aware of the diversity in the cultural and intellectual capital that the literacy leaders brought to the experience. This made for interesting group dynamics and insightful learning during the coaching programme. Each one of the participants had different perspectives and beliefs on literacy instruction and they responded differently to the manner in which they reflected on the aspect under discussion in the coaching circles. This proved that even though they taught in the same phase at the same school, as individuals they were bound to have different opinions and perspectives that professional development strategies had to take into careful consideration. The results of the study also indicate that the participants were on different levels of readiness, commitment to change and commitment to engaging actively in literacy leadership.

In the previous chapter it was indicated that the learning benefits that coaching brought to the literacy leaders were determined to a great extent by their attitude towards their own learning and the desire to transform themselves. This confirms that despite the assistance of the coach, no sustainable change will take place within the individual without each participant's commitment to their own personal transformation. In coaching, and particularly in this study, the researcher (as coach) was merely the instrument that facilitated the learning process. The coach assisted the establishment of a clear purpose for the workshop and the coaching circles. She encouraged and built relationships of trust between herself and the participants by sharing and modelling the tools of coaching and leadership during the workshop and coaching circles. By modelling exemplary coaching skills, strategies and tools, the researcher (as coach) prepared the participants to coach themselves and apply peer coaching to their colleagues.

7.3.1.7 The type and method of coaching is determined by the school context and the purpose of coaching

This study highlighted the importance of the context and the culture of the school for the continued practice of effective coaching in the school. The Integrated Capacity

Coaching model was specifically designed to suit the purpose of coaching within the school context (4.2). In the study participating literacy teacher leaders expressed genuine concern about the sustainability of literacy improvement in their own school. Schools in the Western Cape and other provinces in South Africa may be classified as complex organisations, as a result of the nature of the country's historical educational history and prevailing diverse circumstances and cultural needs. Schools are staffed by individuals who may have different professional and cultural histories that influence their capacity to teach effectively.

Coaching as a strategy for change requires a safe and conducive environment that embraces a positive professional development culture. Teachers and leaders will commit to change if they find the opportunity for professional development relevant to the context and needs of the school and their own classrooms. This was an important awareness for the coach and the school leader. The participating teachers had a common concern, namely the literacy challenges in the school. The coaching programme was purposefully designed to develop the capacity of the literacy teacher leaders to lead literacy improvement. Although the notion of coaching was new to the participants, their willingness and commitment to develop their capacity as literacy leaders and the support of the principal for the research project was instrumental in the positive outcome of the coaching effort.

At the onset of the research project there was no culture of coaching in the school. The strong internal forces developed by the participants during the coaching programme, such as their empowered sense of self-directedness and their strengthened five states of mind, however, will support them in the establishment of a school coaching culture in the future.

7.3.1.8 Coaching has the potential to enhance and support personal development and transformation

The specific coaching approach used in this study included a number of elements that have the potential to bring about transformation directly in individuals. Relevant literature on coaching (3.3.2) has shown that these elements are linked to transformational learning. The importance of our worldviews and how they are

influenced by our frames of reference were highlighted in the study. It was confirmed that individuals have the ability to change their worldviews if they explore and reflect on their constraining beliefs and limiting assumptions they have of life. It is possible for individuals to examine themselves and reflect on those beliefs that constrain them. Coaching has proven to assist individuals in reframing their limiting beliefs within new ways of thinking and doing. Each individual has an ultimate purpose in life. Through the process of coaching, the coaching participants were able to change their existing visions on literacy teaching and leadership in accordance with their new purposes and new goals that they set for themselves. This was evident from the statements that appeared in the summaries of the data as they appeared in the matrices. If teachers are committed to their goals, they are prepared to accept responsibility for the changes that they make and sustain in their lives. This study supports the claim that the relationship between the coach and the coaching participants is built on trust and confidentiality. The safe environment created by the coach builds trust and is conducive to critical conversations and constructive feedback around sensitive issues discussed by the participants.

As participants in this study, the literacy teacher leaders were given the opportunity to become aware of, and to experience, the different elements of coaching. This study has proven the importance of a strong sense of trust and confidentiality between the coach and the coaching participants. As previously mentioned, the literacy teacher leaders worked in different grades and they seldom came together to work as a unit. Trust building was the first aspect that needed to be developed amongst the participants. Much later in the process they appeared to have developed a common vision for the improvement of literacy. Despite the current isolated nature of teaching and the mistrust between colleagues in many schools, the participants welcomed the opportunity to discuss trust building during the initial workshop. They continued to nurture the values of trust and confidentiality during the coaching circles. This study has highlighted the importance and value of building good relationships before schools can embark on any successful improvement efforts in the school.

7.3.1.9 Coaching circles, as a method for action and learning, can potentially develop networks of individuals who can learn and support each other on a continuous basis

Coaching builds sustainable capacity to respond to, or argue against, the concerns that literacy teachers and leaders encounter in their efforts to improve literacy learning in schools. Teachers face common challenges and the advantage of a group of participants involved in on-going coaching circles, as evident in this study, is that they can face their challenges together. The common understanding of the challenge, in this case particularly the low literacy levels of young learners, creates a safe learning environment for open discussion and exploration of their concerns. Through reflection in the group the beliefs and assumptions of the participating literacy leaders in the study were challenged and they were empowered to find new ways of thinking and doing and to learn from each other's strengths (6.4.2.4). The support and trust that were developed in the group were invaluable for relationship building and collaboration, which is much needed to meet the commitment of school-wide literacy success.

7.3.2 Learning insights about meaningful professional development for teacher leaders

Seven learning insights into meaningful professional development for teacher leaders emerged from the findings.

- Coaching adheres to principles of effective professional development (see 7.3.2.1).
- The values and beliefs of literacy teacher leaders' impact on their perceptions of their roles of leading, learning and teaching (see 7.3.2.2).
- The expertise of literacy teachers can be used to enhance the professional status of female teachers in the school (see 7.3.2.3).
- Acknowledge and recognise the strengths and abilities of literacy teacher leaders in order to keep them motivated, inspired and committed to effective teaching, learning and leading (see 7.3.2.4).
- Coaching as a professional development strategy supports human and social capital development of leaders (see 7.3.2.5)

- Women who are empowered as teacher leaders through their strong sense of values, beliefs and strengths can be a positive resource for the improvement of literacy in a school (see 7.3.2.6).
- The five states of mind of cognitive coaching could potentially be used as a framework for the continuous professional development of teachers and leaders (see 7.3.2.7).

7.3.2.1 Coaching adheres to principles of effective professional development

The difference between traditional professional development and professional development in the form of coaching is that the former is often restricted to a few fragmented, one-day or shorter opportunities per year. It is also often arranged without any consultation about teachers' needs. This study emphasised that teachers' literacy teaching practices are informed by certain beliefs and principles. It also confirms that their beliefs about literacy instruction are influenced by social and cultural capital, personal experiences and professional experience as discussed in 7.3.1.

This study has established that coaching directly or indirectly supports the principles of effective and meaningful professional development (see below) and that coaching therefore has the potential to become a suitable form of professional development for literacy leaders in the education environment. Below the effective principles of professional development and how they were mirrored in the coaching process are described.

Principle 1 Opportunities are created for collaboration and reflection

The coaching programme offered the participants several opportunities for reflection and collaboration. In the leadership and coaching workshop the group was given the opportunity to reflect individually on whom they were, where they were going and how they intended to get there. As a group of Foundation Phase teachers, they discovered that they had many goals in common and that, although their personal goals differed, their common concerns for the improvement of literacy could easily form a common vision on a professional level. The difference between simply

working together and collaboration is that with collaboration everyone works towards a common goal. In this study it was the improvement of literacy teaching and learning that encouraged collaboration amongst the group members.

Principle 2 Sustainable efforts of on-going support are features of the school culture

This study has contributed to the development of a group of participating Foundation Phase teachers who have enhanced their leadership effectiveness and improved their content and pedagogical knowledge to be effective literacy teacher leaders in their school. They have demonstrated that they have developed on a holistic level, which includes the enhancement of their personal, interpersonal, professional and knowledge skills. These skills could be used in future efforts to improve the quality of literacy teaching and learning in the school. This cadre of Foundation Phase teachers therefore have the potential and the capacity to sustain the efforts to promote literacy reform in the school, without the interference of outsiders who do not understand the nature of the literacy problems or the context of teaching and learning in the school. This study suggests coaching as a more effective and sustainable way to develop teachers as literacy leaders who will be able to lead literacy instruction and improvement.

Principle 3 Continuous professional development must be embedded in teacher and leader practice, be research-based and emphasise feedback to enhance teacher learning

Professional development is a complex concept which is influenced by different factors. This study gave the literacy teacher leaders an opportunity for professional development that was specifically tailored to the different roles that would be expected of them as literacy teacher leaders. Thorough research was conducted to provide a solid theoretical framework for the Integrated Capacity Coaching model designed specifically for literacy teacher leaders. Existing coaching models were consulted and the specific coaching programme was designed using certain elements of the existing models to eventually produce a coherent programme that suited the needs and context of literacy teacher leaders. Data were collected from

each stage of the coaching programme, which produced valuable evidence for the study. This evidence could eventually be used to promote literacy teacher leadership development in schools.

Principle 4 Continuous professional development must be connected to, and derived from, teachers' work of teaching, leading and learning

The coaching process is very different to traditional professional development opportunities, where schools are invited to a workshop and information is transmitted irrespective of whether they need it or not. The short time allocated for the traditional workshop format is not sufficient to allow the teachers to interrogate the content or to express the concerns of teachers working in difficult circumstances. This state of affairs leaves teachers frustrated and uncommitted to implementing new knowledge in their classrooms.

The coaching workshop and programme designed for this study included leadership and subject knowledge and skills that could develop the teachers on different levels (4.3.2). The relevant knowledge shared in the initial workshop was strengthened by the on-going coaching circles with the literacy leaders. The opportunities for continuous reflection and collaborative inquiry over the period of eight weeks allowed for the consolidation of knowledge and skills, the building of trust, the practice of effective communication and the growth of collaboration amongst the participants that would sustain them in their different roles.

The findings of this study on coaching support the claims of Reddy (2004: 137-138), Fullan (1998:7-8) and Penuel *et al.* (2007:928-931) that an effective professional development strategy should lead to the democratisation of professional development that will promote self-growth, self-actualisation and self-directed learning in literacy teacher leaders.

7.3.2.2 The values and beliefs of literacy teacher leaders' impact on their perceptions of their roles of leading, learning and teaching

During the leadership and coaching workshop the literacy teachers completed an exercise to determine their values and beliefs related to literacy teaching and how these guided them to perform their different roles as teacher leaders. They were requested to identify their key values and to reflect on how these values influenced their personal and professional lives. This exercise highlighted important issues such as cultural diversity, the uniqueness of people and the role of values in our lives. After the session the individuals appeared to have a better understanding of themselves and other persons with whom they interacted on a daily basis. These types of discussions around values, worldviews and frames of references are useful tools in understanding ourselves and the people we come into contact with. An understanding of worldviews and frames of reference is expected to allow literacy teacher leaders to understand diversity and to be responsive towards others.

7.3.2.3 The expertise of literacy teachers can be used to enhance the professional status of female teachers in the school

Personal identities and gender issues were not key considerations when this study was initiated. The coaching programme appears to have created the space and the opportunity for women to realise their potential and worth on a personal and professional level specifically as women. The status of Foundation Phase teachers, who are traditionally females in the South African education context, and the status of women are two issues that were highlighted on numerous occasions in the generated data. These were evidently revealed as areas in which the participants experienced challenges and concerns in the school and in their homes. Although it has often been emphasised that teachers are the best persons to make decisions about effective teaching and learning, Foundation Phase teachers' expertise is not generally regarded as important. The vital role that they play in schools is often ignored. This is an important issue that must be noted for future discussions and research on change in education.

7.3.2.4 Acknowledge and recognise the strengths and abilities of literacy teachers as leaders in order to keep them motivated, inspired and committed to effective teaching, learning and leading

Potential literacy teacher leaders, such as the research participants, who have the knowledge to develop good interpersonal skills, will be an advantage in any school. Through the process of coaching, the literacy teacher leaders were encouraged to undertake self-reflection to identify their strengths and shortcomings (4.4.2). They were then coached in the areas that they preferred to develop.

Identified groups of literacy teacher leaders who are committed to the same vision and goals of literacy teaching should be encouraged to continue with collaborative enquiry and critical reflection in schools. Such a group has the potential to develop into a literacy learning community. The strengths of some teachers can then be utilised to support the shortcomings of others for the purpose of sustaining professional development efforts in the school. This study contends that the practice of teacher leadership should be encouraged to enhance the professional learning culture and promote change in the school.

7.3.2.5 Coaching as a professional development strategy supports the human and social capital development of leaders

Teachers in South African schools come from diverse cultural backgrounds and have different cultural knowledge that they often bring to the process of professional development. This study has demonstrated that the aspect of human capital is important in leadership development. This entails the building of knowledge and skills, such as EI. The focus in leadership is strongly on social networks and building relationships, which is known as social capital development. This study has established that it is possible to develop human capital and social capital through the process of coaching. The development of human capital enhances the individual's sense of self-awareness, self-regulation and self-motivation as a self-directed person (3.5.3.1). Coaching therefore has the potential to support the view of Day (1999) in (2.2.1) that that human and social capital development in individuals should be seen as an investment in organisations.

7.3.2.6 Women who are empowered as teacher leaders through their strong sense of values, beliefs and strengths can be a positive resource for the improvement of literacy in a school

Women who are empowered as teacher leaders are aware of who they are and believe that they have the capacity, values and strengths to bring about literacy improvement in a school. The responses of the participating women illustrated the power relations in homes and schools and how strongly this affects women. These responses also illustrated the possible personal conflict that women experience when they challenge the traditional power structures in their homes and the workplace. Principals and senior management teams, who very often do not have the necessary experience or appropriate literacy pedagogical knowledge to be instructional leaders, should consult with the literacy teacher leaders (2.2.4). Decisions relating to early literacy instruction should be made by the right people for the right reasons. This will prevent expert literacy teachers from becoming frustrated in the process.

7.3.2.7 The five states of mind of cognitive coaching could potentially be used as a framework for the continuous professional development of teachers and leaders

The five states of mind as previously discussed (3.5.3.1) are efficacy, flexibility, craftsmanship, consciousness and interdependence. This study has indicated how carefully constructed questions mediated the thought processes of the participating literacy leaders to move from a low state of mind to a higher state of mind. The concerns and challenges of literacy teaching and learning were highlighted during the coaching circles and the participants had the opportunity to draw from their own prior knowledge and the experiences of their peers to increase their learning and efficacy to resolve those problems. During the on-going opportunities for reflection they examined their actions and outcomes to refine their teaching strategies and to strive for on-going improved performance and craftsmanship. The perspectives that were shared by every participant in the group were useful to look beyond themselves and to appreciate the situation with a shared vision and commitment to bring about

change. It is evident that the wide discussions and opportunities for critical inquiry during the coaching circles raised the participants' level of consciousness of the literacy situation. The coaching experience appears to have created an awareness that they can draw from the strengths and resources of others and that personal agendas can be set aside for the common good of school-wide literacy success. Knowing how people think and what drives their actions can assist literacy leaders and their colleagues in understanding and accommodating the different types of people that they come into contact with in their professional and personal lives.

The sixteen learning insights into coaching and the discussion around them thus provide us with clear answers to the main research question: "What can be learnt from the literacy leaders' perceptions of, experiences with, and responses to coaching to promote continuous professional development?"

7.4 IMPLICATIONS OF THE FINDINGS AND RECOMMENDATIONS FOR FUTURE PRACTICE

If one considers the findings of this study and their implications, several recommendations for future practice in the education context become apparent. Coaching in the education sector is still in its beginning stages and there are many levels and domains of education in which coaching can possibly have a significant impact. However, this study has demonstrated that the concept of coaching must be well understood, the coaching approach must be suitable for the context and purpose, and it needs to be implemented correctly in an environment that is conducive for learning. The literature reviews indicated the relationship between effective professional development and coaching, and this study has established that coaching is potentially suitable as a meaningful strategy for professional development. The participants found that the specific coaching approach used in the study provided them with the opportunities to develop holistically, to improve teacher collaboration and to participate in constructive learning conversations. As literacy leaders they developed the confidence and potential to provide literacy leadership to address the literacy challenges in the school. This study on coaching indirectly indicated the potential of literacy teacher leaders to take literacy reform in the right direction and to sustain the efforts of literacy improvement in the whole school.

Important implications for literacy teaching and learning have emerged from the findings of this study and the review of the literature. These findings have demonstrated the potential of coaching to build leadership capacity to bring about the necessary changes towards improving the literacy situation in schools. This requires strategic thinking at a systemic education level and a school level. In the following section the implications and recommendations will be set out systematically to put forward a potential plan towards addressing the literacy challenges in schools. Implications for literacy teaching and learning in the classroom, school leadership, school-wide literacy reform efforts, educational district development and support to schools, policy on professional development, and teacher education and research will be discussed.

7.4.1 Literacy teaching and learning in the classroom

Although it is believed that continuous professional development is necessary to bring about change in schools, this study has shown that the process of change is complex. It is recommended that teachers need to undergo a learning and development programme that allows them to explore their values, beliefs and actions as teachers. The literature has shown that when adults see the need to change, they will be more committed to changing their literacy teaching practices. Attention must therefore be given to teachers' personal and professional identities and their belief systems. This is an aspect that is not often addressed in professional development opportunities. Another outcome of this study supports the findings of Coulson (2008:203-205) that, although working collaboratively is difficult, working in isolation will not grow trust and relationship building. The literacy teacher leaders who participated in this study can play a significant role in building positive relationships with all their colleagues to bring about change in literacy teaching and learning. They showed that they had strengthened their content and pedagogical content knowledge and the leadership capacity to lead literacy learning in a positive and supportive environment.

It is recommended that attention be paid to the teachers' belief systems regarding their literacy teaching practice and the nature of their professional learning

relationships with colleagues to bring about significant change in literacy teaching and learning.

7.4.2 Educational leadership

It is the formal school leadership that has the position and power to provide the necessary support for change. This study acknowledges the importance of context for effective coaching. For the effective implementation of coaching, the school culture therefore has to be prepared to embrace coaching. The school culture constitutes the values, beliefs, norms and traditions that are part of the school and that influences everything that happens within the school. It is the nature of the school culture that will determine whether coaching as a professional development strategy will support the personal and professional learning of teachers and leaders in the school.

The leadership culture of the school has to promote collaboration and open communication in order to democratise professional development and learning. School leadership support needs to go beyond creating time and space for effective professional development. The literature relevant to this study has indicated that school leadership should be more distributive in nature to promote, support and nurture the development of teacher leadership.

It is recommended that schools reflect on their school and leadership cultures and institute the necessary changes to introduce and nurture a coaching culture in the school.

7.4.3 School-wide literacy reform efforts

This study enabled the participating literacy teacher leaders to become confident, well-informed, competent, committed, ready and enthusiastic about providing effective literacy leadership in the school. This group of Foundation Phase literacy teachers has the potential to address the challenges of literacy in the whole school, provided that they have a supportive culture and school leadership to assist them. Experience has shown that literacy cannot be effectively addressed through the

efforts of a few individual teachers. Research has shown that a comprehensive whole-school approach is needed for teaching and improving literacy. The study has made the researcher aware that it is possible to make teachers realise the benefits of working together, identifying individual strengths, sharing best literacy practice and participating in collaborative enquiry, and engaging in on-going reflection and collaborative learning conversations in a coaching environment.

It is recommended that school-wide literacy improvement efforts be considered, where all teachers are coached towards having a common literacy vision and realising the benefits of working and learning collaboratively.

7.4.4 Educational district support for and development of schools

This study has shown that coaching has the potential to support the development of literacy teacher leadership. It is important that education district officials take cognisance of the results of this study to support the capacity building of literacy teacher leaders through meaningful professional development. The implication is that coaching would be a suitable strategy for use by each district official who supports the continuous professional development of teachers and leaders. By training and developing the district official as a coach, they may change their mind-sets about the purpose of professional development. In addition to realising the implications of coaching on the professional development of literacy teachers, district officials should recognise the potential benefit of coaching for internal capacity building for the improvement of literacy in schools. With the rise in diversity in schools, teachers have been under pressure to be more responsive to the needs of all learners. Based on the researcher's observations as a teacher educator during regular classroom visits during teaching practice in schools (this was not part of the study), it was evident that this is very difficult if teachers do not have the necessary pedagogical content knowledge or expertise to accommodate all the different learning needs – especially in the teaching of literacy. The one-size-fits-all approach to literacy teaching that is advocated during traditional professional development opportunities will not address the diverse learning needs of the teachers.

This study argues that special attention must first be given to the context, the purpose, the content and process before any professional development programme is designed.

With the current literacy challenges in schools, coaching can be a welcome professional development strategy to introduce into the system. Based on the findings of this study, the education district would be wise to introduce a coaching programme to enhance the capacity of literacy teacher leaders to be the initial change agents in the school. With the necessary support the literacy teacher leaders could increase teacher collaboration and improve the literacy content and pedagogical content knowledge of other teachers to address the diverse literacy needs in schools. Literacy teacher leadership in a school is a valuable resource that can be used optimally to improve the literacy situation in the school.

It is recommended that coaching be introduced as a professional development strategy in the districts for the purpose of building leadership capacity to sustain literacy improvement in the schools.

7.4.5 Policy on professional development

This study has clearly demonstrated that significant learning and benefits can flow from coaching and illustrated the factors that could impact negatively on coaching as a professional development strategy for literacy teacher leaders. In this case coaching was applied in the very specific context of literacy teacher leadership. The feasibility of coaching as a professional development strategy for literacy teacher leaders had not previously been researched in the South African context. This study highlighted important elements of coaching and the possibilities for coaching in the education sector. The research findings could be of value to policy makers by informing future policy on the professional development of teachers. The study has specifically indicated that the policy on the professional development of teachers should acknowledge all domains of development. It has established that learning involves the holistic development of the human being, which includes inter alia the development of both interpersonal skills and personal skills as well as subject knowledge.

Another issue highlighted by this study is that teachers are adult learners, who learn differently from school learners. If adult learning principles are applied in a professional development strategy, adults feel safe and are more willing and committed to invest in life-long learning. The key learning insights from this study should serve as recommendations for any service providers of continuous professional development, such as district officials, school leaders and other literacy leaders. The study has shown that strength in education lies in the diversity of its teachers. Teachers come to new learning experiences with their own diverse forms of cultural and intellectual capital, which can be valuable resources for learning. Teachers need to make the effort to get to know and to acknowledge their colleagues' strengths and shortcomings.

It is recommended that the nature of professional development be revisited to address the holistic development needs of teachers. Adult learning theories are crucial and must be considered when the nature of teacher professional development is discussed or professional development programmes are designed and delivered.

7.4.6 Teacher education and research

Although this study did not focus on pre-service professional development, the key learning insights from this study have implications for teacher education and future research. The focus of teacher education on an undergraduate level is on preparing individuals with the necessary content knowledge, pedagogical knowledge and pedagogical content knowledge to be effective teachers in diverse educational contexts. This study has demonstrated that teachers have the capacity to demonstrate leadership capacity beside their teaching role. Participating teachers have expressed their desire to remain life-long learners who are open to change and are able to cope with the complexities of education. However, teachers are not effectively exposed to, or prepared to take up, the leading and learning roles. The traditional focus on the transfer of knowledge and the connection between theory and practice during opportunities for on-going professional development leave very little time for teachers to develop holistically and to capacitate them as effective

leaders. This study has indicated the interdependence of the individual, the organisation and the relationships in being a teacher or teacher leader. It has also pointed out the benefits of teachers who have the capacity to lead in the school, especially in the light of the challenges of literacy and schooling on a broader level.

Teacher professional development starts with teacher education at the pre-service stage in South Africa. The traditional approach to teacher education has expanded to include lectures, demonstrations, discussions, group work, seminars, assignments and virtual communication. The researcher, in her capacity as teacher educator, has introduced cognitive coaching and peer coaching in her teaching modules for the purpose of improving collaborative lesson planning and lesson presentations. From the researcher's own experience, it is clear that coaching requires the coachees to see their role differently, to think about their work differently and to do their work differently.

This research study has established that coaching has the potential to impact on literacy teacher leaders within the educational context. It offers numerous benefits to the individual, which include self-development, self-fulfilment and self-determination.

It is recommended that student teachers at undergraduate level be gradually exposed to the knowledge and skills of leadership that are required to lead literacy instruction and improvement in schools. It is further recommended that the potential use of coaching be further explored and introduced in higher education institutions.

7.5 CONTRIBUTIONS OF THE STUDY

This study makes a number of contributions, which will be mentioned and then discussed briefly in this section.

7.5.1 The initiation of research on the notions of “coaching” and “literacy teacher leadership”

This study initiated research on the notions of “coaching” and “literacy teacher leaders” in the South African education context. There is no known research available on coaching that focuses specifically on literacy teacher leaders in the

Foundation Phase in schools in this country. Research has been done on the notion of teacher leadership in schools in the province of KwaZulu-Natal (Grant *et al.*, 2010), but not specifically on literacy teacher leadership. This study therefore breaks new ground in conducting evidence-based research on educational coaching in South Africa. It further highlights the specific role that literacy teacher leaders could play to sustain the improvement of literacy within schools in this country.

7.5.2 The design of a unique coaching model

Business coaching models are not always suitable for education contexts or needs (4.2). A coaching model appropriate for the professional development context of literacy teacher leaders was thus required for this study. A model called the Integrated Capacity Coaching (ICC) model was designed by the researcher specifically for the purpose of this study and it underpinned the coaching programme that was presented to the literacy teacher leaders. This integrated model drew from different existing perspectives, methods and literature on coaching mentioned in Chapters One, Two and Three. To the best of my knowledge, this model is unique and is not in use in this form in the South African school education context. This model in its proposed form has the potential to be a coaching model suitable for the capacity building of teachers and leaders within the South African education sector, with its diverse literacy challenges.

7.5.3 The design of a contextualised coaching programme

To suit the context, purpose and needs of literacy teacher leaders, the researcher proposed and designed a specific coaching programme. This proposed coaching programme was based on the principles and procedures of the ICC model designed for this study. There were three components to the complete coaching programme: an information component, a training component and a coaching component. Each component was included for a specific purpose and was essential to effectively introduce the concept of coaching to the participants and to ensure that they engaged in a well-structured coaching experience. Although this coaching programme had been designed specifically for literacy teacher leaders, it could be

modified slightly to suit the needs of other teacher leaders and the members of the school management team.

7.5.4 An increase in Foundation Phase teachers' awareness of what constitutes effective professional development for literacy teachers

The coaching process appears to have been a very empowering experience for the teachers for a number of reasons, which will be discussed in this section.

This study has sensitised and made the teachers, as literacy leaders, aware of the criteria for effective professional development. These teachers now have the knowledge to distinguish between effective and ineffective professional development. They have the potential to express their dissatisfaction or insist on better and more appropriate professional development opportunities in the future.

The literacy teacher leaders were exposed to different perspectives on educational leadership, which will allow them to distinguish between effective and ineffective school leadership approaches in the future. This knowledge could be used by participating literacy teacher leaders to change the leadership and organisational cultures of their specific school.

In this study the literacy teacher leaders were informed about the importance of adult learning theory and how it impacts on teachers as adult learners. The teachers' awareness of the value of adult learning principles is an important tool that has the potential to empower teachers to insist on appropriate development and learning opportunities for future professional development.

During the coaching circles the literacy teacher leaders applied the learning strategies of collaborative enquiry, critical reflection, and critical and constructive feedback. Teachers continue to work in isolation in schools, which is not conducive to school-wide literacy improvement. These are strategies that have the potential to expose teachers to a collaborative learning culture, where sharing and learning are a collective enterprise involving all of the teachers. Teachers can get to know each other and can support each other's learning and development needs. Within a

supportive educational leadership culture, teachers can improve relationships of trust, confidentiality and collaboration.

7.5.5 The awareness and recognition of the role and status of Foundation Phase teachers

An important contribution of this study is the finding that the coaching experience has emphasised the important leadership role that Foundation Phase teachers play in teaching, leading and learning, despite their traditionally low status in schools. The findings of this study have proven that these Foundation Phase literacy teacher leaders do have the subject expertise and leadership skills that deserve recognition and acknowledgement in schools. They can provide their colleagues with the necessary leadership, knowledge and skills to strengthen young learners' foundational skills of reading and writing for future success. This study has shown that these Foundation Phase literacy teacher leaders have the agency to make a difference in schools.

7.5.6 The awareness and recognition of the status of women

This study on coaching appears to have created the space and the opportunity for the participating women teachers to realise their potential and worth, on a personal and professional level. Initially this study did not intend to include issues of gender in coaching, but it is an issue that was highlighted in the data provided by most of the participants. It is clear from the evidence that personal development and awareness issues are important determinants in the lives of literacy teacher leaders. This indicates that the status of women is an area that requires continued research, especially in the education sector.

7.5.7 An awareness of the benefits of coaching as a professional development strategy

Participation in this study has made the literacy teacher leaders very aware of the benefits of coaching on different levels. The outcome of this study has inspired a

level of optimism for the future of coaching as a form of professional development in the educational context and there is justification on different levels for this, as indicated below.

(i) On a personal level

There is a personal justification for the future use of coaching in the education sector, because of the personal learning needs and benefits that the data have identified for the researcher, the participants and the people with whom they are in contact on a daily basis. This study has highlighted the positive responses of the participants, but has also indicated the possible concerns that need to be considered if coaching is implemented as a professional development strategy in the education sector in the future. The findings have shown that coaching places greater importance on the human element in the development of individuals, which in this case are female literacy teacher leaders. The evidence has also shown that coaching contributes to the development of the personal qualities of individuals, such as the status as women, their strengths, their values, their constraints and an increased level of personal awareness. The researcher recognises that a small sample was used in the study and that the research was conducted in a specific context. However, because of the newness of the concepts of “coaching” and “literacy teacher leadership”, any research findings related to the South African education context on these concepts can add value in the future.

(ii) On a theoretical level

On a scholarly level there is a theoretical motivation for further exploration into coaching. A thorough investigation of the relevant literature on coaching, nationally and internationally, has allowed the researcher to gain a thorough understanding of the theoretical approaches to, and processes of, coaching. As mentioned previously in other chapters, coaching has been used successfully as a leadership and development strategy in the sport environment and the business sector internationally. The use of coaching is more widely recognised in sport and businesses in the South African context. However, different types of coaching are being used for different purposes. The forms of coaching that are relevant to

education are cognitive coaching, peer coaching and leadership coaching. Cognitive coaching is used to assist teachers to think reflectively about their teaching practice. Peer coaching is used by teachers and students to support effective lesson planning and presentations. Leadership coaching is used to build leadership capacity in schools. Unlike many coaching approaches and models which are not underpinned by any philosophy or learning theories, the Integrated Capacity Coaching model and the coaching programme designed for this study both have sound theoretical foundations. This study therefore contributes to the limited body of evidenced-based knowledge of coaching currently available in South Africa and internationally.

(iii) On a pedagogical level

On a practical level there is a critical justification for the implementation of coaching as a continuous professional development strategy in schools. Literacy improvement is a serious concern in many schools. The continuing challenge to improve the literacy levels in schools demands that all avenues be explored to find possible solutions to the problem. A possible solution appears to be the internal capacity building of literacy teachers and leaders who can sustain on-going literacy improvement in the schools. The aim of this study was to determine what could be learnt from coaching literacy teacher leaders for the benefit of continuous professional development and to locate evidence of significant learning as well as the constraints and benefits of coaching. This study produced significant evidence that there are teachers who have the potential to be literacy leaders in the schools and has established that coaching has the potential to enhance the teachers' literacy leadership capacity. It provided enough evidence for coaching to be trialled as a professional development strategy in the education district, to initiate the introduction of coaching in teacher education modules and to continue research in coaching within the broader education context.

It can be inferred from the contributions discussed under section 7.5 that there were a number of reasons why the literacy leaders experienced and responded to coaching positively. They included that the specifically designed coaching programme was suitable for, and attended to, their specific development needs on different levels. Through the coaching process they were given the opportunity to

identify their strengths and to be motivated and empowered to use them in service to the school and other colleagues. The process of coaching provided them with an opportunity to express their concerns about literacy teaching and learning, and to realise that they have the leadership capacity to make a difference and support literacy improvement in the school.

7.6 LIMITATIONS AND SHORTCOMINGS OF THE STUDY

This was a qualitative collective case study that involved five participants in the process of coaching. Coaching is a very context-specific activity and the outcomes of coaching are unpredictable. It is within this framework that the researcher identified a few limitations and shortcomings. It must be emphasised that these limitations did not negatively affect the achievement of the aims of the study.

This study involved teachers from only one school and from the Foundation Phase only. Although there are seven educational districts in the Western Cape, one school participated from one district in the province. This school has its own unique context, which could be very different from that of other schools in other districts. The findings of this study might therefore not be generalisable to all schools in the province.

The findings supplied rich data and valuable insight into coaching as a process in the specific context of literacy teacher leadership. Coaching in education is a very under-researched area and research about the coaching of literacy teacher leaders in the Western Cape is even rarer. This study could add significant value to research in coaching in the education sector. For the purpose of this study, an attempt was made to design a coaching model and a coaching programme based on the model. The Integrated Capacity Coaching model was considered to be suitable for literacy teacher leaders, but has the potential to build the capacity of other educational leaders. The current structure and content of the coaching programme could have minor shortcomings, but adjustments to the coaching programme will be discussed as recommendations for future research.

As the certified coach, the researcher's own bias might be seen as a shortcoming in the study. The triangulation method used in the study included the use of a variety of

data sources that added to the trustworthiness of the data and minimised the bias as far as possible. To continue further research in coaching, it would be advisable to have properly trained coaches with a thorough, theoretically grounded understanding of the process of coaching to give credibility to coaching as an effective research-based professional development strategy.

It could be seen as another limitation that only five of the fourteen Foundation Phase teachers in the school eventually agreed to participate in the study. This implies that nearly two thirds of the teachers in that phase are not as informed as the five literacy teacher leaders who participated in the study. This could be a hindrance for the future implementation of informal literacy teacher leadership in the school.

It was not possible to determine a more representative group of participants with regards to their literacy teaching and leadership ability. The teacher participants voluntarily agreed to be part of the research. It can be assumed that teachers who volunteered to participate in this study about coaching literacy leaders already saw themselves as leaders and had a positive belief in their capabilities as literacy teachers. This was also evident from the self-assessment questionnaire about their literacy leadership capacity. All the teachers in the Foundation Phase were invited to the initial research information meeting, but after the first two meetings many chose not to participate further.

Time for coaching could be seen to be a limitation. The coaching programme lasted for nine weeks. With a one-on-one coaching approach where a coach works with one individual at a time this coaching period would not seem economically feasible. However, that would be one reason why schools with many staff members should opt for a group coaching approach (such as coaching circles).

The next section will make some recommendations for future research.

7.7 POSSIBILITIES FOR FUTURE EDUCATIONAL RESEARCH ON COACHING

There is very little evidence of research done on coaching in the education sector in

South Africa, specifically on coaching in the field of literacy education. Literacy teacher leadership is not a practice mandated by policy and this study has broken new ground in researching coaching in the context of literacy teacher leadership. A logical follow-up study to this would be to research the influence that coaching has on the teachers' literacy leadership role in the school. This study therefore contributes to building a good foundation for future evidence-based research on coaching in the educational sector in South Africa. The implementation of the Integrated Capacity Coaching model and related coaching programme in different sectors of education could be another viable research option. Based on the study's data analysis, the researcher has identified a number of directions for future research in the education sector in South Africa.

The concept of coaching is very new to schools and the findings of this study present a new area of research in the education sector. The implications of each of the findings presented in Chapter Six provide many avenues for future research. There is therefore a wide scope of research possibilities related to coaching in the educational sector. Coaching has been proven to be an effective development and learning strategy in other countries, such as Australia, the United Kingdom, the United States and Canada. In these countries coaching has been implemented on different levels in the education sector, in diverse contexts and for different purposes. There is thus a wide unexplored field for research on coaching in South Africa that could benefit the state of education in the future. The nature of the research could range from empirical studies to longitudinal research or process evaluation and impact studies.

The following is a non-exhaustive list of potential future research areas in coaching:

- Coaching a bigger sample of literacy teacher leaders from schools with diverse circumstances;
- Coaching towards a whole-school literacy reform strategy;
- Coaching focused on leadership within the senior management team;
- Coaching focused on informal teacher leadership;
- Instructional coaching (Literacy coaching, Maths coaching, Subject coaching);
- Classroom coaching;
- Parent relationship coaching;

- The use of coaching in pre-service and in-service teacher education and development;
- Coaching for different purposes;
- The impact of coaching in any of the above environments;
- The evaluation of specific types of coaching programmes.

7.8 FINAL PERSONAL REFLECTIONS OF THE RESEARCHER ON THE STUDY

From this point onward the researcher is referred to as “I” and “me” in the text as the reflections are written in a personal narrative form.

This study was a journey that has left me with mixed feelings at different stages of the project. I will reflect on that journey in the paragraphs that follow.

I am passionate about the fact that all children should be given the opportunity to experience effective literacy instruction in schools. The diverse cultural backgrounds of our learners require that teachers be informed about a variety of approaches to teach literacy effectively. I personally believe in the value of socio-cultural approaches to literacy teaching that acknowledge the background and literacy development needs of the learners. As a teacher educator, I infuse socio-cultural theory into my research on literacy education and the development of literacy leadership.

The opportunities that I have had to experience coaching and to complete a year-long in-depth course in ontological coaching have opened up a new field of interest and research for me. My positive experience of coaching encouraged me to implement a coaching approach in my role as teacher educator. I struggled to come to a final decision about the focus of my doctoral research, but eventually decided to combine my two passions and knowledge fields in a study that could be of value to both literacy education and continuous professional development. The final result is this research study, which focuses on coaching literacy teacher leaders. I realised that it would possibly be a complex study, but my enthusiasm to determine whether

coaching was feasible and of benefit in the education context convinced me to do the study. At that stage of my learning journey, trepidation had turned to enthusiasm.

After my research proposal was accepted and permission granted for the study, it was difficult to decide which school or schools to include. The school contexts in the Western Cape are very diverse and my own experience of teaching, under difficult circumstances in an under-resourced school, steered me in the direction of a school where such a research project would have a potentially interesting or unexpected outcome. The principal was very positive and welcomed the opportunity to participate in a research project. He was excited about being exposed to the concept of coaching, but was also desperate to find solutions to the literacy challenges faced by the school. The first information meeting went smoothly and ended on a very positive note with all fourteen teachers present showing a keen interest to participate in the study. By the third meeting with the group, when consent forms had to be completed by the participants, only five teachers eventually agreed to continue with the study. I was so sure that everyone else would see the study as a wonderful opportunity for their own personal and professional development. At that point, my enthusiasm and excitement turned to disappointment and anxiety.

The preparation for the three-day literacy teacher leadership and coaching workshop was difficult. I decided to design an appropriate, theoretically grounded coaching model to underpin the coaching programme. The Integrated Capacity Coaching model was an achievement that led to the design of a suitable coaching programme. The first phase of the coaching programme was a residential workshop, as I thought it best to take the participants to a neutral environment. I had professional historical data on each teacher, but did not really know them personally. It was important for me, as the coach, to build trust relationships with the participants and also to facilitate the process of trust building amongst the participants. They volunteered to be coached as literacy leaders, but the data from the self-assessment survey indicated that their capacity as literacy leaders was already well established. I slowly got to know them on a more personal level, their home circumstances, commitment to their families, professional levels and commitment to teaching. I respected and admired the dynamism and levels of commitment and self-motivation of the teacher leaders, despite their difficult day-to-day circumstances. Their openness and

eagerness to learn as much as possible to make a difference in their own lives and the lives of their learners were remarkable. Their personal characteristics influenced every role that they played in life. The workshop experience with these five extraordinary women left me with a feeling of gratitude and determination to follow through with this research study and to share the findings with as many readers as possible.

The on-going coaching sessions continued to convince me of the resilience and diligence of teachers and how their sense of self-motivation supported them to persevere with the research project. Even when personal tragedy struck one of them (the severe sickness of her husband), it was wonderful to see the compassion and support amongst them. By that stage they had grown closer and more comfortable as a group and they were working in collaboration with each other. They had a common vision and were working on specific goals to expand their content and pedagogical knowledge of literacy instruction. They had good-naturedly started to refer to themselves as “The Big Five”. They began to show signs of being a professional learning community. Their continued optimism and increasing confidence kept me motivated to continue this research with enthusiasm, despite my own difficult personal circumstances. This research experience can surely be described as a remarkable and meaningful learning journey.

7.9 CONCLUSION

The individuals who participated in this study were experienced and dedicated Foundation Phase literacy teachers, who had taught in difficult circumstances for many years. Despite the complexity and instability in education, they had never ceased to give their learners the best foundation for future success at school. They have proven that they are life-long learners, who have used every available opportunity to grow personally and professionally over the years. When the research opportunity arose, they were not indifferent or opposed to the idea, despite the fact that coaching was an unknown concept to them and that literacy was an enormous challenge. They took up the challenge, persevered with the project and emerged from the process more confident and convinced that they have the agency to lead literacy and make a difference in literacy improvement in the school.

After this coaching experience, these literacy teacher leaders showed the potential and capacity to take up positions as literacy leaders, literacy coaches who can support other colleagues in effective literacy instruction, or literacy co-ordinators who can co-ordinate the implementation of a whole-school literacy improvement plan in the school. With the necessary support, they can increasingly build the internal leadership capacity for literacy improvement and change needed in the school. The expertise and leadership capacity of these enthusiastic and competent literacy teacher leaders should be utilised fully to deal with the literacy challenges in the school. Schools cannot wait on the education district to decide how or when teachers need to be supported. By introducing a coaching culture in the school, literacy teacher leaders can be trained as coaches to provide continuous and sustainable support for literacy improvement. This study has established that a coaching environment has the potential to build trust, to enhance collaboration, to improve communication and to increase the opportunity to exchange information and best practice.

It would have been more ideal to include as many teachers as possible in this coaching initiative to ensure that as many role players as possible understood the coaching process and could benefit from the experience. Chapman (2008:231) believes that if the majority of the teachers in a school are consulted and are involved in new initiatives, they take ownership more willingly and readily agree to support the implementation of new knowledge and practices. Coaching appears to build the leadership capacity of teachers and provide them with the opportunity to take ownership and to become involved in change initiatives in schools.

Both the concepts of coaching and literacy teacher leadership are very new to literacy teachers in the Western Cape. This study has shown that teachers who are exposed to, understand and have the experience of coaching, which is underpinned by a theoretically sound coaching model and suitable coaching programme, have the potential to become capacitated and empowered to lead literacy learning. Teachers who are informed and can effectively apply coaching and literacy leadership in practice have the potential to change traditional limiting perspectives on professional development in literacy. Teachers can be capacitated to set their own terms and to

engage in professional development that serves their development needs. In that way they can circumvent the dilemma of not being consulted on their professional development needs or be dictated to by service providers who do not really understand their literacy teaching contexts or challenges. Although this study has shown the potential of coaching as a continuous professional development strategy, it does not imply that other forms of professional development are all outdated or should be discarded as ineffective.

Coaching is recommended as a continuous professional development strategy, because it has the potential to enhance the leadership capacity of literacy teachers among a number of the participating teachers in this study. Coaching appears to be a holistic and more effective approach to personal and professional development in the education context. Building the capacity of literacy teachers as leaders through coaching is a step in the right direction in building much needed internal leadership capacity for literacy improvement in schools.

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ADDENDA

Addendum A

Navrae
Enquiries *IMibuzo* **Dr RS Cornelissen**

Telefoon
Telephone/ (021) 467-2286
Foni

Faks/
Fax/Feksi (021) 425-7445

Verwysing
Reference 20091016-0027
ISalathiso



lerwysdepartement

ication Department

o leNtshona Koloni

Mrs Linda Rutgers
12 Byron Street
Hoheizen
BELLVILLE
7530

Dear Mrs L. Rutgers

RESEARCH PROPOSAL: COACHING LITERACY LEADERS IN THE FOUNDATION PHASE OF SCHOOLS IN THE WESTERN CAPE PROVINCE: A PROFESSIONAL DEVELOPMENT STRATEGY.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. The programmes of Educators are not to be interrupted.
5. The Study is to be conducted from **20th January 2010 to 30th September 2010.**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as submitted to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000

We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen
for: **ACTING HEAD: EDUCATION** DATE: 19th October 2009

Addendum B

ETHICAL CLEARANCE

Researcher:	Ms L Rutgers
Research Project:	Coaching literacy leaders in the foundation phase of schools in the Western Cape Province: A professional development strategy
Nature of the Research Project:	PhD-research in the Department of Curriculum Studies, SU
Supervisor:	Prof A E Carl, Vice Dean, Education, SU
Reference number:	272 / 2010
Date:	28 January 2010

The research proposal and associated documentation was circulated by e-mail and considered by the members of the Ethics Committee (as prescribed by Council on 20 March 2009 and laid down in the SU policy framework) on 4 February 2010; the purpose being to ascertain whether there are any ethical risks associated with the proposed research project of which the researcher has to be aware of or, alternatively, whether the ethical risks are of such a nature that the research cannot continue.

DISCUSSION

The Ethics Committee received the following documentation:

- An ethical clearance application form, duly filled-out and signed;
- An informed consent form (English);
- A Teacher Professional History Survey (a survey template)
- Checklist: Early Literacy Teacher Leadership Readiness Assessment
- The PhD Research proposal
- A letter of permission to do the research from the Western Cape Education Department
- A letter from the supervisor in which it is confirmed that the questionnaires and checklist and review schedule will be available to participants in Afrikaans as well

The researcher will explore the possibilities of coaching as a professional development strategy within the context of early literacy teaching and learning in primary schools. The literacy teachers of a primary school will be invited to participate in a coaching workshop and a coaching circle process – the success of which will be assessed for each individual participant. Participants will also be asked to keep journal to record and reflect on their coaching experiences.

FINDING

This study is apparently one with a low potential for ethical risks, and it complies fairly well with the University's expectations about informed consent, and the right of participants to the protection of their privacy and confidentiality in the reporting of results. However, there are a few thorny issues that the Ethics Committee would like to draw the attention of the researcher to:

1. Teachers who are prevented from participating in the study, or who have to terminate their participation, may have the experience that they forfeit benefits that are available to their colleagues. The researcher is therefore kindly requested to indicate in a note to the Ethics Committee how this eventuality will be addressed in the study if, and when, it occurs.
2. A further matter that requires clarification, is that it is stated in the application form that teachers from only one school will be selected to participate in this study, while it is stated in the full research proposal that participants will come from two schools. The researcher is therefore kindly requested to indicate in a note to the Ethics Committee how many schools will actually be involved in this study.
3. Besides teachers, departmental heads and school headmasters will also be interviewed in this research. The interview schedule(s) for these interviews were not submitted with this research.
4. With reference to point 3 above, the researcher should be made aware of the risk that may arise that teacher participants in the study may become very uncomfortable if they learn, without being informed of this beforehand, that their superiors will also be interviewed in this study. Teachers in this study, therefore, need to be reassured that their participation or not in this study will have no detrimental impacts on their careers, and that no information obtained in this study will be used in other contexts such as staff performance assessments or disciplinary hearings. Furthermore, good research practice requires that teachers will have to be informed that their superiors will also be interviewed in this research, and what the nature of these interviews will be, unless there are compelling methodological reasons why the teachers should not be informed. Accordingly, the researcher is kindly requested to indicate to the Ethics Committee in a note what her response to this issue is – and if it leads to a change in the formulation of the informed consent form, this changed form should be submitted to the Division for Research Development for scrutiny and filing purposes.
5. If the research will entail interviews with departmental heads and head masters, a question arises whether the current informed consent form (that is currently aimed at teachers) will be adequate to sufficiently inform them of their rights and responsibilities in this research.
6. It is noted that the full contact details of the researcher and supervisors have been added by hand in the informed consent form, and that this will be added in the final typescript.

RECOMMENDATION

It is recommended, in view of the information at the disposal of the committee, that the proposed research project continues provided that:

- a. The researcher remains within the procedures and protocols indicated in the proposal, particularly in terms of any undertakings made and guarantees given.
- b. The researcher notes that his research may have to be submitted again for ethical clearance if there is substantial departure from the existing proposal.
- c. The researcher remains within the parameters of any applicable national legislation, institutional guidelines and scientific standards relevant to the specific field of research.
- d. The researcher respond to the requests for further clarification identified above to Ms Maléne Fouché, of theResearchDevelopmentDivision of Stellenbosch University [mfouche@ma2.sun.ac.za; 021 808 4622].

Johan Hattingh, Callie Theron, Elmarie Terblanche, Clint le Bruyns, Ray de Villiers, Ian van der Waag
[For the Ethics Committee: 4 February 2010]

Addendum C

PRINCIPAL APPROVAL FORM

TITLE OF RESEARCH:

"COACHING LITERACY LEADERS IN THE FOUNDATION PHASE OF SCHOOLS IN THE WESTERN CAPE PROVINCE: A PROFESSIONAL DEVELOPMENT STRATEGY."

NAMES OF SUPERVISORS:

Professor Arend Carl (PhD supervisor)
Professor Christa van der Walt (PhD co-supervisor)

NAME OF STUDENT RESEARCHER:

Linda Rutgers

Permission is granted for teachers of Palm Park Primary School, Hartog Avenue, Eerste River, to participate in the research to be conducted by Linda Rutgers. I agree that the research data collected for the study may be published or may be made available for other researchers in a form that will not identify the school in any way.

NAME OF PRINCIPAL: ALISON FEBRUARY
(Acting)

SIGNATURE:  **DATE:** 2010-01-27

PRINCIPAL APPROVAL
DATE: 2010-01-27
SCHOOL: PALM PARK PRIMARY SCHOOL
ADDRESS: HARTOG AVENUE, EERSTE RIVER

L. Rutgers for PhD research study, Department of Curriculum Studies, Stellenbosch University
L. Rutgers vir PhD navorsingstudie, Departement Kurrikulumstudies, Stellenbosch Universiteit

Addendum D

Participant's consent form



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvennoot • your knowledge partner

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

TITLE OF THE STUDY

"COACHING LITERACY LEADERS IN THE FOUNDATION PHASE OF SCHOOLS IN THE WESTERN CAPE PROVINCE: A PROFESSIONAL DEVELOPMENT STRATEGY."

You are asked to participate in a research study conducted by Linda Rutgers, (MEd), from the Department of Curriculum Studies at Stellenbosch University. This study is towards a PhD qualification and will result in a full dissertation after careful analysis and interpretation of the data. You were selected as a possible participant in this study because of your current role and function as an early literacy teacher.

1. PURPOSE OF THE STUDY

The purpose of this study is to investigate the possible contributions of coaching as an element of professional development within the context of early literacy teaching and learning in schools.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

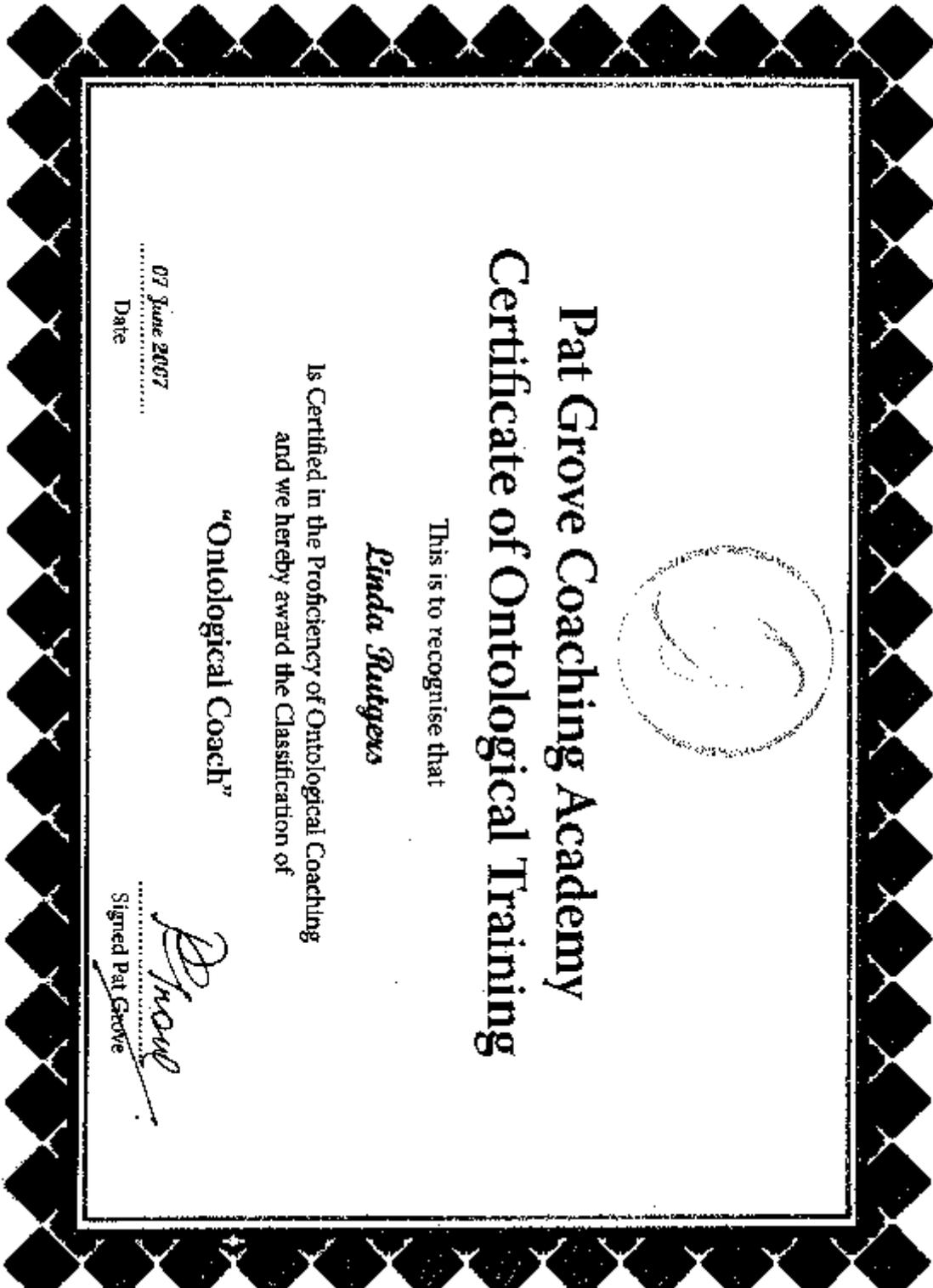
- Complete a survey on your professional teaching experience;
- Participate in a 2-day workshop on coaching;
- Participate in a number of coaching circles with your Foundation Phase colleagues within the first six months of the year (2010);
- Complete regular journal entries and a concluding narrative of your coaching experiences.

3. POTENTIAL RISKS AND DISCOMFORTS

Your participation in this study holds no potential risks. You are however free to terminate your participation, should you feel the need to do so.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

Addendum E 1



Addendum E 2

PRICEWATERHOUSECOOPERS 

Certificate in
**Mentorship and
Coaching**

presented to

L Rutgers

5510170050085

ID number

for successfully completing the
programme in Mentorship and Coaching
on 5 – 9 December 2005



PricewaterhouseCoopers

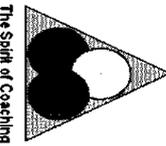
07/01/2006
Date

FASSET Registration No. L260738330

Services SETA-ETQA 0458/26/05/05



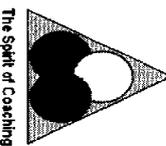
Addendum E 3



Professional Coach Development Programme
Programme Outline

Accreditation	The Ontological Coaching Academy will accredit you with a Certificate as a Certified Professional Ontological Coach on successful completion of this programme. Our programme is designed to cover all the core coaching competencies as defined by the International Coaching Federation and a whole lot more besides!
Outcomes of the course	The PCDP attracts dedicated and committed professionals who intend to <ul style="list-style-type: none"> Start their own coaching practice Add coaching services to an existing consulting practice Provide professional-level coaching within their organization Fully integrate coaching into their leadership
Number of Participants	Maximum number in any country – 25
Duration of Course	8 to 12 months - dependent on spending a minimum of 6 – 10 hours per week and also depending on the progress of the group
Face to Face Sessions	3 or 4 sessions - each 3 days in duration - plus the Graduation Day Session occur approximately every 3 months - where possible
Locations for Workshops	London, Tel Aviv, Istanbul, Durban, Johannesburg [but workshops may be substituted with other processes where workshops are not possible]
Tuition Fees	R36,000 - This includes all four workshops, workbooks, materials, meetings, and coaching sessions. Does not include books to read and study Does not include travel, living or food expenses Can be paid off over 10 months via Credit Card Budget Account or Deposit R7,000 and 5 payments of R4,800 and a final payment of R5000 Cash - less 10%. 3 Post Dated Cheques over three months - less 5% Please note this price increases to R40,000 on 1st Sept. 2009

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Application Process	Key points <ul style="list-style-type: none"> A fully completed application and a R550 non-refundable deposit are required for consideration along with a Written Biography We review applications on a first-come, first-served basis
Pre-requisite	The Foundation Programme (also called Coaching in Action or Mastery in Living) can be done during the course but preferably should be completed before commencing the PCDP programme
Organisation of the course	The PCDP takes place over an average of 10 months. It includes 3 or 4 workshops of 3 days each in the locations mentioned above. The times are from Friday to Sunday 0900 – 1800hrs. <ul style="list-style-type: none"> Individual development program custom-designed for you Individual coaching from course faculty Feedback on your coaching Regular contact with study partner/supervisor 11 Written assignments Research Assignments 13 Subjects to study 11 Self Coaching Exercises 11 Reflective Journal Assignments
Workshop 1	Please Note: The contents and execution of the course can change from time to time at the discretion of The Ontological Coaching Academy <ul style="list-style-type: none"> Build a strong and supportive community with your group Cultivate your capacity to be present, mindful, and a skilled observer Coaching from course leader Introduction to being a learner Coaching Practice Introduction to the 4 Quadrants of Integral Coaching First Three Models Introduced Qualities of a coach Being Human Language and Action
Between Workshop 1 & Workshop 2	Three papers to research. Namely Humberto Maturana and Fernando Flores. <ul style="list-style-type: none"> Written Assignments to do in your personal Journal Engage in your own development through various Readings

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Addendum E 4

	<ul style="list-style-type: none"> • Read Your First Book • Meet three times with your Team • Three conversations with your Coach • Three Papers to study <ul style="list-style-type: none"> ◦ Qualities of a coach ◦ Being Human ◦ Language and Action
Workshop 2	<p>Three core models of Ontological/Integral Coaching</p> <ul style="list-style-type: none"> • The Call • The Belly of the Whale • The Return <p>Stages of coaching relationship</p> <p>Elements of a proposal</p> <p>Designing and conducting an Integral Coaching program</p> <p>Three Models Discussed</p> <ul style="list-style-type: none"> • Phenomenon of Listening • Coaching to Way of Being • Breakdown and Conversations
Between Workshop 2 & Workshop 3	<p>Begin to Coach 3 – 5 clients</p> <ul style="list-style-type: none"> • Written Assignments to do in your personal Journal • Engage in your own development through various Readings • Read Your Second Book • Meet three times with your Team • Three conversations with your Coach • Three Papers to study <ul style="list-style-type: none"> ◦ Phenomenon of Listening ◦ Coaching to Way of Being ◦ Breakdown and Conversations
Workshop 3	<p>Coaching with Guest Clients</p> <p>Coaching with Class mates</p> <p>Self Coaching</p> <p>Receive Feedback from Observing Coaches</p> <p>Four Papers to study</p> <ul style="list-style-type: none"> ◦ The Power of Conversations ◦ Important Types of Conversations ◦ The Coordination of Action ◦ Making and Managing Commitments
Between Workshop 3 & Workshop 4	<p>Do a talk on Ontological Coaching Attended by your team</p> <p>Get feedback on your performance</p> <p>Work with your coaching clients</p> <p>Write up Details of your coaching Sessions</p> <ul style="list-style-type: none"> • Written Assignments to do in your personal Journal • Engage in your own development through various Readings • Read Your Third Book • Meet three times with your Team if not in person then on Skype • Three conversations with your Coach • Four Papers to study <ul style="list-style-type: none"> ◦ The power of Conversations ◦ Important types of Conversations ◦ The Coordination of Action ◦ Making and Managing Commitments

Workshop 4	<p>Coaching with Class mates</p> <p>Self Coaching</p> <p>Working with Coach Mates on your Journal</p> <p>Receive Feedback from Observing Coaches</p> <p>Six Papers to study</p> <ul style="list-style-type: none"> ◦ Moods and Emotions ◦ Emotional Learning ◦ Human Observer ◦ The Practice of Ontological Coaching ◦ Being a Professional Coach ◦ The Human Becoming <p>Lecture on Trust, Relationship and Body</p>
Between Workshop 4 & Certification	<p>Work with your coaching clients</p> <p>Write up Details of your coaching Sessions</p> <ul style="list-style-type: none"> • Written Assignments to do in your personal Journal • Engage in your own development through various Readings • Read Your Third Book • Meet three times with your Team if not in person then on Skype • Three conversations with your Coach • Six Papers to study <ul style="list-style-type: none"> ◦ Moods and Emotions ◦ Emotional Learning ◦ Human Observer ◦ The Practice of Ontological Coaching ◦ Being a Professional Coach ◦ The Human Becoming
Certification	<p>Certification process, including live coaching and discussion of coaching cases</p> <ul style="list-style-type: none"> • Day of closure and gratitude • Graduation Dinner
Method of Transmission	<p>All the above Papers and Assignments are accessed via the Internet using "The Instructor", an e-learning site also used by The University of Cape Town's Graduate School of Business. These include the:</p> <ul style="list-style-type: none"> 11 Papers 11 Written Assignments 6 White Papers and various other documents
Audio Files	<p>All key papers in the programme are presented in Audio Format over 15 CDs and this is an invaluable method of gaining new learning</p>
Follow up	<p>10 Summary Papers on the Programme are available for download after Certification</p>

Addendum F

Weekend workshop 19-21 February 2010 Literacy Teacher Leadership Development and Coaching

Friday 19/02	
17:00-18:00	Settling in
18:00-19:00	Supper
19:00-21:00	<p>Session 1: Welcome, workshop procedures and outcomes</p> <ul style="list-style-type: none"> ➤ Self-assessment - Your perceptions of literacy teacher leadership ➤ How do you see leadership? What inspires you?
21:00-	Relax and wind down
Saturday 20/02	
8:00-8:30	Breakfast
8:30-10:30	<p>Session 2: An ontological perspective on leadership</p> <ul style="list-style-type: none"> ➤ Identifying your core values ➤ Understanding your worldview ➤ Understanding your frame of reference ➤ What limits and shapes our perceptions
10:30-10:45	Tea break
10:45-12:45	<p>Session 3 - Dealing effectively with being a leader and leadership</p> <p>A toolbox for effective leadership</p> <ul style="list-style-type: none"> ➤ Language, ➤ Body language, ➤ EI, ➤ Balanced Lifestyle ➤ The five states of mind- self-directed learning <p>Lunch</p>
12:45-13:45	Session 4- From informative to transformative leadership learning

13:45-15:45	<p>Understanding the roles that you play as a literacy leader</p> <ul style="list-style-type: none"> ➤ Your teaching role ➤ Your leadership role - Understanding your support functions as a literacy leader ➤ Your learning role
15:45-16:00	Tea break
16:00-17:45	<p>Session 5 - Dealing with your literacy leadership roles by creating a new realm of possibility</p> <ul style="list-style-type: none"> ➤ Know, understand and manage your challenges in: <ul style="list-style-type: none"> • Your teaching role • Your leadership role • Your learning role
17:45-18:45	Beach meditation walk
18:45-20:00	Supper
20:00-	Relax and wind down
Sunday 21/02	
8:00-8:30	Breakfast
8:30-10:30	<p>Session 6: Coaching to enhance personal and professional learning</p> <ul style="list-style-type: none"> ➤ Coaching for literacy leadership development ➤ The essential coaching skills
10:30-10:45	Break to recharge
10:45-12:30	<p>Session 7: Your literacy leadership way forward</p> <ul style="list-style-type: none"> ➤ Vision chart of myself as a literacy leader ➤ Identify your literacy leadership goals
12:30-13:30	Lunch
13:30-	Goodbyes and homeward bound

Addendum G

Data source: Survey of teachers' professional history
Summary of data

Aspect	She	Zelly	Zip	Wazi	Babes
Age at time of data collection	43	47	64	46	43
Teaching Grade	Grade R	Grade 2	Grade 3	Grade 3	Grade 2
Experience in that Grade	9 years	2 years	20 years	8 years	3 years
Informal or formal leadership position currently	Informal	Informal	Informal	Informal Grade leader (rotating every year)	Informal Grade leader (rotating every year)
Number of years in leadership position	9 years	2 years		3 years	1 year
Other responsibilities at school	Netball coach Adult educator Youth counselor	Mother, nurse, friend, colleague	Athletics coach Netball coach Co-ordinator excursions Fundraising tours Catering committee Finances committee Prefect committee	Core group member of the Institutional Learning Support Team	Learning support team LitNum committee Coach and co-ordinator – netball
Other teaching experiences prior to current role	Crèche educator – 5 years	Adaptation class teacher for 3 years	Grades 1,2 most of the years, Grades 4,5,6,7 for short periods at different schools in Western Cape Province	Grades 5& 6 Grade 1 at other schools in Stellenbosch area	Grade 3 and 1 from 1998 Before 1998 at a school in Grabouw Grades 1-4
Professional Qualifications	ECD diploma (Northlink)	Junior Primary Diploma 3 and JPD 4 (Wesley College)	National Primary Diploma Education (UWC)	Primary Teachers' Diploma	OD 3 (JP) ACE (Special needs) at UWC
Current studies	BEd Foundation Phase	None	None	None	None
On-going professional development experiences: OBE training	Yes 2007 and 2007 EMDC East	Yes 1998	Yes 2003	Yes	Yes 1998 and 1999
Other		Teaching		RNCS update	Literacy

		Reading course			courses at CTI Reading course at CTI
Years of teaching experience in total	9 years in school	24 years	40 years	20 years	22 years
Anything important about professional history	None	Coaching netball and tennis Child welfare involvement Feeding scheme Social catering	Forced to resign due to ill health. Unsympathetic, autocratic principal. Never circulated important information about working conditions		I have always used my own initiative with new ideas in teaching.
Professional development opportunities in last 5 years: Did it satisfy your professional development needs	No	Very few invitations from Education Department	Not suitable coming from Education department. Returned to teaching. NPDE completed, brought great satisfaction. Coped much better with emotions. Tackled diverse challenges in education with much success. More determined. Much more child and learner-centred approaches used in classroom	Few unsatisfactory opportunities	Not satisfactory. Not very enlightening.
Substantiate your answer above	Irrespective of fact that 0-6 are child's most important years, the department is delaying making Gr R compulsory	Self-development at own expense doing a Course in the teaching of reading and Mathematics	Facilitators from Education Department are not qualified to do workshops and upgrading courses.	Satisfied my needs to a certain extent.	Only refresher courses. Own initiative still needed. Learnt nothing new.
Concerns	Grade R not seen as important	Children have more socio-economic	They cause further confusion and	Grade 3 learners are not the same	I read up on articles and in books on

	enough Teacher salaries not on par with other FP teachers	problems that impact negatively on their progress	teachers become disgruntled.	anymore. They gave more behaviourial problems. Very little co- operation from parents.	literacy and learn more on my own initiative.
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Addendum H

Self-assessment checklist: Early Literacy Teachers' Perceptions of Literacy Teacher Leadership

Name:

Date:

School:.....

Instructions:

Please complete the following self-assessment checklist in your capacity as early literacy teacher or head of department. This survey will be used to assess your current perceptions and understanding of literacy teacher leadership and as part of your coaching process to determine areas in which you could benefit from coaching. Allow yourself to reflect carefully on your responses since the results will be used to help define your goals for coaching towards improved literacy teacher leadership. Your answers are completely confidential, and will not be shared with anyone but me as your coach.

Respond to the following statements in terms of how strongly you agree or disagree.

Statement	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1. I see my work as an early literacy teacher as being both meaningful and critically important for effective and sustainable literacy development in learners.					
2. Individual teachers should be able to influence how other early literacy teachers think about, plan for, and conduct their work with learners.					
3. Teachers should be acknowledged for trying out new literacy teaching strategies in response to learners early literacy needs.					
4. Teachers should decide on the best methods of meeting literacy goals set by policy-makers and education officials.					
5. I am willing to observe early literacy teaching practice and provide feedback to fellow literacy teachers.					
6. I would like to have conversations about my values and beliefs of early literacy teaching with my colleagues.					
7. I acknowledge and value my colleagues' points of view about literacy and teaching that are different to mine.					
8. It is important for me to be respected by the school management team and other teachers at my school.					
9. I would be willing to help a colleague who is having difficulty with his/ her literacy teaching.					
10. The greater the repertoire of teaching strategies, the more flexibility and choice early literacy teachers have in terms of instructional strategies and classroom management.					
11. Teachers working collaboratively should be able to influence literacy teaching and learning in their schools.					
12. I can serve as a teacher in my classroom and be a literacy teacher leader at the same time.					
13. Co-operating with my colleagues is more important to me than competing with them.					
14. I would be able to present literacy professional development opportunities at our school.					

15. My work contributes to the overall success of our school wide literacy program.					
16. I am currently capable of mentoring new teachers in literacy teaching.					
17. I am currently capable of coaching my colleagues in literacy teaching.					
18. I would be willing to participate in making decisions about resources, instruction, time and classroom management for effective literacy teaching and learning					
19. I am very effective in working with almost all of my early literacy colleagues.					
20. I have knowledge, skills and attitudes that can help learners achieve success in early literacy.					
21. I value time spent working with my colleagues on literacy instruction and other curriculum matters.					
22. I want to work in an environment where I am recognised, valued and respected as a professional early literacy teacher.					
23. I generate new and innovative ideas and problem-solving strategies for early literacy teaching.					
24. I reflect on and learn from my own previous literacy teaching experiences.					
25. I seek feedback from my colleagues for improved early literacy teaching performance.					

Adapted by L. Rutgers from Katzenmeyer and Moller (1996, 2002) for PhD research study, Department of Curriculum Studies, University of Stellenbosch.

Addendum I

**Self-assessment checklist: Early Literacy Teachers' Perceptions of Literacy
Teacher Leadership
Summary of data**

Statement	Participants	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1. I see my work as an early literacy teacher as being both meaningful and critically important for effective and sustainable literacy development in learners. (EFFICACY)	Zelly She Babes Zip Wazi					X X X X X
2. Individual teachers should be able to influence how other early literacy teachers think about, plan for, and conduct their work with learners. (INTERDEPENDENCE)	Zelly She Babes Zip Wazi				X X	 X X X
3. Teachers should be acknowledged for trying out new literacy teaching strategies in response to learners early literacy needs. (CONSCIOUSNESS)	Zelly She Babes Zip Wazi				X	 X X X X
4. Teachers should decide on the best methods of meeting literacy goals set by policy-makers and education officials. (FLEXIBILITY)	Zelly She Babes Zip Wazi	X			X	 X X X
5. I am willing to observe early literacy teaching practice and provide feedback to fellow literacy teachers. (CRAFTSMANSHIP)	Zelly She Babes Zip Wazi					X X X X X
6. I would like to have conversations about my values and beliefs of early literacy teaching with my colleagues. (INTERDEPENDENCE)	Zelly She Babes Zip Wazi					X X X X X
7. I acknowledge and value my colleagues' points of view about literacy and teaching that are different to mine. (FLEXIBILITY)	Zelly She Babes Zip Wazi				X X	 X X X
8. It is important for me to be respected by the school management team and other teachers at my school. (CRAFTSMANSHIP)	Zelly She Babes Zip Wazi				 X	X X X X
9. I would be willing to help a colleague who is having difficulty with his/ her literacy teaching. (CRAFTSMANSHIP)	Zelly She Babes Zip Wazi					X X X X X
10. The greater the repertoire of teaching strategies, the more	Zelly				X	

flexibility and choice early literacy teachers have in terms of instructional strategies and classroom management. (FLEXIBILITY)	She Babes Zip Wazi				X X X	X
11. Teachers working collaboratively should be able to influence literacy teaching and learning in their schools. (INTERDEPENDENCE)	Zelly She Babes Zip Wazi				X	X X X X
12. I can serve as a teacher in my classroom and be a literacy teacher leader at the same time. (EFFICACY)	Zelly She Babes Zip Wazi				X	X X X X
13. Co-operating with my colleagues is more important to me than competing with them. (INTERDEPENDENCE)	Zelly She Babes Zip Wazi				X	X X X X
14. I would be able to present literacy professional development opportunities at our school. (EFFICACY)	Zelly She Babes Zip Wazi		X			X X X X
15. My work contributes to the overall success of our school wide literacy program. (EFFICACY)	Zelly She Babes Zip Wazi				X X	X X X
16. I am currently capable of mentoring new teachers in literacy teaching. (CRAFTSMANSHIP)	Zelly She Babes Zip Wazi		X		X	X X X
17. I am currently capable of coaching my colleagues in literacy teaching. (CRAFTSMANSHIP)	Zelly She Babes Zip Wazi		X		X X	X X
18. I would be willing to participate in making decisions about resources, instruction, time and classroom management for effective literacy teaching and learning. (FLEXIBILITY)	Zelly She Babes Zip Wazi				X X	X X X
19. I am very effective in working with almost all of my early literacy colleagues. (INTERDEPENDENCE)	Zelly She Babes Zip Wazi				X X	X X X
20. I have knowledge, skills and attitudes that can help learners achieve success in early literacy. (CRAFTSMANSHIP)	Zelly She Babes Zip Wazi					X X X X X
21. I value time spent working with my colleagues on literacy instruction and other curriculum matters. (INTERDEPENDENCE)	Zelly She Babes Zip Wazi				X	X X X X

22. I want to work in an environment where I am recognised, valued and respected as a professional early literacy teacher. (CONSCIOUSNESS)	Zelly She Babes Zip Wazi				X	X X X X
23. I generate new and innovative ideas and problem-solving strategies for early literacy teaching. (CONSCIOUSNESS)	Zelly She Babes Zip Wazi				X X	X X X
24. I reflect on and learn from my own previous literacy teaching experiences. (CONSCIOUSNESS)	Zelly She Babes Zip Wazi					X X X X X
25. I seek feedback from my colleagues for improved early literacy teaching performance. (FLEXIBILITY)	Zelly She Babes Zip Wazi				X X	X X X
TOTAL		1	3	0	29	92

Addendum J

Analysis: Self-assessment checklist

1. The items were categorised according to the five states of mind as interpreted by the researcher.

Efficacy: Items 1, 12, 14, 15

Flexibility: Items 4, 7, 10, 18, 25

Craftsmanship: Items 5, 8, 9, 16, 17, 20

Consciousness: Items 3, 22, 23, 24

Interdependence: Items 2, 6, 9, 20, 24

Total count of each assessment description:

Strongly agree	92
Agree	29
No opinion	0
Disagree	3
Strongly disagree	1

Items where all participants strongly agreed with the statements and categorized are as follows:

Item 1	-	Efficacy
Item 5	-	Craftsmanship
Item 6	-	Interdependence
Item 9	-	Craftsmanship
Item 20	-	Craftsmanship
Item 24	-	Consciousness

Items where one or more participants agreed only:

Items 2, 3, 4, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 25

Items where participants had no opinion:

None

Items where participants disagreed or strongly disagreed:

Items	
4	Flexibility
14	Efficacy
16	Craftsmanship
17	Craftsmanship

Addendum K

Data source: Participants' Literacy Teacher Leadership and Coaching Workshop workbook Summary of data

Questions	Zelly	She	Babes	Wazi	Zip
How do you see leadership?	Someone who takes the lead. Others must trust and respect you. You need to listen to the problems of others. You must be able to make a positive input.	To lead by example. To not only have followers, but to support them in their aspirations	Being in control of a group. To encourage positive growth. A positive leader inspires the group. Must be able to manage critique. Stay consistent.	Someone who regularly looks back to see if people are following you or have a reason to follow you. I would prefer a leader who does not expect you to follow them to the letter, but who allows you to develop your leadership skills.	Someone with a humble attitude. One who sets a good example. A role- model. Someone not threatened by the success of others and is happy for the other person.
What inspires you to be a leader?	I am inspired when I am acknowledged for what I do. When I have a positive attitude and give positive answers. I must feel good and inspire others to do well too.	Comment unclear.	If I am respected. Respect towards others. Daily growth. When others believe in me.	Other good leaders inspire me to be a good leader. When other leaders believe in me. When other leaders see and acknowledge my strengths.	Being thanked for a job well done. To grow from strength to strength. Improving on a previous activity.
What are your 4 key values?	Respect Love My faith Love for learning Honesty	My faith. Happiness Respect Focused	Good manners. Respect My faith Love Patience Helpful	My faith Love Make time/ Patience Appreciation	Honesty Godliness Perseverance Respectability
Which of your values are not present in your personal life?	No comment	No comment	All of them are present.	None	No comment
Which of your values are not present in	No comment	Happiness	I try to implement the values in my personal	None	No comment

your personal life?			life.		
How do you see your teaching possibilities? (What aspects would you like to develop?)	Use of popular culture An effective classroom Differentiation in the classroom. Using children's prior knowledge.	To use coaching. To cope with respect, dignity, communication.	Good classroom organization. Effective planning. Prior knowledge for assessment. Differentiation	Effective planning. Popular culture. Planning w.r.t assessment.	My attitude Class management Being aware of prior knowledge Diversity responsivity
How do you see your leadership possibilities? (What aspects would you like to develop?)	Improve subject knowledge. Emotional intelligence Watch my body language.	To lead by example. Communicate effectively with peers. To identify the gaps in literacy in the grade.	Professional development. Craftsmanship Emotional Intelligence. Effective communication.	Relationship building. Flexibility Prior knowledge	Effective communication. In depth knowledge. Flexibility In service development
How do you see your learning possibilities? (What aspects would you like to develop?)	More job-embedded learning. Be a life-long learner. More in-service training. Have informal learning conversations.	Identify my learning barriers. Communication and sharing. Group assessment in the classroom. Flexibility.	Being a life-long learner. In- service training Informal learning conversations.	Self-empowerment. Being a life-long learner.	Be a life-long learner. Self development In service professional development

Addendum L

Data source: Participants' Feedback - Literacy teacher leadership and coaching workshop Summary of data

Question	Zelly	She	Babes	Wazi	Zip
What was valuable about the workshop?	The relaxed atmosphere. The principles of coaching. It is about myself and how it can influence the changes in my life.	The discussions and social dynamics in the group. That everyone is in their own "box".	I discovered myself and to express my values and my norms. I have learnt to listen and respect my group. To strengthen interpersonal relationships.	I have learnt that while I am talking others should listen to me. In the same way when somebody else speaks, I should listen to them.	The workshop has brought me to a point where I see literacy from a different perspective. I do now realize that literacy is an everyday social practice.
What were your most significant learnings?	Work with your peers and learn how to manage problems in the working environment. The integration of the language, your emotions and your body when you are being you.	Ontology- the fact that it teaches you how to do things good- Efficacy. Flexibility	Listening skills. To respect others' opinions and to listen to them. Express yourself to let go of anger and frustrations and to ensure positive development.	I am unique, that it is not about anybody else but me. I have learnt that literacy is a social practice.	Every person has an opinion and is entitled to it. Respect that person's opinion and don't force your opinion on others.
Was there any aspect that you did not find relevant?	No. All the aspects of the presentation were relevant. I am looking forward to the next workshop.	Not at all.	Every aspect of the workshop discussions was relevant.	There is nothing that I can think of that was not relevant in the workshop.	None

Addendum M

Summary of individual interviews - Open coding

Question	Babes	Zellie	She	Zip	Wazi
<p>1. What insights did you gather during your participation in:</p> <ul style="list-style-type: none"> • follow-up coaching circles? 	EI	<p>Reading. One forgets and need to be renewed. Will focus more on vocabulary.</p>	<p>Getting to know your colleagues. Trust building. Knowing how people think. More relaxed as group.</p>	<p>It served as an eye opener. When you are very experienced you are comfortable with your own methods. It taught me to reflect. The realization that one is inclined to make mistakes.</p>	<p>I need to stop putting myself in a box. I need to take a stand. I became enthusiastic to overcome my hurdles.</p>
<p>2. What did you especially find of value about the program, if any?</p>	<p>Discussion of all shortcomings. Awareness of being a leader Efficacy and consciousness. Listening is important</p>	<p>Goal setting. Vision – know where you want to go. Lead change why not me. Transformation. Self-directed learning Believe in what is right. Take the initiative and lead.</p>	<p>Knowing how people think. The session on trust made me feel safe. To get out of your box. You are the most important person.</p>	<p>It gave me a different mind set. It made me more alert.</p>	<p>I was skeptical at first. I wanted to stop underestimating my abilities. The five states of mind especially flexibility and interdependence.</p>
<p>3. Was there any specific reason for Persevering with the coaching circles?</p>	<p>Tired of floating around. Need something to Hold on to. Need group work to achieve more Inspired by w/shop. Inspired to go on for new knowledge To expand craftsmanship.</p>	<p>I want to move forward. No more holding back. Want to show what I am capable of.</p>	<p>My values. I do not like to disappoint people. I wanted to build my knowledge. I needed this to encourage my future plans.</p>	<p>I became aware of who I was. We underestimate our strengths. One needs a refresher course.</p>	<p>I needed this. I was demotivated and frustrated with the teaching situation. I</p>

<p>4. How did you experience the group involved in the coaching circles?</p>	<p>We found each other. Knowing that you can trust each other. Trust and confidentiality Aware of manipulation.</p>	<p>We were empowered. We were a threat.</p>	<p>I feel empowered in group. We have good qualities.</p>	<p>We have the support of each other. We are an important component in the school.</p>	<p>They know me. They have walked a road with me. We are on the same page. I have the group's support.</p>
<p>5. How did you feel about the presence of the head of department and the deputy principal in the coaching circles?</p>	<p>Not scared of them. As acting HoD I know where I come from. Have courage of my convictions.</p>	<p>Appeared fake always acting. Threatened by us as group</p>	<p>I am not threatened. WE have better qualities than formal leaders.</p>	<p>Not at all threatened by the formal leaders.</p>	<p>Did not appreciate the formal leaders being in the group. Concerned that they will be a hurdle for the group. It is always about them and their views.</p>
<p>6. How did the process of coaching influence or transform your perspectives and exercise of leadership?</p>	<p>Realize the SMT is not in control of the school situation.</p>	<p>Realized anyone can be a leader. Do not stand back. Just like a husband you can also lead in home and lead together. I have my own needs to address.</p>	<p>A leader must be able to work and move on all levels. I am ambitious. I have capacity to be a leader. I will not stand back.</p>	<p>I know that I am a leader. Leaders have to share. Leadership is not about a position, but about having followers.</p>	<p>I thought that qualifications were the only thing that was needed to be a leader. I now know that anyone can be empowered to lead. I decided to be a teacher leader.</p>
<p>7. What changes do you perceive about yourself as a result of your involvement in the coaching program: on a professional level in any areas other than your teaching job?</p>	<p>You need to be positive. Tools received at workshop can help. I'm a very emotional person. Learn to be EI. Workshop gave me other view. People abuse you when in formal positions.</p>	<p>How to communicate and be empowered.</p>	<p>The workshop taught me what I was looking for in leadership. Your husband is not the only leader. I became opinionated. I take a stand.</p>	<p>I am ready for change and to be a change agent. Team effort is important.</p>	<p>I could have handled my personal issues with my family better had I gone through the programme earlier. I can handle my relationships with my family and people at school better. I can use these tools for leadership anywhere. Less frustrated.</p>

<p>8. What aspects of the program have had the greatest impact on:</p> <ul style="list-style-type: none"> • a personal level • a professional level • you as a literacy leader 	<p>Awareness of my own difficulties in personal life. More goal orientated. Prepared to make a mind shift. I am important as well as the group. Excited that I am a leader and to take new knowledge forward.</p>	<p>Emotional Intelligence. First listen and calm yourself. Reciprocal respect</p>	<p>Spiritual growth and personal awareness. No more time or energy to waste. Relationships are important. Do things for yourself not for others approval.</p>	<p>I have the support of my colleagues. I need my colleagues. Together we can do something to improve the literacy situation in the school.</p>	<p>I am hesitant but not unwilling to be a leader. I underestimated myself before. Being a leader will be strange and new, but possible. I know I can ask for help from my coach or colleagues.</p>
<p>9. Which factors or aspects had a negative impact on your experience of coaching during the program?</p>	<p>Principal forget to give me the opportunity to give feedback on the experience during meeting. I confronted him about it.</p>	<p>No I change the negatives to positives.</p>	<p>There is a need to improve literacy, but any suggestions are ignored.</p>	<p>A weak link in trust in the group we must be aware of. Need to put the concern on the table</p>	<p>My negative responses to the formal leaders joining the sessions. I am willing to work at it.</p>
<p>10. What do you plan to do as a literacy leader in the future?</p>	<p>To take control of the situation and not to wait on others.</p>	<p>Have more confidence. Plan well. Work together as a group and not in isolation</p>	<p>Confident to be a leader. Tackle literacy improvement on a whole school basis.</p>	<p>We need to change the literacy situation as a group.</p>	<p>I will be open for advice. I realize that you must lead by example. Know you're your opinion is not the only one.</p>
<p>11. Based on your experience, what would you say are the strengths of coaching as a professional development strategy compared to the traditional 'sit- and-get' professional</p>	<p>Well structured. Keeps us positive. Learned much on different levels.</p>	<p>Coaching is good.</p>	<p>Coaching is good and helpful. Follow up sessions are needed after a workshop.</p>	<p>Once off workshops are like fly by night. No follow up. Different facilitators have different approaches. Confusion. Coaching gives tools for life.</p>	<p>Self-directed learning. To choose what you need in professional development.</p>

development sessions?					
12. Now let's look at your personal likes and dislikes of the program. What have you really liked about the program, if so?	I discovered myself. Confident to do things that I would never have done before.	I have learnt skills. Try to understand and apply new knowledge on your own. Do not wait on others to guide you.	During husband's illness my colleagues supported me. I was emotionally drained, but EI helped.	Everything was in right place about the programme.	That I am a life long learner and I am on my way there.
13. What did you dislike, if any about the experience?	Nothing	Nothing	I wanted more colleagues to participate.	Nothing	Nothing
14. Would you say that you have reached the literacy leadership goals that you set?	Emphatic yes. Used notes and knowledge for another workshop. Learned to work with other people. Self-development. Craftsmanship expanded.	Yes. I know I can all on you for help.	Yes. I want to be a leader in my classroom. Yes because I now share with my colleagues. I am working hard at my interdependence state of mind.	Yes. One is never too old to learn.	Yes and many other blessings.
15. Now I would like to ask you about your recommendations for the program. What would you change about: <ul style="list-style-type: none"> • the initial workshop • the coaching circles? 	Motivation to continue addressing the gaps in literacy	None	Do not change anything.	Emphasize the listening and reading for reasoning and thinking and not in listening and reading in isolation.	None. This was a bonus for me.

Addendum N

Data source: Teachers' Learning Journal

Summary of data of literacy leaders' perceptions and experiences of coaching circles

Weeks and challenges for discussion	Zelly	She	Babes	Wazi	Zip
Week 1 Trust building	Trust should be a value that is developed as you grow up. Trusting your colleagues is important. Trust your learners, what you will teach. Your learners need to trust you to support their progress.	Trust is a value to be taught as a child by the parents. Individuals must work at trust building.	Build trust with all role players. I need to develop trust with my colleagues. Confidentiality is important. As grade leader so I ask other groups opinions with planning. I despise people whom I have entrusted with knowledge and who shares what I said with other especially in leadership positions. (Break trust)	I have to ask myself: Where do I stand with trust and honesty. Am I consistent with honesty? Do I have empathy with my learners and colleagues. My learners need to trust me. I need to trust myself and not underestimate myself. Remember there are two sides to a story. I can be trustworthy to others, and I can learn to trust others.	The discussion on trust gave me deeper insight on trust and trustworthiness and relationships. Trust issues after the weekend workshop was still a problem. Clicks at school, confide in each other, but still confidence is broken. Having something negative to tell "juicy" seem to give them a sense of power or authority.
Week 2 Effective communication	Verbal communication is 35% and body language 65%. Your body shows your emotions as you speak. Effective communication goes with respect. Keep your cool with your colleagues even if it is difficult.	Is very important. When you speak to someone see that attitude is right. Body language and tone of voice are factors that play a role in effective communication. It is unprofessional not to exercise effective communication, as it leads to conflict.	Realise tone, voice regulation is important. Verbal 35% and body language 65% Watch your body language when in conversation. Know how to effectively communicate with your team. Positive attitude during communication.	I need to keep the following factors in mind when I communicate with my colleagues and learners, parents: My body language and facial expressions. Tone of voice –avoid shouting and loud tone. Respectful communication. Give others an opportunity to	Verbal communication 35% (tone, volume, voice modulation, Language. 65% body language (attitude, the whole me, eye contact, honesty, truthful. Do I speak up to or down to someone? When communicating: How do I say it?

			Emotions and respect important when you build relationships.	<p>speak.</p> <p>I need to control my emotions, choose my words well, especially in a leadership position.</p>	<p>When do I say it?</p> <p>Why do I say it?</p> <p>What do I say?</p>
Week 3 Emotional Intelligence	<p>I realize that if I am in a leadership position I have to manage my emotions.</p> <p>Do not let my emotions get the best of me.</p> <p>Give others a chance to state their case.</p> <p>Have empathy.</p> <p>Stay positive as a leader.</p> <p>Find a balance in my life and work.</p>	<p>Emotional intelligence does not happen automatically.</p> <p>People will sum you up and make their own conclusions.</p> <p>As a leader not having the ability to find solutions to problems can be negative.</p> <p>EI demands that you as leader have good listening skills to hear well, get the story right and solve the problem.</p>	<p>Watch your moods: Ambition, resentment, resignation and acceptance in your personal and professional life.</p> <p>The ontological coaching process taught me how to promote emotional intelligence in my own life.</p> <p>Emotional intelligence puts you in a better space.</p> <p>With Literacy go into positive action and do things that you are happy with.</p> <p>Ask yourself if you are emotionally intelligent enough to manage the situation as a leader.</p> <p>Stay positive and help other colleagues.</p>	<p>I need to manage my emotions as a leader.</p> <p>I must be able to identify my learners in the classroom emotions.</p> <p>It's not always only about how I feel.</p> <p>As leader I must be direct in my requests.</p> <p>Be aware of who refuses requests. Ask whether you expressed yourself.</p>	<p>I can now identify tension in the group.</p> <p>People who try to manipulate discussions.</p> <p>There is a mood of pretense and resentment from certain persons.</p> <p>I have learnt to accept someone's mood of irrationality sometimes.</p> <p>I have also become aware of my learners' emotions, how to response and manage them.</p> <p>Children's emotions are linked to home circumstances.</p> <p>I am aware of the basic moods of: Acceptance, resentment, resignation, Ambition.</p> <p>Emotional intelligence puts you in charge of a situation.</p> <p>Speakers and listeners are important.</p> <p>Choice of words, interpretation.</p> <p>I will try to listen to</p>

					others as I expect them to listen to me.
Week 4 Identifying Literacy challenges	<p>I realize that literacy is an everyday social practice.</p> <p>Use base line assessments at start of the year.</p> <p>Identify gaps, work out plan and strategy.</p> <p>Read stories regularly</p> <p>Listening should be followed up with questions.</p> <p>Speaking needs to happen every day, news and feedback.</p> <p>Language, vocabulary and themes should be linked.</p> <p>Make time for vocabulary development lessons.</p> <p>Assist learners with pronunciation.</p> <p>Do creative writing, word walls and banks, sentences.</p> <p>Do enrichment work with learners</p>	<p>Literacy is a daily social practice.</p> <p>We do not believe it enough as such.</p> <p>The child's cultural and social development starts at home.</p> <p>Many parents think learning starts at school.</p> <p>Parents with low literacy, underdeveloped vocabulary causes children not to speak correctly.</p>	<p>Reflect and identify on areas where children have difficulties in literacy.</p> <p>Develop a plan to address the challenges.</p> <p>As a literacy leader note the following:</p> <p>Parents and their storytelling responsibilities.</p> <p>Teachers reading to learners to improve listening skills.</p> <p>Choice of language of teaching and learning.</p> <p>Limited phonics knowledge- assist learners with low listening skills.</p> <p>Use different texts in the literacy classroom.</p>	<p>We identified out literacy problems and challenges. The main challenges were:</p> <p>The choice of language of teaching and learning.</p> <p>Parents do not read stories to children any more.</p> <p>Learners' phonics knowledge is limited, so writing of sentences and reading of sentences is weak.</p> <p>We discussed ways of improving the situation using the five states of mind as a framework.</p>	<p>Leadership in literacy will find a plan to put in place to solve the problem.</p> <p>My problems that I am encountering are:</p> <p>Language barriers(Afrikaans and Xhosa)</p> <p>Co-operation of parents (they do not read to children)</p> <p>My plan to solve the problem:</p> <p>Group discussions</p> <p>Story reading</p> <p>Listening exercises on more detail using popular texts, DVDs videos, music, rapping.</p> <p>Get vocabulary going bring words and meaning together.</p> <p>Pronunciation to be rectifies</p> <p>Creative writing- more writing of descriptions about pictures.</p>
Week 5 Listening skills	<p>Many learners are not taught in their mother tongue.</p> <p>Learners do not listen.</p> <p>Phonics must be taught.</p> <p>Practice listening skills every day.</p>	<p>Stories have a big impact on learners' vocabulary.</p> <p>Trough listening they learn sounds, how to speak in full sentences, to think and reason.</p>	<p>Learners not enough exposed to listening exercises at home, thus teachers task to do that.</p> <p>Aware that children learn through listening to different texts.</p>	<p>Children do not listen well as before.</p> <p>Possible outflow is the inability to construct sentences about topics.</p> <p>Try and introduce new types of everyday texts</p>	<p>Phonics teaching is complex.</p> <p>Use themes with phonic stories and vocabulary.</p> <p>Strengthen auditory skills and other perceptual skills to</p>

	Follow a programme in listening skills and phonics like “Thrass” programme.		Integration is necessary between listening, speaking, reading, reasoning and thinking to expand vocabulary.	and popular texts. Use a CD player in classroom.	analyse sounds. Create sound awareness. Coach learners to listen with a purpose. Children must know that letters build words, words build sentences and sentences form paragraphs.
Week 6 Speaking skills	Sharing daily news is important. Free telling of experiences is necessary. Give time for vocabulary development. Questions are good. Use popular culture texts. Role play experiences.	Teachers do not use correct vocabulary. Share with parents how to speak to children and pronounce words.	Use pictures and ask questions about the picture. Listen to stories and retell story in your own words. Communication is the basis for learning. We need to communicate with learners to improve speaking skills.	Morning news is good. Correct learners later. Learners must speak freely on topics. Give clear instructions to learners. Use pictures, models and cut-outs to do discussions.	No Comments
Week 7 Reading skills	Make the connection with reading and writing. Do not read texts in isolation. Differentiate in reading texts, tasks, time. Teach different reading strategies. Read with understanding in grade 3. Create own texts through speaking, writing and reading it. Play games to consolidate words and sentences. Reflect on your day’s	Make charts with pictures and words for classroom. Learners see words on charts, environmental texts. Put up reading corners in class, with reading books on shelves for the learners.	Consolidate phonics knowledge to promote reading. Use those words to write simple sentences and then read them. List and practice reading high frequency words. Let learners tell news, formulate their sentences, write and read them. Read stories for enjoyment. Bring own literature books to read in class. Use 30 minute of reading time	Reading sentences follows speaking and writing. Follow clear reading steps. Guide the learners to write using pictures, models and articles. Note learners individual literacy needs.	Use following practices in reading: Picture discussions Teach new vocabulary Sentences, words, sounds. Use different reading strategies. Read every day.

	work.		productively. Use different reading strategies.		
Week 8 Literacy Intervention and Assessment	<p>Specific steps to follow with intervention. Use relevant text materials Teach explicitly Model, observe, listen and do. Allow learners to communicate. Age, developmentally and culturally appropriate work. Identify and teach to preferential learning styles- Auditory, Kinesthetic, visual and tactile.</p>	<p>Interventions happen in integrated fashion with all three learning programmes of Literacy, Numeracy and Life Skills.</p> <p>Assessment cannot happen without teaching the content. Teachers must plan strategically to be successful.</p>	<p>I lead in my classroom and I am aware of all learners who have problems in Literacy. Learners must be identified early. I am aware of the levels of support: Level 1 – I work with learners on problems Level 2: Inform parents. Work with TST team. Level 3: Refer to district for bigger challenges.</p>	<p>Leaders need to be able to identify needs. Follow the steps for support. Level 1 – I work with learners on problems Level 2: Inform parents. Work with TST team. Level 3: Refer to district for bigger challenges and possible placement.</p>	<p>I am aware of the procedures for intervention and support from levels 1 to 3. Serious problems should be identified in grade R. Children with Numeracy problems need to work with concrete apparatus. Teachers must use methods that suit the needs of the child. Explicit teaching- show, look, hear and do. Assess learners at their level.</p>

Addendum O

Summary of questions from all data sources

Professional History	Workshop Workbook	Workshop Feedback	Journal	Interview
Age at time of data collection	How do you see leadership?	What was valuable about the workshop?	Week 1 Trust building	1. What insights did you gather during your participation in: <ul style="list-style-type: none"> • follow-up coaching circles?
Teaching Grade	What inspires you to be a leader?	What were your most significant learnings?	Week 2 Effective communication	2. What did you especially find of value about the program, if any?
Experience in that Grade	What are your 4 key values?	Was there any aspect that you did not find relevant?	Week 3 Emotional Intelligence	3. Was there any specific reason for persevering with the coaching circles?
Informal or formal leadership position currently	Which of your values are not present in your personal life?		Week 4 Identifying Literacy challenges	4. How did you experience the group involved in the coaching circles?
Number of years in leadership position	Which of your values are not present in your personal life?		Week 5 Listening skills	5. How did you feel about the presence of the head of department and the deputy principal in the coaching circles?
Other responsibilities at school	How do you see your teaching possibilities? (What aspects would you like to develop?)		Week 6 Speaking skills	6. How did the process of coaching influence or transform your perspectives and exercise of leadership?
Other teaching experiences prior to current role	How do you see your leadership possibilities? (What aspects would you like to develop?)		Week 7 Reading skills	7. What changes do you perceive about yourself as a result of your involvement in the coaching program: on a professional level in any areas other than your teaching job?

Professional Qualifications	How do you see your learning possibilities? (What aspects would you like to develop?)		Week 8 Literacy Intervention and Assessment	8. What aspects of the program have had the greatest impact on: <ul style="list-style-type: none"> • a personal level • a professional level • you as a literacy leader
Current studies				9. Which factors or aspects had a negative impact on your experience of coaching during the program?
On-going professional development experiences: OBE training				10. What do you plan to do as a literacy leader in the future?
Other				11. Based on your experience, what would you say are the strengths of coaching as a professional development strategy compared to the traditional 'sit- and- get' professional development sessions?
Years of teaching experience in total				12. Now let's look at your personal likes and dislikes of the program. What have you really liked about the program, if so?
Anything important about professional history				13. What did you dislike, if any about the experience?
Professional development opportunities in last 5 years: Did it satisfy your professional development needs				14. Would you say that you have reached the literacy leadership goals that you set?
Substantiate your answer above				15. Now I would like to ask you about your recommendations for the program.

				<p>What would you change about:</p> <ul style="list-style-type: none">• the initial workshop• the coaching circles?
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ADDENDUM P

Interview questions for literacy teacher leaders

1. What insights did you gather during your participation in:
follow-up coaching circles?
2. What did you especially find of value about the programme, if any?
3. Was there any specific reason for persevering with the coaching
circles?
4. How did you experience the group involved in the coaching circles?
5. How did you feel about the presence of the head of department and
the deputy principal in the coaching circles?
6. How did the process of coaching influence or transform your
perspectives and exercise of leadership?
7. What changes do you perceive about yourself as a result of your
involvement in the coaching programme:
 - on a professional level
 - in any areas other than your teaching job?
8. What aspects of the programme have had the greatest impact on:
 - a personal level
 - a professional level
 - you as a literacy leader?
9. Which factors or aspects had a negative impact on your experience
of coaching during the program?
10. What do you plan to do as a literacy leader in the future?
11. Based on your experience, what would you say are the strengths of
coaching as a professional development strategy compared to the
traditional 'sit-and-get' professional development sessions?

12. Now let's look at your personal likes and dislikes of the programme.
What have you really liked about the programme, if so?
13. What did you dislike, if any, about the experience?
14. Would you say that you have reached the literacy leadership goals which you set?
15. Now I would like to ask you about your recommendations for the programme. What would you change about:
 - the initial workshop
 - the coaching circles

Addendum Q

Individual teachers' profiles

Babes: Profile

Professional History	Workshop Workbook	Workshop Feedback	Learning Journal	Interview
43	Being in control of a group. To encourage positive growth. A positive leader inspires the group. Must be able to manage critique. Stay consistent.	I discovered myself and to express my values and my norms. I have learnt to listen and respect my group. To strengthen interpersonal relationships.	Build trust with all role players. I need to develop trust with my colleagues. Confidentiality is important. As grade leader so I ask other groups opinions with planning. I despise people whom I have entrusted with knowledge and who shares what I said with other especially in leadership positions. (Break trust)	EI
Grade 2	If I am respected. Respect towards others. Daily growth. When others believe in me.	Listening skills. To respect others' opinions and to listen to them. Express yourself to let go of anger and frustrations and to ensure positive development.	Realise tone, voice regulation is important. Verbal 35% and body language 65% Watch your body language when in conversation. Know how to effectively communicate with your team. Positive attitude during communication. Emotions and respect important when you build relationships.	Discussion of all shortcomings. Awareness of being a leader Efficacy and consciousness. Listening is important
3 years	Good manners. Respect My faith Love Patience Helpful	Every aspect of the workshop discussions was relevant.	Watch your moods: Ambition, resentment, resignation and acceptance in your personal and professional life. The ontological coaching process taught me how to promote emotional intelligence in my own life.	Tired of floating around. Need something to Hold on to. Need group work to achieve more Inspired by w/shop. Inspired to go on for

			<p>Emotional intelligence puts you in a better space. With Literacy go into positive action and do things that you are happy with. Ask yourself if you are emotionally intelligent enough to manage the situation as a leader. Stay positive and help other colleagues.</p>	<p>new knowledge To expand craftsmanship.</p>
<p>Informal Grade leader (rotating every year)</p>	<p>All of them are present.</p>		<p>Reflect and identify on areas where children have difficulties in literacy. Develop a plan to address the challenges. As a literacy leader note the following: Parents and their storytelling responsibilities. Teachers reading to learners to improve listening skills. Choice of language of teaching and learning. Limited phonics knowledge- assist learners with low listening skills. Use different texts in the literacy classroom.</p>	<p>We found each other. Knowing that you can trust each other. Trust and confidentiality Aware of manipulation.</p>
<p>1 year</p>	<p>I try to implement the values in my personal life.</p>		<p>Learners not enough exposed to listening exercises at home, thus teachers task to do that. Aware that children learn through listening to different texts.</p>	<p>Not scared of them. As acting HOD I know where I come from. Have courage of my convictions.</p>

			Integration is necessary between listening, speaking, reading, reasoning and thinking to expand vocabulary.	
Learning support team LitNum committee Coach and co-ordinator – netball	Good classroom organization. Effective planning. Prior knowledge for assessment. Differentiation		Use pictures and ask questions about the picture. Listen to stories and retell story in your own words. Communication is the basis for learning. We need to communicate with learners to improve speaking skills.	Realize the SMT is not in control of the school situation.
Grade 3 and 1 from 1998 Before 1998 at a school in Grabouw Grades 1-4	Professional development. Craftsmanship Emotional Intelligence. Effective communication.		Consolidate phonics knowledge to promote reading. Use those words to write simple sentences and then read them. List and practice reading high frequency words. Let learners tell news, formulate their sentences, write and read them. Read stories for enjoyment. Bring own literature books to read in class. Use 30 minute of reading time productively. Use different reading strategies.	You need to be positive. Tools received at workshop can help. I'm a very emotional person. Learn to be EI. Workshop gave me other view. People abuse you when in formal positions.
OD 3 (JP) ACE (Special needs education) at UWC	Being a life-long learner. In- service training Informal learning conversations.		I lead in my classroom and I am aware of all learners who have problems in Literacy. Learners must be identified early. I am aware of the levels of support: Level 1 – I work with learners	Awareness of my own difficulties in personal life. More goal- orientated. Prepared to make a mind shift. I am important as well as the group. Excited that I am a leader and to take new knowledge forward.

			on problems Level 2: Inform parents. Work with TST team. Level 3: Refer to district for bigger challenges.	
None				Principal forget to give me the opportunity to give feedback on the experience during meeting. I confronted him about it.
Yes 1998 and 1999				To take control of the situation and not to wait on others.
Literacy courses at CTI Reading course at CTI				Well structured. Keeps us positive. Learned much on different levels.
22 years				I discovered myself. Confident to do things that I would never have done before.
I have always used my own initiative with new ideas in teaching.				Nothing
Not satisfactory. Not very enlightening.				Emphatic yes. Used notes and knowledge for another workshop. Learned to work with other people. Self- development. Craftsmanship expanded.
Only refresher courses. Own initiative still needed. Learnt nothing new.				Motivation to continue addressing the gaps in literacy
I read up on articles and in books on literacy and learn more on my own initiative.				

She: Profile

Professional history	Workshop Workbook	Workshop Feedback	Learning Journal	Interview
43	To lead by example.	The discussions and social	Trust is a value to be taught	Getting to know your colleagues.

	To not only have followers, but to support them in their aspirations	dynamics in the group. That everyone is in their own "box".	as a child by the parents. Individuals must work at trust building.	Trust building. Knowing how people think. More relaxed as group.
Grade R	Comment unclear.	Ontology- the fact that it teaches you how to do things good- Efficacy. Flexibility	Is very important. When you speak to someone see that attitude is right. Body language and tone of voice are factors that play a role in effective communication. It is unprofessional not to exercise effective communication, as it leads to conflict.	Knowing how people think. The session on trust made me feel safe. To get out of your box. You are the most important person.
9 years	My faith. Happiness Respect Focused	Not at all.	Emotional intelligence does not happen automatically. People will sum you up and make their own conclusions. As a leader not having the ability to find solutions to problems can be negative. EI demands that you as leader have good listening skills to hear well, get the story right and solve the problem.	My values. I do not like to disappoint people. I wanted to build my knowledge. I needed this to encourage my future plans.
Informal	No comment		Literacy is a daily social practice. We do not believe it enough as such. The child's cultural and social development starts at home. Many parents think learning starts at school. Parents with low literacy, underdeveloped vocabulary causes children not to speak correctly.	I feel empowered in group. We have good qualities.

9 years	Happiness		Stories have a big impact on learners' vocabulary. Trough listening they learn sounds, how to speak in full sentences, to think and reason.	I am not threatened. WE have better qualities than formal leaders.
Netball coach Adult educator Youth counselor	To use coaching. To cope with respect, dignity, communication.		Teachers do not use correct vocabulary. Share with parents how to speak to children and pronounce words.	A leader must be able to work and move on all levels. I am ambitious. I have capacity to be a leader. I will not stand back.
Crèche educator – 5 years	To lead by example. Communicate effectively with peers. To identify the gaps in literacy in the grade.		Make charts with pictures and words for classroom. Learners see words on charts, environmental texts. Put up reading corners in class, with reading books on shelves for the learners.	The workshop taught me what I was looking for in leadership. Your husband is not the only leader. I became opinionated. I take a stand.
ECD diploma (Northlink)	Identify my learning barriers. Communication and sharing. Group assessment in the classroom. Flexibility.		Interventions happen in integrated fashion with all three learning programmes of Literacy, Numeracy and Life Skills. Assessment cannot happen without teaching the content. Teachers must plan strategically to be successful.	Spiritual growth and personal awareness. No more time or energy to waste. Relationships are important. Do things for yourself not for others approval.
BEd Foundation Phase				There is a need to improve literacy, but any suggestions are ignored.
Yes 2007 and 2007 EMDC East				Confident to be a leader. I can tackle literacy improvement on a whole school basis.
				Coaching is good and helpful. Follow up sessions are needed after a workshop.
9 years in school				During husband's illness my colleagues supported me. I was emotionally drained, but EI helped.
None				I wanted more colleagues to

				participate.
No				Yes. I want to be a leader in my classroom. Yes because I now share with my colleagues. I am working hard at my interdependence state of mind.
Irrespective of fact that 0-6 are child's most important years, the department is delaying making Gr R compulsory				Do not change anything.
Grade R not seen as important enough Teacher salaries not on par with other FP teachers				

Wazi: Profile

Professional History	Workshop Workbook	Workshop Feedback	Learning Journal	Interview
46	Someone who regularly looks back to see if people are following you or have a reason to follow you. I would prefer a leader who does not expect you to follow them to the letter, but who allows you to develop your leadership skills.	I have learnt that while I am talking others should listen to me. In the same way when somebody else speaks, I should listen to them.	I have to ask myself: Where do I stand with trust and honesty. Am I consistent with honesty? Do I have empathy with my learners and colleagues. My learners need to trust me. I need to trust myself and not underestimate myself. Remember there are two sides to a story. I can be trustworthy to others, and I can learn to trust others.	I need to stop putting myself in a box. I need to take a stand. I became enthusiastic to overcome my hurdles.
Grade 3	Other good leaders inspire me to be a good leader. When other leaders believe in me. When other leaders see and acknowledge my	I am unique, that it is not about anybody else but me. I have learnt that literacy is a social practice.	I need to keep the following factors in mind when I communicate with my colleagues and learners, parents: My body language and facial expressions.	I was skeptical at first. I wanted to stop underestimating my abilities. The five states of mind

	strengths.		Tone of voice –avoid shouting and loud tone. Respectful communication. Give others an opportunity to speak. I need to control my emotions, choose my words well, especially in a leadership position.	especially flexibility and interdependence.
8 years	My faith Love Make time/ Patience Appreciation	There is nothing that I can think of that was not relevant in the workshop.	I need to manage my emotions as a leader. I must be able to identify my learners in the classroom emotions. It's not always only about how I feel. As leader I must be direct in my requests. Be aware of who refuses requests. Ask whether you expressed yourself.	I needed this. I was demotivated and frustrated with the teaching situation. I
Informal Grade leader (rotating every year)	None		We identified out literacy problems and challenges. The main challenges were: The choice of language of teaching and learning. Parents do not read stories to children any more. Learners' phonics knowledge is limited, so writing of sentences and reading of sentences is weak. We discussed ways of improving the situation using the five states of mind as a framework.	They know me. They have walked a road with me. We are on the same page. I have the group's support.
3 years	None		Children do not listen well as before. Possible outflow is the inability to construct sentences about topics. Try and introduce new types of everyday texts and popular texts. Use a CD player in classroom.	Did not appreciate the formal leaders being in the group. Concerned that they will be a hurdle for the group. It is always about them and their views.

Core group member of the Institutional Learning Support Team	Effective planning. Popular culture. Planning w.r.t assessment.		Morning news is good. Correct learners later. Learners must speak freely on topics. Give clear instructions to learners. Use pictures, models and cut-outs to do discussions.	I thought that qualifications were the only thing that was needed to be a leader. I now know that anyone can be empowered to lead. I decided to be a teacher leader.
Grades 5& 6 Grade 1 at other schools in Stellenbosch area	Relationship building. Flexibility Prior knowledge		Reading sentences follows speaking and writing. Follow clear reading steps. Guide the learners to write using pictures, models and articles. Note learners individual literacy needs.	I could have handled my personal issues with my family better had I gone through the programme earlier. I can handle my relationships with my family and people at school better. I can use these tools for leadership anywhere. Less frustrated.
Primary Teachers' Diploma	Self-empowerment. Being a life-long learner.		Leaders need to be able to identify needs. Follow the steps for support. Level 1 – I work with learners on problems Level 2: Inform parents. Work with TST team. Level 3: Refer to district for bigger challenges and possible placement.	I am hesitant but not unwilling to be a leader. I underestimated myself before. Being a leader will be strange and new, but possible. I know I can ask for help from my coach or colleagues.
None				My negative responses to the formal leaders joining the sessions. I am willing to work at it.
Yes				I will be open for advice. I realize that you must lead by example.

				Know you're your opinion is not the only one.
RNCS update				Self-directed learning. To choose what you need in professional development.
20 years				That I am a life long learner and I am on my way there.
				Nothing
Few unsatisfactory opportunities				Yes and many other blessings.
Satisfied my needs to a certain extent.				None. This was a bonus for me.
Grade 3 learners are not the same anymore. They gave more behavioural problems. Very little co-operation from parents.				

Zellie: Profile

Prof history	Workshop Workbook	Workshop Feedback	Learning Journal	Interview
47	Someone who takes the lead. Others must trust and respect you. You need to listen to the problems of others. You must be able to make a positive input.	The relaxed atmosphere. The principles of coaching. It is about myself and how it can influence the changes in my life.	Trust should be a value that is developed as you grow up. Trusting your colleagues is important. Trust your learners, what you will teach. Your learners need to trust you to support their progress.	Reading. One forgets and need to be renewed. Will focus more on vocabulary.
Grade 2	I am inspired when I am acknowledged for what I do. When I have a positive attitude and give positive answers. I must feel good and inspire others to do well	Work with your peers and learn how to manage problems in the working environment. The integration of the language, your emotions and your body when you are being you.	Verbal communication is 35% and body language 65%. Your body shows your emotions as you speak. Effective communication goes with respect. Keep your cool with your colleagues even if it is difficult.	Goal setting. Vision – know where you want to go. Lead change why not me. Transformation. Self-directed learning Believe in what is right. Take the initiative and lead.

	too.			
2 years	Respect Love My faith Love for learning Honesty	No. All the aspects of the presentation were relevant. I am looking forward to the next workshop.	I realize that if I am in a leadership position I have to manage my emotions. Do not let my emotions get the best of me. Give others a chance to state their case. Have empathy. Stay positive as a leader. Find a balance in my life and work.	I want to move forward. No more holding back. Want to show what I am capable of.
Informal	No comment		I realize that literacy is an everyday social practice. Use base line assessments at start of the year. Identify gaps, work out plan and strategy. Read stories regularly Listening should be followed up with questions. Speaking needs to happen every day, news and feedback. Language, vocabulary and themes should be linked. Make time for vocabulary development lessons. Assist learners with pronunciation. Do creative writing, word walls and banks, sentences. Do enrichment work with learners	We were empowered. We were a threat.
2 years	No comment		Many learners are not taught in their mother tongue. Learners do not listen. Phonics must be taught. Practice listening skills every day. Follow a programme in listening skills and phonics like "Thrass" programme.	Appeared fake always acting. Threatened by us as group
Mother, nurse, friend, colleague	Use of popular culture An effective classroom Differentiation in the		Sharing daily news is important. Free telling of experiences is necessary.	Realized anyone can be a leader. Do not stand back.

	classroom. Using children's prior knowledge.		Give time for vocabulary development. Questions are good. Use popular culture texts. Role play experiences.	Just like a husband you can also lead in home and lead together. I have my own needs to address.
Adaptation class teacher for 3 years	Improve subject knowledge. Emotional intelligence Watch my body language.		Make the connection with reading and writing. Do not read texts in isolation. Differentiate in reading texts, tasks, time. Teach different reading strategies. Read with understanding in grade 3. Create own texts through speaking, writing and reading it. Play games to consolidate words and sentences. Reflect on your day's work.	How to communicate and be empowered. .
Junior Primary Diploma 3 and JPD 4 (Wesley College)	More job-embedded learning. Be a life-long learner. More in-service training. Have informal learning conversations.		Specific steps to follow with intervention. Use relevant text materials Teach explicitly Model, observe, listen and do. Allow learners to communicate. Age, developmentally and culturally appropriate work. Identify and teach to preferential learning styles- Auditory, Kinesthetic, visual and tactile.	Emotional Intelligence. First listen and calm yourself. Reciprocal respect
None				No I change the negatives to positives.
Yes 1998				Have more confidence. Plan well. Work together as a group and not in isolation
Teaching Reading course				Coaching is good.
24 years				I have learnt skills. Try to understand and apply new knowledge on your own.

				Do not wait on others to guide you.
Coaching netball and tennis Child welfare involvement Feeding scheme Social catering				Nothing
Very few invitations from Education Department				Yes. I know I can all on you for help.
Self-development at own expense doing a Course in the teaching of reading and Mathematics				None
Children have more socio-economic problems that impact negatively on their progress				

Zip: Profile

Professional History	Workshop Workbook	Workshop Feedback	Learning Journal	Interview
64	Someone with a humble attitude. One who sets a good example. A role- model. Someone not threatened by the success of others and is happy for the other person.	The workshop has brought me to a point where I see literacy from a different perspective. I do now realize that literacy is an everyday social practice.	The discussion on trust gave me deeper insight on trust and trustworthiness and relationships. Trust issues after the weekend workshop was still a problem. Clicks at school, confide in each other, but still confidence is broken. Having something negative to tell "juicy" seem to give them a sense of power or authority.	It served as an eye opener. When you are very experienced you are comfortable with your own methods. It taught me to reflect. The realization that one is inclined to make mistakes.
Grade 3	Being thanked for a job well done. To grow from strength to	Every person has an opinion and is entitled to it. Respect that person's	Verbal communication 35% (tone, volume, voice modulation, Language.	It gave me a different mind set. It made me more alert.

	strength. Improving on a previous activity.	opinion and don't force your opinion on others.	65% body language (attitude, the whole me, eye contact, honesty, truthful. Do I speak up to or down to someone? When communicating: How do I say it? When do I say it? Why do I say it? What do I say?	
20 years	Honesty Godliness Perseverance Respectability	None	I can now identify tension in the group. People who try to manipulate discussions. There is a mood of pretense and resentment from certain persons. I have learnt to accept someone's mood of irrationality sometimes. I have also become aware of my learners' emotions, how to respond and manage them. Children's emotions are linked to home circumstances. I am aware of the basic moods of: Acceptance, resentment, resignation, Ambition. Emotional intelligence puts you in charge of a situation. Speakers and listeners are important. Choice of words, interpretation. I will try to listen to others as I expect them to listen to me.	I became aware of who I was. We underestimate our strengths. One needs a refresher course.
Informal	No comment		Leadership in literacy will find a plan to put in place to solve the problem. My problems that I am encountering are: Language barriers(Afrikaans and Xhosa) Co-operation of parents (they do	We have the support of each other. We are an important component in the school.

			not read to children) My plan to solve the problem: Group discussions Story reading Listening exercises on more detail using popular texts, DVDs videos, music, rapping. Get vocabulary going bring words and meaning together. Pronunciation to be rectifies Creative writing- more writing of descriptions about pictures.	
	No comment		Phonics teaching is complex. Use themes with phonic stories and vocabulary. Strengthen auditory skills and other perceptual skills to analyse sounds. Create sound awareness. Coach learners to listen with a purpose. Children must know that letters build words, words build sentences and sentences form paragraphs.	Not at all threatened by the formal leaders.
Athletics coach Netball coach Co-ordinator excursions Fundraising tours Catering committee Finances committee Prefect committee	My attitude Class management Being aware of prior knowledge Diversity responsivity		No Comments	I know that I am a leader. Leaders have to share. Leadership is not about a position, but about having followers.
Grades 1,2 most of the years, Grades 4,5,6,7 for short periods at different schools in Western Cape Province	Effective communication. In depth knowledge. Flexibility In service development		Use following practices in reading: Picture discussions Teach new vocabulary Sentences, words, sounds. Use different reading strategies. Read every day.	I am ready for change and to be a change agent. Team effort is important.
National Primary Diploma Education	Be a life-long learner. Self development		I am aware of the procedures for intervention and support from	I have the support of my colleagues.

(UWC)	In service professional development		<p>levels 1 to 3.</p> <p>Serious problems should be identified in grade R.</p> <p>Children with Numeracy problems need to work with concrete apparatus.</p> <p>Teachers must use methods that suit the needs of the child.</p> <p>Explicit teaching- show, look, hear and do.</p> <p>Assess learners at their level.</p>	<p>I need my colleagues.</p> <p>Together we can do something to improve the literacy situation in the school.</p>
None				<p>A weak link in trust in the group we must be aware of.</p> <p>Need to put the concern on the table</p>
Yes 2003				<p>We need to change the literacy situation as a group.</p>
				<p>Once off workshops are like fly by night.</p> <p>No follow up.</p> <p>Different facilitators have different approaches.</p> <p>Confusion.</p> <p>Coaching gives tools for life.</p>
40 years				<p>Everything was in right place about the programme.</p>
Forced to resign due to ill health. Unsympathetic, autocratic principal. Never circulated important information about working conditions				<p>Nothing</p>
Not suitable coming from Education department. Returned to teaching.				<p>Yes. One is never too old to learn.</p>

<p>NPDE completed, brought great satisfaction. Coped much better with emotions. Tackled diverse challenges in education with much success. More determined. Much more child and learner-centred approaches used in classroom</p>				
<p>Facilitators from Education Department are not qualified to do workshops and upgrading courses.</p>				<p>Emphasize the listening and reading for reasoning and thinking and not in listening and reading in isolation.</p>
<p>They cause further confusion and teachers become disgruntled.</p>				

Addendum R

Interview questions for principal

August 2010

1. Are you concerned about the literacy levels of the Grade 3 and Grade 6 learners of the school?
2. Are you satisfied with the nature of literacy professional development offered to teachers?
3. Is there a specific person or team focused on a school or phase plan to improve the literacy levels?
4. Does the school have a plan of action for the improvement of the literacy levels?
5. Are there any school-based professional development sessions planned to improve literacy teaching and learning?
6. How will you describe your leadership style?
7. You planned a professional development session on distributed leadership for the whole staff. What made you decide on that specific topic?
8. What will the challenges be should you decide to introduce distributed leadership?
9. What is your opinion of informal leadership development in schools?
10. The teachers who were part of the research project are trained to provide literacy leadership. Do you see any possibility of using them as literacy leaders in the school?
11. Do you foresee any challenges in the introduction of those teachers as literacy leaders?
12. How do you see yourself supporting literacy teacher leadership?
13. How do you envisage the role of teachers as literacy leaders in the school?

Addendum S

Extracts from the researcher's reflective journal

The initial meeting with the principal was inviting and friendly. I sensed that he was the type of school leader that welcomes any opportunity for development that would support literacy improvement in the schools. The principal has a Masters in Philosophy and could relate well to educational research and the need for schools to offer their services w.r.t research for the ultimate improvement of literacy in schools.

At another weekly meeting he invited me to attend one of their arranged professional development sessions. He had invited a leadership consultant to speak to the staff members about the aspect of distributed leadership. I was pleasantly surprised at the topic chosen for the development session, because it was an indication of his own epistemological growth and his openness for change and exposing his staff members to a transformational approach to school leadership.

I was very surprised when the principal invited me to a professional development session which was planned for the teachers. To my surprise the topic of discussion was distributed leadership, one of the theories underpinning my research. I enthusiastically accepted his invitation. This was an important twist in the research process for me, because it was an indication of the principal's attempt at rethinking leadership, which was exactly what building leadership capacity through teacher leadership was about.

The enthusiasm of the workshop participants was clearly visible and the atmosphere was very conducive to learning. The participants all appeared to be very excited to be part of the research, although they did not really know what to expect. I sensed a good existing relationship amongst the five teachers and a commitment to contribute fully to the process and an eagerness to learn and an openness to change. The workshop was conducted within a context of literacy improvement and literacy teacher leadership development. It was quite relevant in the light of the national and provincial initiative to improve the literacy levels of young learners in schools. Early literacy teaching is my field of specialisation in my role as a lecturer at the University of Stellenbosch and being certified as an ontological coach makes me an ideal person to facilitate the workshop and the follow-up coaching sessions.

The initial workshop thus provided the opportunity to start the process of ontological learning and to understand the key theories underpinning ontological approach to leadership. Having the knowledge and understanding underpinning an ontological leadership approach, set the informal leaders on their future leadership journey being a different observer.

The idea behind the next few coaching circles was to look at problems in literacy teaching and trying to solve it as literacy teacher leaders through the

filter of a certain state of the five states of mind and to see beyond the particular issue into what type of our being, thinking or doing might be halting the process of coming to a solution. The area of discussion for the first session namely trust building was a strategic decision and helped to create the environment and atmosphere to begin to operate as a learning community. From the discussion and concerns it appeared that the issue of trust needed to be addressed as a priority and would require commitment to change from all staff members.

In the second session we also discussed effective communication and looked at the link between communication, the body and the emotions and how all of those elements were involved in relationship-building, trust- building and actions. The coaching participants pointed out the relationship between respect and the nature of communication.

A discussion on emotional intelligence and the mood of ambition and possibility followed. It came to light that the mood of ambition was very much absent from the staff, especially a particular small group of people in the Foundation Phase, who were actually preventing the team from moving forward. It was strongly felt that the mood needed to change as soon as possible.

The coaching circle about literacy problems was very insightful, because I became aware of the complexity of the situation at the school, especially in the Foundation Phase. The conversation started with some reflection on the professional development session on distributed leadership and the participants' experience of the opportunity. They all agreed that the discussion was well facilitated. I endorsed the fact that the principal needs to be applauded for his vision to expose the staff to distributed leadership, because it indicated the willingness and openness of the principal to new ways of thinking about leadership. I also commented on the response from the rest of the staff towards the concept that was very positive. We discussed a question that was asked about the lack of trust and who made the comment. The conversation then focused on our previous session on building trust and having integrity and being consistent in your action and what you preach as a leader.

The fourth coaching circle focused on the literacy concerns of the teachers. This was a very enlightening session, as I became aware of the complexity of the literacy situation in the school. A school literacy plan did not exist and there was no individual co-ordinating the efforts of literacy improvement in the school. It appeared as if each teacher was left to cope with the literacy problems on their own. At this session the teachers decided on the focus of discussions for the next few coaching circles. At this stage of the coaching program the participating teachers were reaching a level of confidence to speak openly about their concerns and were open to suggestions from their peers.

The coaching circle that discussed issues on listening skills focused on how the learners' weak listening skills impacted on their overall progress and learning. Strategies for the improvement of literacy skills were shared amongst the participants. It was clear that more attention should be paid to the development of the learners' perceptual skills before they reach Grade One.

The next coaching circle shared concerns about learners' limited vocabulary and the problems that were experienced with language diversity. Discussion around this aspect raised concerns about limited shared reading time between parents and learners to improve vocabulary development. The fact that the teaching of new vocabulary through well-planned explicit teaching was an area that needed to be prioritised, was another important issue. Lack of conversations and consultation on the choice of themes and vocabulary between teachers in the different grades appeared to be a concern that required action. Limited vocabulary impacted negatively on the learners' writing abilities.

The coaching circle that focused on reading skills highlighted grave concerns, because the literacy levels of the learners were unacceptably low. The conversation was very negative at first, but with much motivation and the sharing of best practices and other possibilities for improved teaching by the participants, the despair of the teachers turned into excitement and positivity for the future. The determination of the group to make a difference as literacy leaders in the school was very encouraging. At this stage the participants' level of confidence in being and providing leadership for literacy learning was growing steadily. They had by then realised how important it was going to be to share concerns and ideas to improve the literacy situation in the school.

The last coaching circle covered important issues on assessment and literacy interventions. Assessment has been a concern for many schools and the introduction of assessment tasks was problematic for a number of reasons. One of them being the time involved in the completion of assessment instead of focusing the time more effectively on the teaching of language skills for literacy improvement. Another serious concern was the nature of the education district's system of progression at the end of the year, which was a very "top down" process. Although the school had a learning support teacher, the school system of learning support and the district support to the school was insufficient and not relieving the plight for support of the teachers. This resulted in learners being allowed to progress to the next grade without reaching the minimum standards for progression.

The coaching program ended on a positive note, with the participants reaching promising levels of confidence, determination and enthusiasm for their roles as literacy leaders in the school. The on-going coaching circles had given them the time and opportunity to grow on a personal and professional level and to break free from isolation to continue their journey as literacy leaders in a collaborative learning environment.

Addendum T

Weekend workshop

19-21 February 2010

Literacy Teacher

Leadership Development

and

Coaching

Facilitator: Ms Linda Rutgers

*" If your actions
inspire
others to dream
more, do
more and become
more,
you are a
LEADER"*

Self-assessment checklist: Early Literacy Teachers’ Perceptions of Literacy Teacher Leadership

Name:

Date:

School:.....

Instructions:

Please complete the following self-assessment checklist in your capacity as early literacy teacher or head of department. This survey will be used to assess your current perceptions and understanding of literacy teacher leadership and as part of your coaching process to determine areas in which you could benefit from coaching. Allow yourself to reflect carefully on your responses since the results will be used to help define your goals for coaching towards improved literacy teacher leadership. Your answers are completely confidential, and will not be shared with anyone but me as your coach.

Respond to the following statements in terms of how strongly you agree or disagree.

Statement	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1. I see my work as an early literacy teacher as being both meaningful and critically important for effective and sustainable literacy development in learners.					
2. Individual teachers should be able to influence how other early literacy teachers think about, plan for, and conduct their work with learners.					
3. Teachers should be acknowledged for trying out new literacy teaching strategies in response to learners early literacy needs.					
4. Teachers should decide on the best methods of meeting literacy goals set by policy-makers and education officials.					
5. I am willing to observe early literacy teaching practice and provide feedback to fellow literacy teachers.					
6. I would like to have conversations about my values and beliefs of early literacy teaching with my colleagues.					
7. I acknowledge and value my colleagues’ points of view about literacy and teaching that are different to mine.					
8. It is important for me to be respected by the school management team and other teachers at my school.					
9. I would be willing to help a colleague who is having difficulty with his/ her literacy teaching.					
10. The greater the repertoire of teaching strategies, the more flexibility and choice early literacy teachers have in terms of instructional strategies and classroom management.					
11. Teachers working collaboratively should be able to influence literacy teaching and learning in their schools.					
12. I can serve as a teacher in my classroom and be a literacy teacher leader at the same time.					
13. Co-operating with my colleagues is more important to me than competing with them.					
14. I would be able to present literacy professional development opportunities at our school.					
15. My work contributes to the overall success of our school wide literacy program.					

16. I am currently capable of mentoring new teachers in literacy teaching.					
17. I am currently capable of coaching my colleagues in literacy teaching.					
18. I would be willing to participate in making decisions about resources, instruction, time and classroom management for effective literacy teaching and learning					
19. I am very effective in working with almost all of my early literacy colleagues.					
20. I have knowledge, skills and attitudes that can help learners achieve success in early literacy.					
21. I value time spent working with my colleagues on literacy instruction and other curriculum matters.					
22. I want to work in an environment where I am recognised, valued and respected as a professional early literacy teacher.					
23. I generate new and innovative ideas and problem-solving strategies for early literacy teaching.					
24. I reflect on and learn from my own previous literacy teaching experiences.					
25. I seek feedback from my colleagues for improved early literacy teaching performance.					

Adapted by L. Rutgers from Katzenmeyer and Moller (1996, 2002) for PhD research study, Department of Curriculum Studies, University of Stellenbosch.

Kontrolelys vir selfassessering: Vroeë geletterdheid onderwysers se persepsies van onderwyserleierskap in Geletterdheid

Naam: Datum:

Skool:

Instruksies:

Voltooi asseblief die kontrolelys vir selfassessering in jou kapasiteit as geletterdheidsonderwyser of departementshoof. Die kontrolelys sal gebruik word om jou huidige persepsies en begrip van onderwyserleierskap in geletterdheid te assesseer en as deel van die afrigtingsproses om areas vir verbetering dmv afrigting te bepaal. Laat jousef toe om versigtig te reflekteer oor jou reaksies omdat die resultate gebruik sal word om jou doelwitte vir afrigting as onderwyserleier te bepaal. Jou antwoorde is heeltemal konfidensieël en sal nie met enigeen behalwe my as jou afrigter gedeel word nie.

Reageer op die volgende stellings in terme van hoe sterk jy saamstem of nie saamstem nie.

Stelling	Stem hoegenaamd nie saam nie	Stem niesaamnie	Geenopinie	Stem saam	Stem versekersaam
1. Ek sien my taak as vroeë geletterdheidsonderwyser as betekenisvol sowel as krities belangrik vir effektiewe en volhoubare geletterdheidsontwikkeling van leerders.					
2. Individuele onderwysers behoort in staat te wees om ander onderwysers te beïnvloed ten opsigte van hoe hulle oor hul werk dink, dit beplan en met hul leerders werk.					
3. Onderwysers moet erkenning kry as hulle nuwe geletterdheidsstrategieë in reaksie op hul leerders se vroeë geletterdheidsbehoefte toepas.					
4. Onderwysers moet besluit op die effektiefste metodes om die doelwitte wat deur die beleidskrywers en onderwysbeampes gestel word, te bereik.					
5. Ek is gewillig om vroeë geletterdheidspraktyke waar te neem en terugvoering aan ander kollegas te verskaf.					
6. Ek sal daarvan hou om gesprekke oor my waardes en oortuigings					

van vroeë geletterdheidsonderrig met my kollegas te hê.					
7. Ek erken en heg waarde aan my kollegas se standpunte oor geletterdheid en onderrig wat verskillend is van myne.					
8. Dit is vir my belangrik om gerespekteer te word deur die skoolbestuurspan en ander onderwysers by die skool.					
9. Ek sal bereid wees om 'n kollega te help wat probleme ervaar met hul geletterdheidsonderrig.					
10. Hoe groter die repertoire van onderrigstrategieë, hoe groter is die keuse en buigsaamheid van vroeë geletterdheidsonderwysers in terme van onderrigstrategieë en klaskamerbestuur.					
11. Onderwysers wat kollaboratief saamwerk behoort geletterdheidsonderrig en –leer in hul skole te beïnvloed.					
12. Ek kan as onderwyser in my klaskamer optree en terselfdertyd 'n onderwyserleier wees.					
13. Om met my kollegas saam te werk is vir my belangriker as om met hulle te kompeteer.					
14. Ek sal in staat wees om professionele ontwikkelingsgeleenthede vir geletterdheid in my skool aan te bied.					
15. My werk dra by tot die algehele sukses van ons geheelskool-geletterdheidsprogram.					
16. Ek is huidiglik in staat om jong onderwysers in vroeë geletterdheidsonderrig te mentor.					
17. Ek is huidiglik in staat om my kollegas af te rig in geletterdheidsonderrig.					

18. Ek sal gewillig wees om deel te neem aan besluitneming oor die keuse en aankoop van onderrig- en leermateriaal, onderrig, tyd en klaskamerbestuur met die oog op effektiewe geletterdheidsonderrig en -leer.					
19. Ek is baie effektief as ek met enige van my vroeë geletterdheidskollegas werk.					
20. Ek besit kennis, vaardighede en houdings wat kinders kan help om sukses in vroeë geletterdheid te behaal.					
21. Ek heg groot waarde aan die tyd wat ek met my kollegas aan geletterdheidsonderrig en ander kurrikulumsake bestee.					
22. Ek wil in 'n omgewing werk waar ek erken en respekteer word as 'n professionele vroeë geletterdheidsonderwyser.					
23. Ek genereer nuwe en innoverende idees en probleemoplossings vir vroeë geletterdheidsonderrig.					
24. Ek reflekteer oor en verbeter op my eie vorige ervarings van geletterdheidsonderrig.					
25. Ek sou graag terugvoering van my kollegas wou hê oor hoe om my geletterdheidspraktyke te verbeter.					

Aangepas deur L. Rutgers uit Katzenmeyer and Moller (1996, 2002) vir PhD navorsingstudie, Departement van Kurrikulumstudie, Universiteit van Stellenbosch.

How do you see leadership?

What inspires you to be a leader?

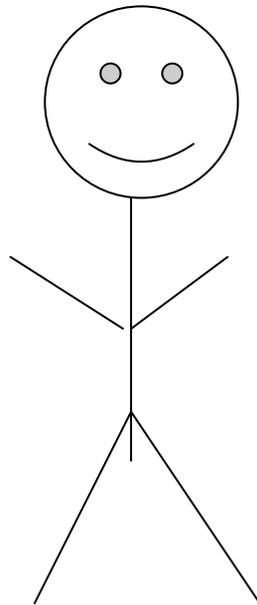
Values	Your first 10 Values	Your 4 key values

Which of your values are not present in your:

Personal life:

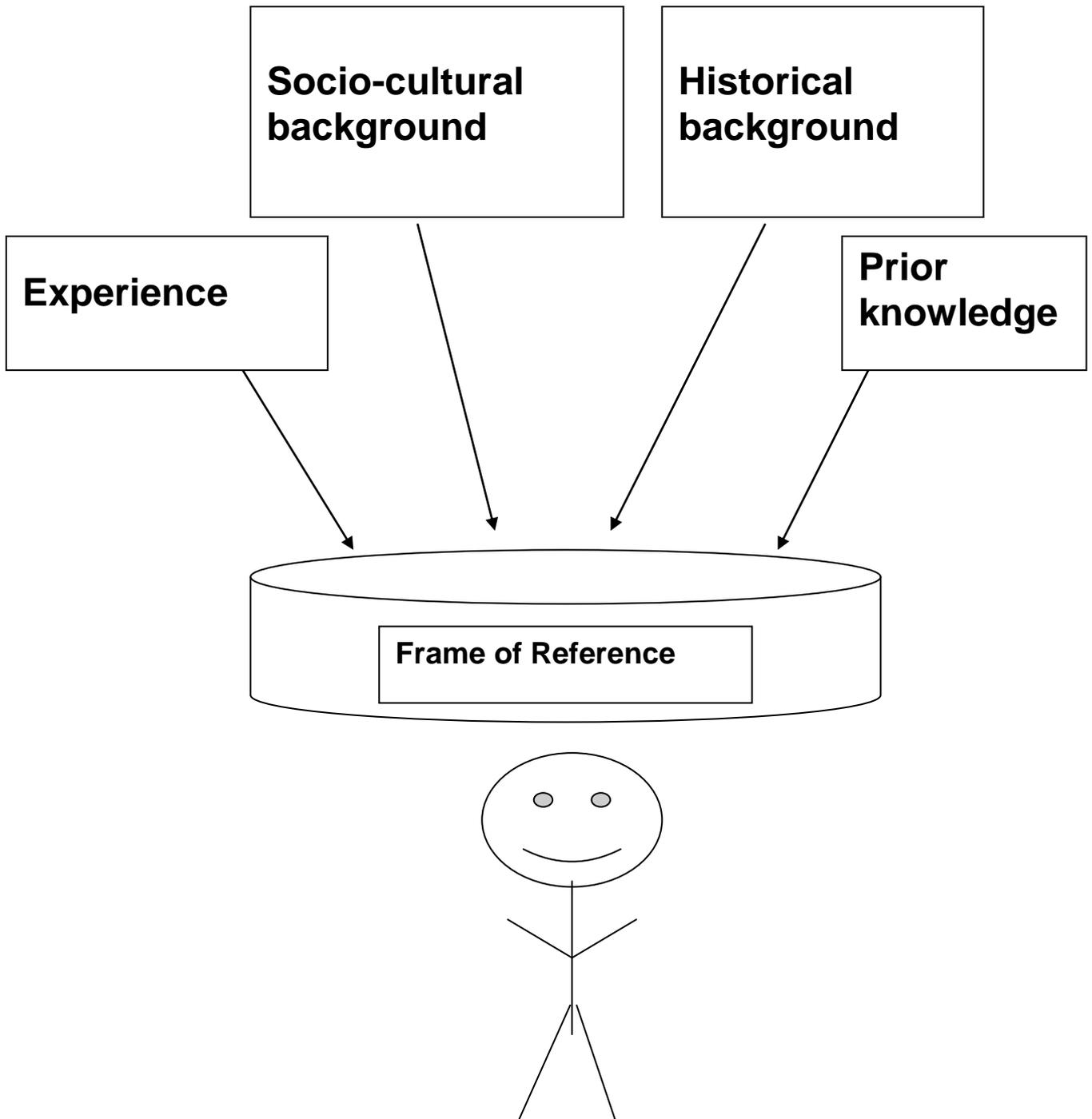
Professional life:

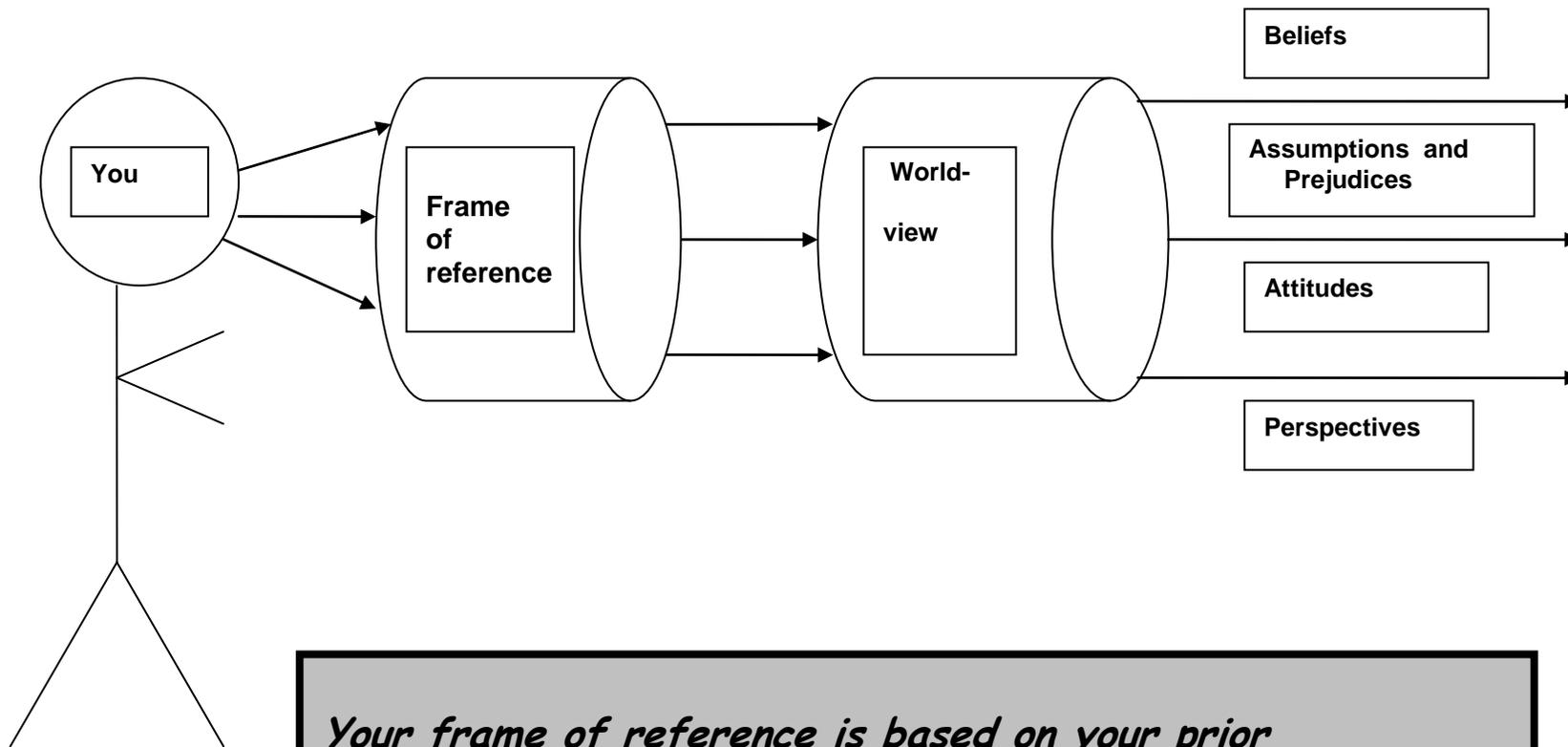
All of us are living in our own story with our own views. Each one of us has a right to our own view and we therefore need to treat every individual as a significant other.



*Every human
being has
the freedom
to change at
any instant.*

Victor E Frankl

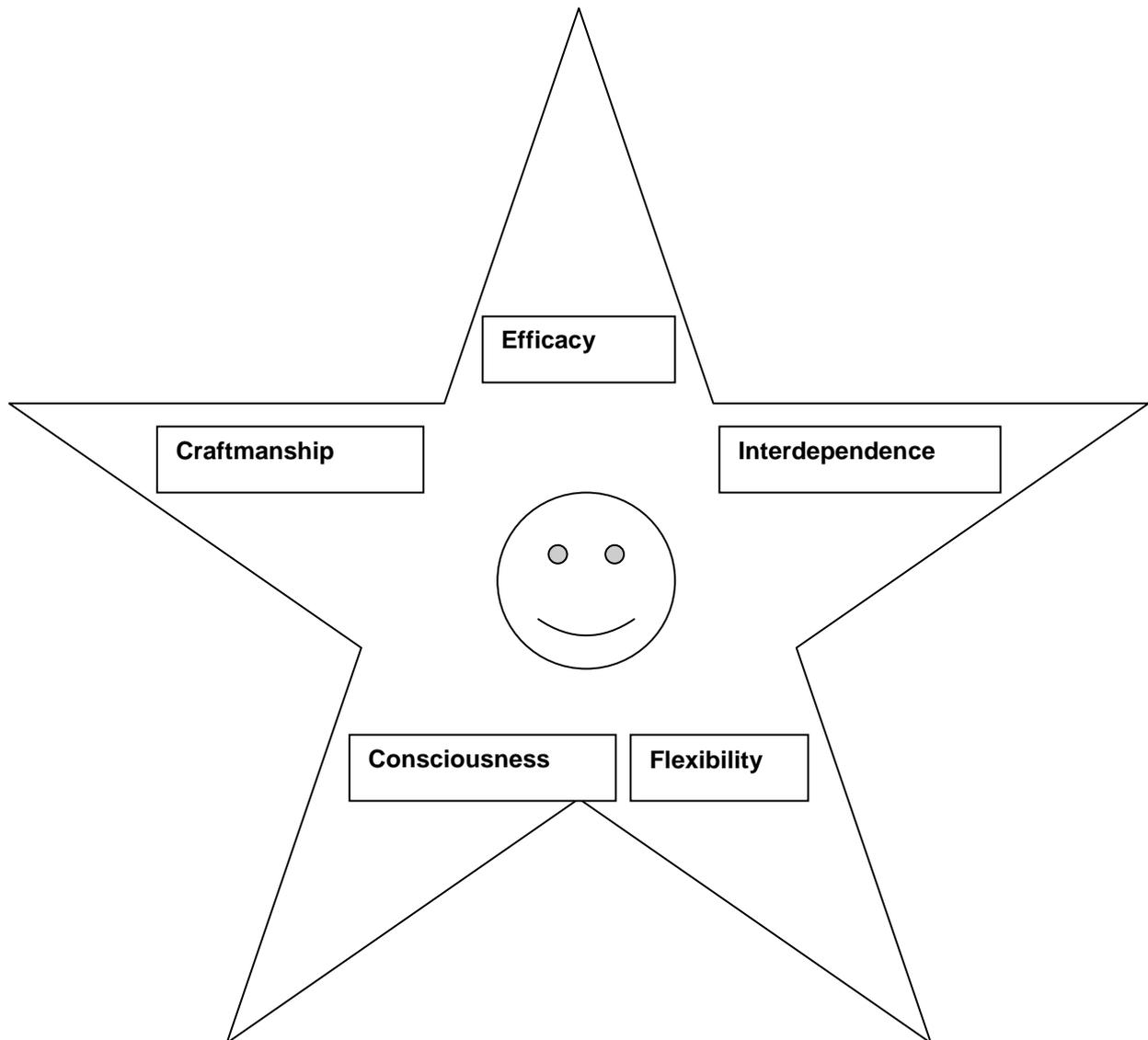




Your frame of reference is based on your prior experiences and who you are being in a specific context, while your current frame of reference informs the current worldview that you hold (be it positive or negative).

The 5 states of mind

(Costa and Garmston: 2006)



7 Habits of Highly Successful People

1. *Be proactive.*

You take responsibility for your own behavior. You don't blame circumstances, conditions, or your conditioning for your behavior. You choose your response to any situation and any person.

2. *Begin with the end in mind.*

You can visualize the future that you want to achieve. You have a clear vision of where you want to go and what you want to accomplish. You live your life according to some deeply held beliefs, principles, or fundamental truths.

3. *Put first things first.*

You live a disciplined life. You focus heavily on highly important but not necessarily urgent activities such as "building relationships, writing a personal mission statement, long-range planning, exercising,...preparation--all those things we know we need to do, but somehow seldom get around to doing, because they aren't urgent." (Covey 1990, p.154). You say no to things that seem critical but are unimportant.

4. *Think win/win.*

You have an "abundance" mentality. You believe there is plenty for everybody. You don't believe that one person's success requires another person's failure. You look for synergistic solutions to problems. You seek to find solutions in which all parties benefit.

5. *Seek first to understand, then to be understood.*

You listen with the strong intent to fully, deeply understand the other person both emotionally and intellectually. You diagnose before you prescribe.

6. *Synergize.*

You are creative. You are a trailblazer and a pathfinder. You believe the whole is greater than the sum of its parts. You value differences between people and try to build upon those differences. When presented with two conflicting alternatives, you seek a third, more creative response.

7. *Sharpen the saw.*

You seek continuous improvement, innovation, and refinement. You are always seeking to learn.

(Source: Stephen R. Covey, *The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change* (New York: Fireside, 1990), pp. 63-309 and Stephen R. Covey, *Principle-Centered Leadership* (New York: Summit, 1991), pp. 40-47.)

Your teaching role

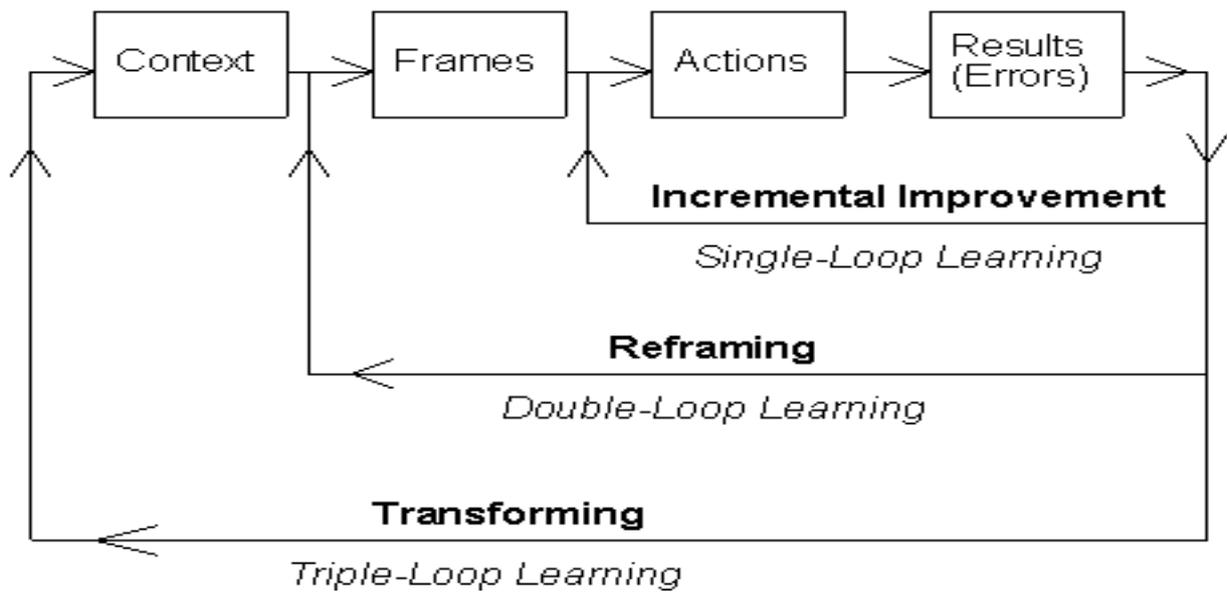


Your leadership role



Transformational (Triple-Loop) Learning involves transforming who we are by creating a *shift in our context or point of view about ourselves*. We may feel exhilarated, stunned, shocked, humiliated, disoriented, and/or depressed at points during this process. The change may happen gradually or all of a sudden. But in this particular context, we will never be the same

From Hargrove: 2008



The 10 Challenges of Change

Peter Senge and his colleagues identify 10 challenges of change.

Grouped into three categories -- challenges of initiating change, challenges of sustaining momentum, and challenges of system wide redesign and rethinking – these 10 items amount to what the authors call "the conditions of the environment that regulate growth."

Challenges of Initiating Change

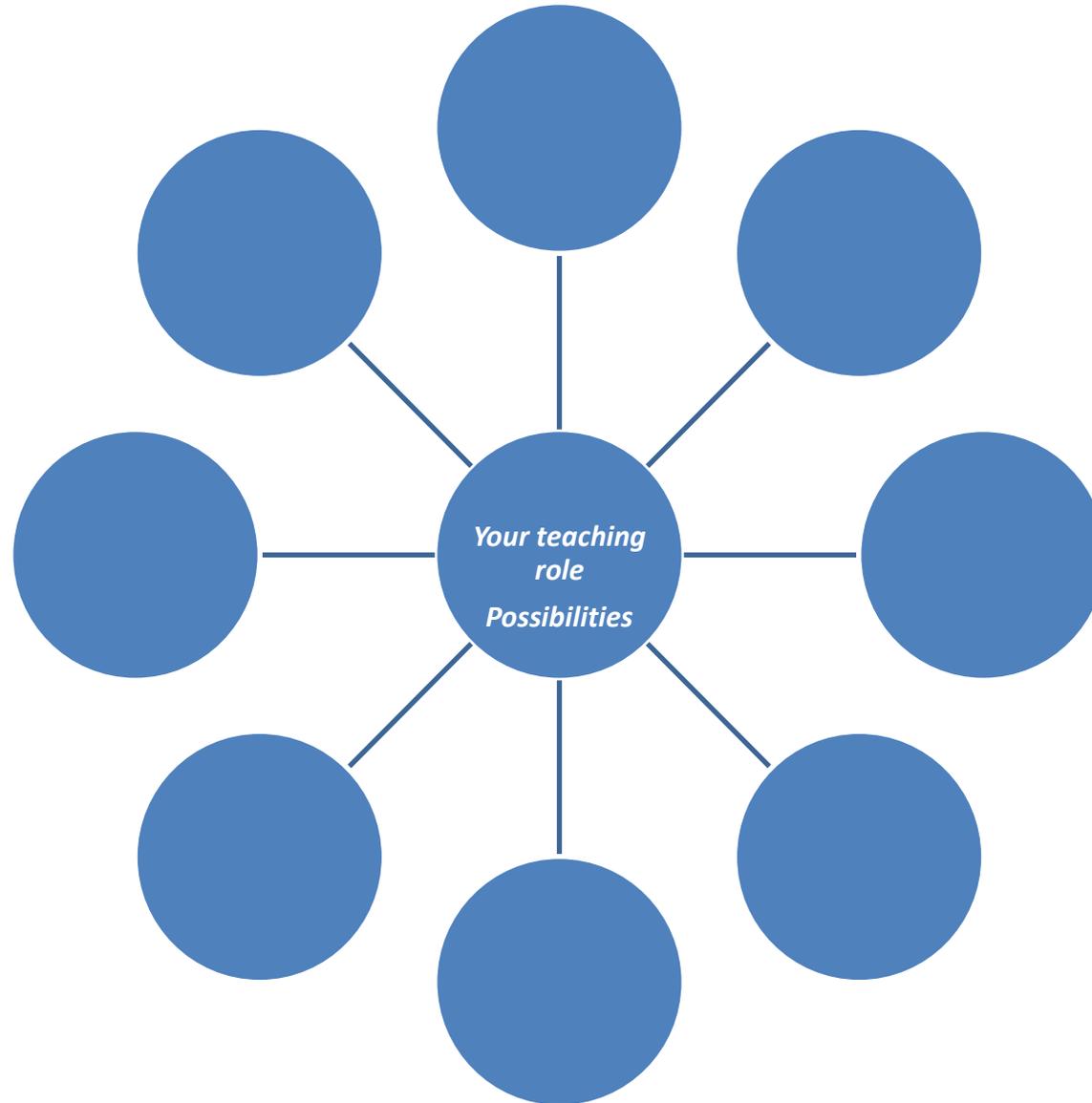
1. "We don't have time for this stuff!" People who are involved in a pilot group to initiate a change effort need enough control over their schedules to give their work the time that it needs.
2. "We have no help!" Members of a pilot group need enough support, coaching, and resources to be able to learn and to do their work effectively.
3. "This stuff isn't relevant." There need to be people who can make the case for change -- who can connect the development of new skills to the real work of the business.
4. "They're not walking the talk!" A critical test for any change effort: the correlation between espoused values and actual behavior.

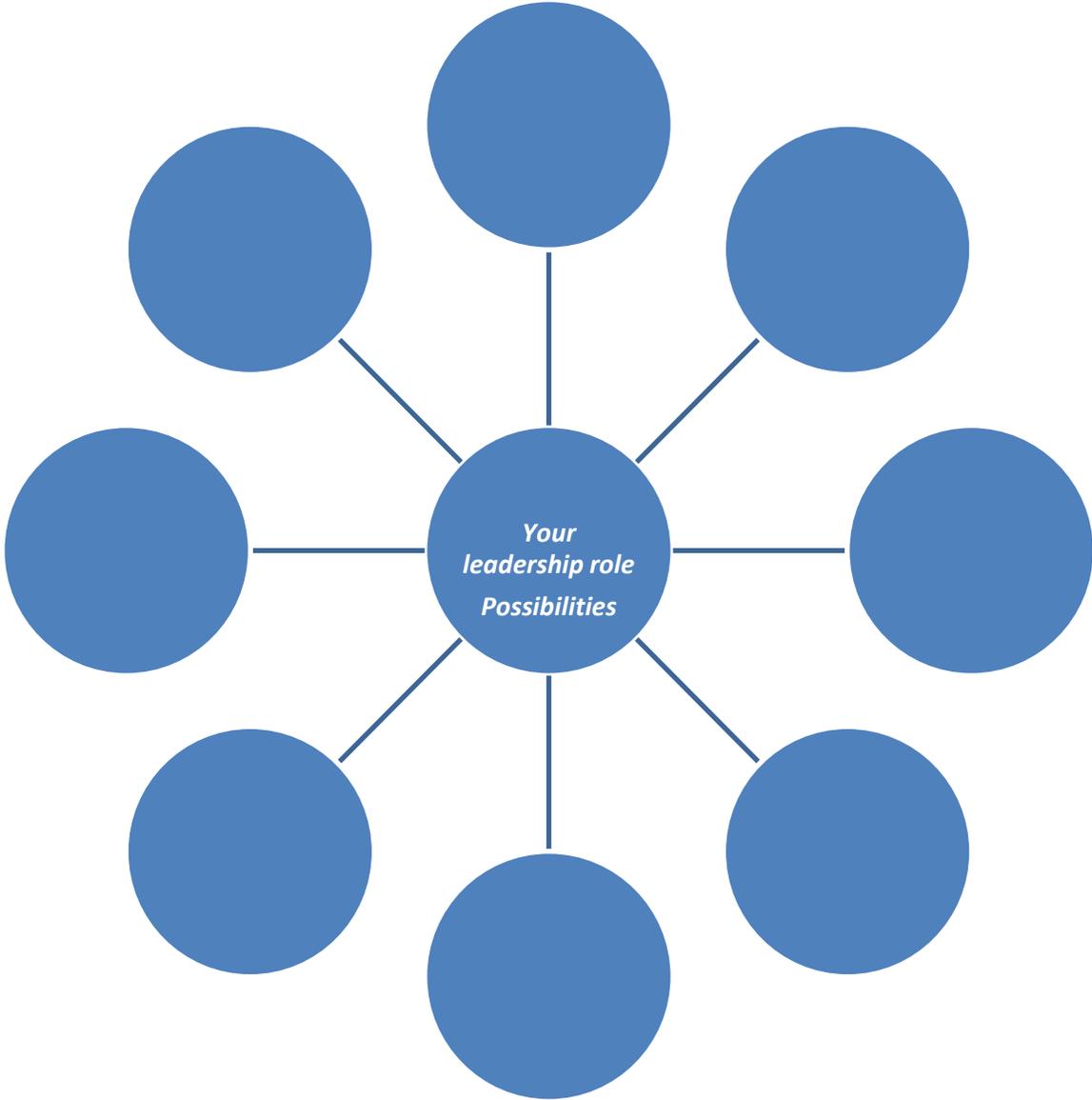
Challenges of Sustaining Momentum

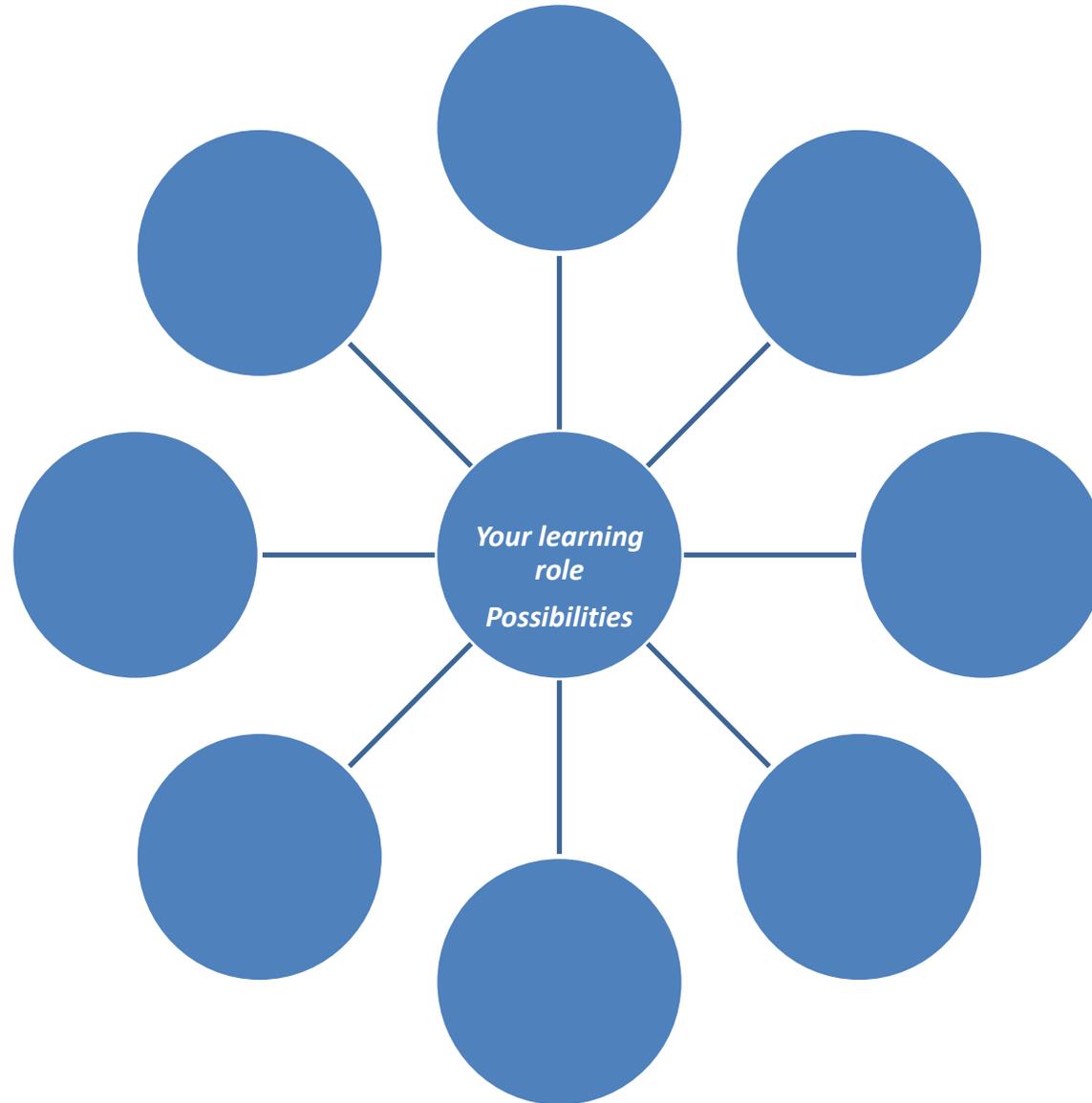
1. "This stuff is . . ." Personal fear and anxiety -- concerns about vulnerability and inadequacy -- lead members of a pilot group to question a change effort.
2. "This stuff isn't working!" Change efforts run into measurement problems: Early results don't meet expectations, or traditional metrics don't calibrate to a pilot group's efforts.
3. "They're acting like a cult!" A pilot group falls prey to arrogance, dividing the company into "believers" and "nonbelievers."

Challenges of System wide Redesign and Rethinking

1. "They . . . never let us do this stuff." The pilot group wants more autonomy; "the powers that be" don't want to lose control.
2. "We keep reinventing the wheel." Instead of building on previous successes, each group finds that it has to start from scratch.
3. "Where are we going?" The larger strategy and purpose of a change effort may be obscured by day-to-day activity. Big question: Can the organization achieve a new definition of success?







Weekend Workshop: 19-21 February 2010

Literacy Teacher Leadership Development and Coaching

Reflect on the 3-day workshop period and please provide feedback according to the following headings:

What was valuable about the workshop?

What were your most significant learnings?

Was there any aspect that you did not find relevant?