Distributed School Leadership, Perceptions & Practices

القيادة التربوية المشتركة بين التصورات والممارسات

By: Amani Ahmed Abdalla

Student ID 110104

Dissertation research submitted in partial fulfilment of the requirements for the degree of Master in Education in Management, Leadership and Policy in Education

Faculty of Education

Dissertation Supervisor

Dr: Clifton Chadwick

June 2014

Dedication

To Michael Henry

Thank you for all of your support along the way

Acknowledgements

First and above all, I praise God, the almighty for providing me this opportunity, and granting me the capability to proceed successfully.

Foremost, I would like to express my sincere gratitude to my advisor Dr.Clifton Chadwick for the continuous support during my master study and to complete this dissertation.

Beside my advisor my sincere thanks also goes to Dr Sufian Forwai for his advices and his friendly assistance all the time.

My deep thanks and sincere gratitude to my Former Principal Mr. Michael Henry from Star International School-Ummsheif, for his support during the whole period of the study, without his supports and encouragements, I could have not finished this work.

I would also like to thank Dr Lourens Cronje from ATHS for his willingness to be part of my thesis research, and for his assistance with the questionnaire. My thank also goes to Mr Ahmed Al Rahl (ATHS) for welcoming me for an interview with him.

I would also like to thank my colleagues for their time to answer the questionnaire.

Finally I would like to thank my dear Husband and my Children who supported me during my study especially my lovely daughter, Asgad. My deep thanks to my Parents and my Sisters who prayed for me throughout the time of my research.

Amani Ahmed

June 2014

Abstract

The purpose of this study is to explore the concept of distributed leadership among Teachers and schools' Principals, the variation between perceptions and practices and how distributed leadership can impact teaching and learning. There are several factors that affect distributed leadership practices in schools. This study has focused on the Teachers' and Principals' understanding of "shared" leadership. The aim was to reveal features that support schools' Principals and to assess whether or not distributed leadership is well-practised in their schools. A mixed methodological approach was chosen comprising a study of literature and statistical data, a questionnaire, semi-structured interviews and observations. The data was then analysed and triangulated in order to provide effective and useful data.

The analysis of the results reveals that all the respondents understand the concept of distributed leadership as they agreed that distributed leadership enhances the teaching and learning process. However, there is a gap between perception and practices of distributed leadership in their schools. These variations could be directly associated with school Principals as owners of distributed leadership practices, in particular, factors that relate to teaching and learning or review of practices and policies. However, some of these practices may not relate to Principals because Stakeholders or the School Board can be involved in major decisions or having insufficient budget for teachers' training. On that basis, the study highlights such variations between perceptions and practices, as it explains their limitations and outlines further research suggestions.

Keywords: Distributed leadership, perceptions, practices, shared, delegation, collegiality, Collaborated distribution, decision-making, enabling and inhibiting factors, Empowerment.

ملخص

إنّ الهدف من هذا البحث هو التعرف على مفهوم القيادة التربوية المشتركة لدى معلمي ومدراء المدارس، ومن ثمّ معرفة الاختلافات بين التصورات والممارسات ومدى تأثيرها في عملية التعليم والتعلم.

هذا ولقد ركزت هذه الدراسة على الكشف عن مميزات القيادة التربوية المشتركة ومعرفة ما إذا كانت هذه القيادة المشتركة يتم تطبيقها بطريقة عملية وفعالة بهذه المدارس أم لا؟، ومن ثم عرض هذه التصورات والممارسات على مدراء المدارس إذ أنهم هم من يمتلك زمام الأمور في القيادة التربوية.

وقد تمّ تطبيق المنهجية المختلطة في هذا البحث وذلك من خلال المعلومات الإحصائية التي تمّ جمعها من خلال الاستطلاعات، المقابلات الشخصية، وحضور عدد من مقابلات التقديم لتولي مناصب قيادية، و بعد ذلك تمّ تحليل كل البيانات التي تمّ جمعها وذلك لتوفير حقائق ومعطيات ثابتة.

وقد أظهرت نتائج تحليل البيانات بأنّ كل المشاركين بهذا البحث يفهمون معنى القيادة التربوية المشتركة، كما أكد الجميع بأهمية القيادة التربوية المشتركة في تعزيز عملية التعليم والتعلم. و رغم ذلك فقد أظهرت النتائج وجود فجوة بين التصورات والمماراسات في تطبيق القيادة التربوية المشتركة في هذه المدارس. ومن ضمن نتائج الاستطلاعات عدم إشراك جميع أفرد المجتمع المدرسي في بعض القرارات المدرسية، وأشار تحليل البحث بأنّ السبب ربما يرجع لمدراء المدارس بحكم امتلاكهم لزمام الأمور في القيادة المدرسية، و لكن بعض هذه المماراسات ترجع لقيادة مجلس المدرسة الذي هو صاحب القرار الرئيس في الكثير من الأمور والتي من ضمنها التحكم بميزانية المدرسة المالية ممّا ينعكس على بعض قرارات المدراء، مثالا لذلك الميزانية المخصّصة للتطوير المهني للمعلمين وبعض الأمور الأخرى.

ختامًا، حاولت هذه الدراسة توضيح الاختلاف بين التصورات والمماراسات ومن ثم عرض التوصيات وبعض المقترحات للمزيد من البحث في هذا الأمر.

Table of Contents

List of Tables

List of Figures

1. Introduction

The purpose of this study is to explore the concept of distribution leadership, as it focuses on the relationship between practices and perception and how it is related to teaching and learning. In researching these questions with teachers, senior teachers, and principals, this study aims to support schools in becoming more aware of their own perceptions and practices, and to benefit from the distributed leadership that can have positive influence in a teaching and learning environment. Spillane (2006) assumes that leadership in schools is almost distributed, and the issues to be considered are how the leadership activities are distributed and the ways in which this distribution is differentially effective. Due to limitations of resources and time, this study focuses on distributed leadership perceptions and its practices. The research was conducted in a private school and semi-public school in the United Arab Emirates.

As per the NCSL 2003 and their study to find the definition of distributed leadership, they state that,

> There are few clear definitions of distributed or devolved leadership and those that exist appear to differ from each other, sometimes widely and sometimes more in nomenclature than in essence (NSCL 2003, p. 6).

According to Gronn (2002 cited in Petrov, Bolden, & Gosling 2006) the first known reference to distributed leadership can be found in the field of social psychology in the early 1950s. The concept was inactive for three decades and then it resurfaced in the 1990s through organisation theory. Concurrently, distributed leadership was being discussed among educationalists. Bush (2011), in his follow-up of the models of leadership, states that distributed leadership has become normatively preferred in the twenty-first century.

One of the facts mentioned within NCSL 2003's research was that the concept of distributed leadership has a diversity of meanings. However, they note three distinctive elements of the concept of distributed leadership as follows: firstly, distributed leadership highlights leadership as an emergent property of a group or

1

network. Secondly, distributed leadership recommends openness of boundaries. Thirdly, it requires the thought that varieties of expertise are distributed across the many, and not the few.

Distributed leadership has acquired increasing interest and focus from policy-makers, practitioners and researchers in education globally. Spillane's (2006) view is "the critical issue of distributed leadership is not that leadership is distributed, but how it is distributed".

Although there is substantial research on distributed leadership, the variations between perceptions in theory and practices have not yet been widely discussed. Taking into account the diverse nature of these schools that practise shared leadership, this case study examines two schools: a private school and a semi public school in UAE. The private school is managed by a British Principal whereas the semi-public school is managed by a South African Principal. This survey investigates three questions:

1. How do teachers and principals understand the concept of distributed leadership?
2. What are the variations between perception and practice of distributed leadership?
3. How does the concept of distributed leadership, as understood by the teachers, principals and deputy principals, link to teaching and learning?

This chapter has introduced the rationale, objectives and scope of work of this present study. Chapter two reviews related literature to this study, and chapter three details the applied methodologies. The results of this study are presented in chapter four. In chapter five, the analysis, discussions, and recommendations are presented.

2. Literature Review

This chapter presents a brief review of the research history on the concept of distributed leadership: its nature, key features found in literature, connection between perception and practices, the need to empower teachers, conditions that promote and inhibit teacher leadership, and a Principal's role in leading learning within distributed leadership.

2.1. "Heroic" or "Shared" leadership

Many researchers have defined the term effective leadership in different ways: James Fenimore Cooper (2009) defines effective leadership as "the successful exercise of personal influence by one or more people that results in accomplishing shared objectives in a way that is personally satisfying to those involved."

In the context of administration, the concept of distributed leadership can be found as far back as Prophet Moses' (PBUH) story (1392-1272 BCE) and the "shared" leadership with his brother Aaron. In both Judaism and Christianity, Moses is a central figure. He is the man from the Old Testament most frequently mentioned in the New Testament: he led the Israelites out of bondage in Egypt, communicated with God and received the Ten Commandments. Moses is known as both a religious leader and a lawgiver. In the Holy Book "Quran", God mentions him more than 120 times, and his story ranges across several chapters. In Islam all prophets came to their people with the same proclamation, and Moses is one of them as he "called the children of Israel to worship God alone and he laid down the laws prescribed in the Torah". During his leadership journey, Moses asked God to appoint a helper for him, his brother Aaron to share the tasks:

> *Moses said, "O my Lord! Open for me my chest (grant me self-confidence, contentment, and boldness). And ease my task for me; and make loose the knot (the defect) from my tongue, (remove the incorrectness of my speech) that they understand my speech, and appoint for me a helper from my family, Aaron, my brother; increase my strength with him, and let him share my task (of conveying God's Message and Prophethood), and we may glorify You much, and remember You much, Verily! You are of us ever a Well-Seer." (Quran Surah Ta-Ha, Part 16:25- 35)*

In the current era, a more achievable and tenable conceptualisation of leadership has been replacing the model of a "single" or "heroic" leader. This alternate model moved leadership in terms of activities and interactions that are "distributed" across multiple people and situations, and involve integral roles and patterns of control (Camburn et al. 2003; Copland 2003; Spillane et al. 2004; cited by Timperely, 2005). In particular, Spillane (2006) contend that "distributed leadership focuses on how school leaders' help and assist for successful intercommunications with others, rather than on what framework or programmes are essential for achievement".

Bush (2011) remarked that, "Distributed Leadership has become the normatively preferred leadership model in the twenty-first century, alternate collegiality as the favoured approach". Bush (cited in Gronn 2002, pg. 88) indicated that "there has been more advanced attention to the phenomenon of distributed leadership". Also Harris (cited in Bush (2010), "it is one of the effective ideas that have appeared in the field of educational leadership in the past decade."

2.2. The nature of distributed leadership

 A review of literature was carried out for the NCSL by Bennett, Christine, Wise and Woods (2003) to understand the forms of leadership activity that might be regarded as distributed. The study put forward three special factors of the concept of distributed leadership as follows:

Firstly, distributed leadership highlights leadership as *developing property of a group or network of interacting individuals*. The concept here contrasts with leadership as a phenomenon which arises from the individual. This is explained more clearly by Gronn (2002) as "concretive action" or "joint action"; this is in contrast to the "additive action" in which individuals add their contribution in different ways. In concretive action, all people pool their expertise (Hulpia & Devos, 2010), and the outcome is a product or energy which is greater than the sum of their individual actions NCSL (2003).

2- Secondly distributed leadership suggests *openness of boundaries of leadership*, (Bennet et al, 2003). This concept offers a broadened scope for the traditional net of leaders. It does not indicate how wide the leadership boundary should be drawn.

3-Thirdly, distributed leadership requires the view that sets of skilled expertise are distributed across the many, not the few, which means that once we open boundaries of leadership, several different and significant points of view and capabilities can be found in individuals spread through the group or organisation (NCSL ,2003).

2.3 Types of distributed leadership

Spillane (2006) identified three types of distribution as a result of interactions among leaders in the co-performance of leadership practice as collaborated, collective, and coordinated distribution.

- **Collaborated Distribution:** Spillane (2006) characterises leadership practice that is expanded over the work of two or more leaders together in place and time to perform the same leadership routine. As he insisted, collaborated practices function not only to focus on the leaders' actions ignoring the motivation and capacity of the teachers, because this is accomplished in the interactions among the leaders.
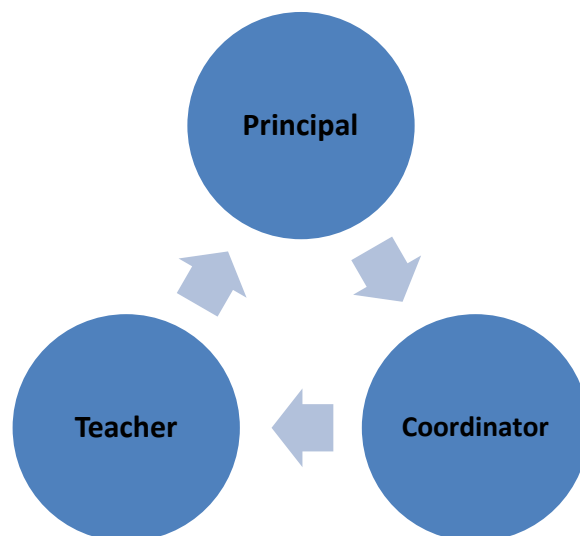
Figure 1: Collaborated distribution (Spillane 2006)

- **Collective Distribution:**

Spillane (2006) explains collective distribution as a leadership routine that involves leaders who work separately but interdependently, while all leadership procedures involve collective practices.
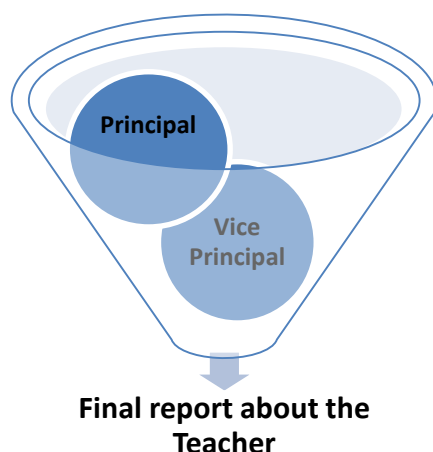
Two leaders co-perform the teachers' evaluation routine as follows:

Principal: Summative evaluation: Formal assessment of teachers, two annual visits to a classroom, and indirect feedback.

Vice Principal: Formative evaluation: Informal rapport with teachers, repeated visits, and direct feedback.

Figure 2: Collective distribution (Spillane 2006)

- **Coordinated Distribution:**

The leadership routines that include actions that has to be performed in a specific succession. Many members are engaged sequentially in an activity with different duties.

1 • Create the assessment

2 • Administer the assessment

3 • Score and analyse the results

4 • Description and adaption of instructional requirements & priorities
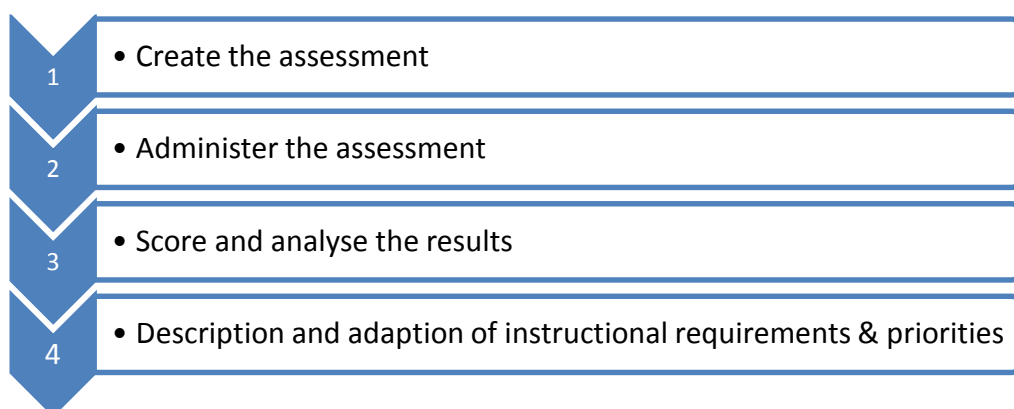
Figure 3: Coordinated distribution (Spillane 2006).

1,2,3,4 refer to Subject coordinator, Teachers, Subject coordinator and her assistant, all the previous members beside the Principal subsequently.

2.4. Some Definitions of Distributed Leadership

According to NLC (2003) "There are few clear definitions of distributed or devolved leadership and those that exist appear to differ from each other, sometimes widely and sometimes more in nomenclature than in essence".

Gronn (cited in Petroy, Bolden & Gosling, 2006) stated that leadership is a quality of group interaction work, and this work needs a distribution of the power and labour within the organisation, not necessarily in a way of increasing the number of leaders but in assisting the progress of leadership action and pluralistic commitment.

Moreover Gronn (cited in Bennet et.al, 2003) identified two meanings for distributed leadership. The first definition maintains that distributed leadership is numerical or additive and the leadership is dispersed rather than concentrated. The second one portrays distributed leadership "as cooperation action and it is more than the sum of its parts". Gronn (cited in Bennet et.al, 2003)

Spillane (2006) assumes that leadership in schools is almost inevitably distributed, and the issues to be considered are how the leadership activities are distributed and the ways in which this distribution is differentially effective. Bennet et al. (2003) stated that it is best to think of distributed leadership as "a path of thinking about leadership, rather than other techniques". Alternatively, Spillane (2006) argues that, "distributed leadership is leadership that is stretched over multiple leaders and it is defined as collective interactions between leaders, followers, and situations". Spillane & Diamond, (2003) explained that it's neither top-down nor bottom-up approach, as it is leadership roles played by different people at different times" .

Spillane (2006. Pg.3) stated that "A distributed leadership is about leadership practice, and this practice is framed in a very particular way, as an output of the joint and collective interactions of school leaders, followers, and aspects of their situations such as tools and routines".

Duignan (cited in Eilis 2010) defined shared leadership as "a result of interaction and discussion between all the school staff as they build a validity of effective work each day". Both Spillane and Duignan identify that leadership is not just an authorization of one person at the top of an organisation.

Goleman (2002) agreed with Spillane and Duignan, that "leadership is not only the individual at the top, but every individual who in one way or other acts as a leader", and this is clearly that not only the Principal, senior, or middle leader, but also the class teacher who acts as a leader in her classroom and has a leadership roles. Harris (2004) defines distributed leadership more inclusively, as it includes the practice of leadership that it is shared and stretched out among a number of individuals collectively which can be formal or informal. He gives an example of when an entire school community including parents collaborate to solve a problem. By their actions, they are all committed to distributed leadership practice.

The literature review emphasises that distributed leadership comes out from top-down initiatives or from more dispersed initiatives. Graetz (cited in Bennet et al 2003), says that distributed leadership in his view "involves an active downward distribution of leadership roles through a fundamentally hierarchical organisational structure". For Hartley and Allison (cited in Bennet et al 2003) distributed leadership is applied by those people who have built association, policies, systems and collaborative cultures for their workers.

Harris and Chapman (2002) (cited in Bennet et al 2003) see the concept of distributed leadership as "coterminous with that of democratic leadership, and examine it by reference to the structural arrangements and Headteacher actions by which it may be created". In their description, they emphasise that

> "democratic leadership includes distributed leadership, the latter consisting of a process of delegating responsibility and authority to senior management teams and then, more widely, giving teachers opportunities to share in decision-making, bringing out the best through these strategies, and giving praise." (Bennet et al. 2003)

Lumby (2003) defined the distributed of leadership as more of a desire of an organisation, not legislated by individual or small groups but created by community and providing a chance for everyone to contribute.

Likewise, Hargeaves and Fink (2006) in defining distributed leadership in terms of what it does rather than what it is, confirm that it is to create leadership opportunities among the school community that strengthen and extend learning for all pupils. However, for both of them, leadership begins with the Principal, because the Head is

the only person who facilitates the distribution leadership in the way it is being distributed and according to the school culture.

2.4.1 Odur's definition of distributed leadership

Odur (2004) defines distributed leadership through an examination of the terminologies related to the definition of distributed leadership such as Dispersed, Collaborative, Democratic, and Shared leadership although they are all main elements of distributed leadership. However, there are some differences in their meanings. Below are their definitions according to Odur.

Dispersed:
appears to suggest leadership as an activity that can be located at different points within an organisation and pre-exists delegation which is aware choice in the practice of power.

Collaborative:
Operates on the basis of 'union' or 'sharing' or 'interconnection'.

Distributed

Democratic:
Leadership as 'democratic' is by definition opposite to hierarchy and delegation.

Shared:
Shared leadership is best understood when leadership is explained as a social process, something that arises out of social relationships not simply what leaders do (Doyle & Smith cited in Odur 2004).

Figure 4: Distributed leadership (Odur 2004)

Moreover Odur (2004) argues that "A common message that runs through these definitions is that leadership is not the monopoly of any one person, a message that is central to the concept of distributed leadership".

2.4.2 Informal and formal Positions:-

Muijs and Harris (2003) stated that as the concept of distributed leadership is widely recognised, an initiative for teacher leadership programmes has been growing in many schools within different countries which reflect formal and informal leadership activities.

Informal leadership Classroom-related functions such as:	**Formal leadership** The roles encompass responsibilities such as:
• Planning. • Communicating goals. • Regulating activities. • Creating a pleasant workplace environment. • Supervising. • Motivating those supervised. • Evaluating the performance of those supervised.	• Subject coordinator • Head of department • Head of year, which often involves moving away from the classroom • (Ash and Persall, 2000; Gehrke, 1991).

Figure 5: Formal & Informal leadership (Mujis & Harris 2003)

Spillane and Duignan (2002) confirmed that the concept of distributed leadership goes beyond formal positions; however the formal positions cannot be neglected, as it affects the interactions of leaders, followers and the situations (Spillane 2006). The middle leaders can be counted as formal positions, and their responsibility varies from school culture to culture. The importance of middle leaders is that they handle the greatest responsibility of distributed leadership as it may effectively allow the Principal to concentrate on the school's educational plans (OECD Report 2008).

Ramsden (1998), Knight and Trowler (2001), and Shattock (2003) confirmed the significant role played by formal leaders (cited in Petroy, Bolden, & Gosling 2006) as the more leadership is distributed, the more important it is to have clear guidance for the local leaders at the school departmental level who are dedicated and able to contribute.

2.5 Teacher Leadership—Improvement through Empowerment

The evidence from the school improvement literature consistently highlights that effective leaders exercise an indirect but powerful influence on a school's capacity to improve upon the achievement of students (Leithwood et al., 1996). "While the quality of teaching most strongly affects standards of pupil motivation and achievement. It has been pointed out that the quality of leadership concerns affects the motivation of teachers and the quality of teaching in the classroom" (Fullan, 2001; Sergiovanni, 1999 cited in Muijs and Harris 2003).

2.5.1 Distribution leadership as a means to empowerment

Johnson & Short 1998, (cited in Rahim 1989) defined leadership power as "the power of one party to change or control the behaviour, attitudes, opinions, objectives, needs, and values of another party." According to the same study they classified five types of powers: legitimate power, coercive power, reward power, expert power, and referent power". The school principal may need to use one or more of these powers to achieve any or all school approved objectives. Without going into analysis of the power as it is not an area of discussion in this study, the power basis used by the Principal may affect psycho-social dimensions for teachers positively or negatively (Johnson & Short 1998). As a matter of fact, teachers understand the Principal's power, and they allow it to influence their behaviour. These interactions between Principal-Teacher may have both constructive or destructive results. Empowering teachers is one of the constructive results of the positive interactions between the principal and teachers. Sergiovanni (2007); states the difference between "power over" and "power to", as he insists that the Transformative Leader is more concerned with "power to".

Figure 6 explains the differences between "power to" and "power over" as stated by Odur (2004).

Power over
• Leaders control people and events so that things turn the way the leader wants. It is concerned with dominance, control, and hierarchy.
• This form of power is refused by teachers formally or informally and if they respond it is not very effective to involve the teachers.

Power to
• Leaders are concerned with how the power of leadership can help people become more successful, to accomplish the things that they think are important, to experience a greater sense of efficacy.
• They are less concerned with what people are doing and more concerned with what they are accomplishing.

Figure 6: Leadership Powers (Odur 2004)

Belhiah (cited in Moyo 2010), in his definition of empowerment with the notion that distributed leadership empowers teachers points out:

> "Empowerment is not necessarily synonymous with relinquishing power and giving teachers absolute power. It simply means giving them the opportunity to experience a sense of ownership and lead aspects of the change" (Moyo 2010, pg. 29)

Johnson & Short (1998) define teacher empowerment as the process whereby the school members develop the capability to take charge of their own progress and solve their own problems. Similarly, Zimermman and Rappaport (1988, cited in Johnson & Short 1998) describe "empowerment as a construct that ties personal capacities and abilities to environment that applied opportunities for choice, and autonomy in demonstrating these capabilities and capacities.

The literature in this area has continued to relate empowering teachers to distributed leadership as according to Jackson (2007), he rejects that distributed leadership equates with delegation, and he insists that delegation is an aspect of power relationships. Instead, he emphasised that distributed leadership is about empowerment that generates reinforcement, opportunity, growth, and space among all stakeholders.

In the same light, Harris (2003) mentioned that it is essential to be sure that "distributed leadership is not simply misguided delegation".

Duignan (cited in Ellis 2010), recommends that distributed leadership "cannot be experienced in schools which run a hierarchical (i.e. based on power and authority) paradigm. He emphasises the importance of trusting teachers, and the need to recognise the ethical reason for sharing leadership practices around maximising chances and outcomes for students".

The message from the literature review is that empowerment of teachers is an important component of distributed leadership. Thus, the school leader is the main part in forming, sponsoring, and upbringing the circumstances for distributed leadership.

2.5.2 Spillane and how leadership distributed

According to Spillane (2006), leadership is distributed in schools either by Design, where it can happen by creating formally designated leadership positions or reframing existing positions, or creating structure and routines that enable the distribution of responsibility; by Default, in the instance that a missing area of leadership is identified, and finally by Crisis, where the teachers bring together to lead a particular leadership function. Gronn (2003) called it as spontaneous collaboration, because it is a type of leadership motivated by a certain situation, and as soon the challenge is managed, the group dissolves.
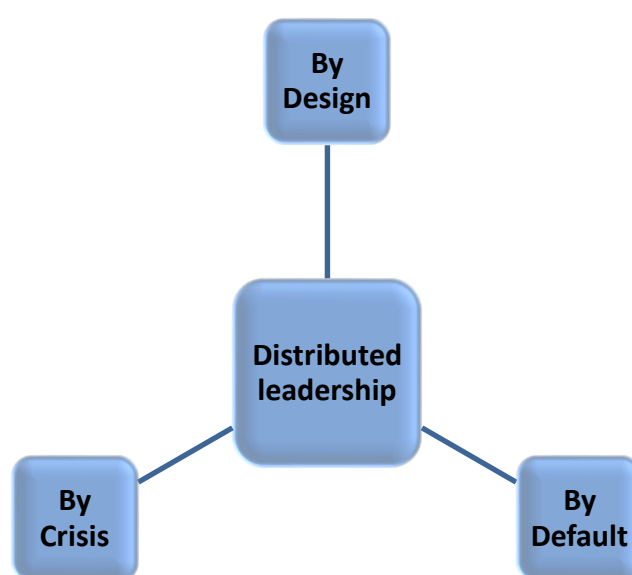
Figure 6: How leadership can be distributed (Spillane 2006)

2.6 Conditions promoting teacher leadership

Previous studies have highlighted that in order to have teacher leaders; certain conditions must be available to promote teacher's leaders. According to Danielson (2006), these conditions are cultural and have structural conditions.

2.6.1 Cultural conditions

There are three forms that support teacher leaders; risk taking, a democratic model, and senior leaders who deal with teachers as professionals. This culture must be established by the head teacher. Busher (2006), mentioned the importance of organisational culture, that its revelation in the way people interact. He asserted the,

"… emphasis in establishing an appropriate culture that is likely to lead
to effective learning in schools is on understanding staff as individuals;
understanding how teachers distinguish themselves as professionals"
(Busher 2006, pg 83).

Danielson (2006) stated that "… teachers need to be confident that their ideas will be received warmly and evaluated on their benefits".

Alma and Harris (2003) agree that, "Distributed leadership, therefore, means multiple origins of guidance and leading, following the contours of expertise in an organization, made coherent through a common culture".

Related to cultural conditions, Danielson (2006) argues that to emerge teachers as leaders, they must be treated as professionals, and they must feel these themselves. Moreover, they need to feel that they are a part of a collegial community.

In her research work, Rosenholtz (1989) argues even more forcibly for teacher collegiality and collaboration as means of generating positive change in schools. Her research concludes that effective schools "have tighter congruence between values, norms and behaviours of principals and teachers" (Rosenholtz 1989) and that this is more likely to result in positive school performance.

2.6.2 Structural Conditions

Danielson (2006) hypothesized that four structural conditions support and promote teacher leadership, these are:

- **Mechanisms for involvement in school governance**: Teachers as leaders formally or informally need to understand the mechanisms of school structure and how it works. However, governance structure must support teachers' involvement for good practice of teacher leadership.

- **Mechanisms for proposing ideas**: Danielson (2006) emphasised that these mechanisms will help teachers to come forward with ideas and a chance for "what" and "how" they plan to go about it if formally or informally. Wasley cited in Harris (1991) reiterates that "teachers need to be involved in the process of deciding on what roles, if any; they wish to take on and must then feel supported by the school's administration in doing so".

- **Time for collaboration**: Most of the leadership roles need time; this time will help teachers for meeting together for collaboration, planning for projects, or observing their colleagues. If time is not available, then teachers may find themselves forced to involve themselves in leadership activities out the normal school hours. Ovando cited in Harris, (1996), that teacher need time to meet, and collaborate with each other to promote and develop effective goals for school progress. This time allocated for teachers is fundamental for success.

- **Opportunities for skills acquisition**: Danielson (2006) states that, "in a school system committed to promoting the development of teacher leaders, opportunities are needed for learning skills through continuous professional programmes and for practising leadership" (Danielson 2006 pg. 129**).**

2.7 Conditions inhibiting distributed leadership
There are several factors that inhibit teacher leadership. According to Danielson (2006), these factors can be cultural and structural:

2.7.1 Cultural Factors
Cultural factors are normally related to traditional standards and the solidarity of teachers in a hierarchical structure (Danielson 2006).

- Administrators threatened by teacher leadership: If teachers feel that they are under rigid control of senior management, teachers will not grow in an environment dominated by fear. Administrators need the active engagement of teachers in making their contribution beyond teaching and learning. Some leaders may consider significant initiative of teachers as a step in resolving issues.

- Teacher unwillingness: Teachers may be reluctant to be leaders either because they feel that they step above the line of duty or that teachers feel they need their time to improve their teaching practice. Lack of confidence could be another factor as they simply think that they do not have professional expertise that could be of importance to others.

2.7.2 Structural Factors
Some schools do not promote teacher leadership, as the school calendar is organised around a view of teaching in regards to contact time. Any extra time for curriculum development, problem solving, or professional learning is counted as

unnecessary. The problem is not a problem of time as it is a matter of commitment (Danielson 2006, p. 131). Literature has also indicated that some senior leaders are not quick to react to teacher initiative or sharing.

Hargreaves and Fink (2006 in Mayo 2010, p. 42), pointed that there are many problematic issues related to distributed leadership which can be summarised as follows:

- **Payment:** This matter of payment arises when some teachers get paid for their responsibilities of leadership and others do not.

- Time: Spillane (2006) noted that some teachers handled roles for which they had release time from teaching. Other teachers taught full-time, and they found it difficult to handle roles beyond teaching responsibilities.

- Role conflict: This happens when roles are poorly defined which may give rise to struggle and conflict with other leadership (Mayo year, p. 42).

The main reasons behind failure of distributed leadership according to Harris (2003) are:

 Distance: The geographic distance, and especially if the school is in a growth stage. Lack of communication due to distance, is one of the obstacles for the team to meet and solve. Modern technology of communication can be one of the solutions.

- Culture: The challenge in schools is to move from one leadership and from "top down" leadership, and see the school as a complex organisation. Distributed leadership as an organisational resource where its members work together collaboratively which allows for more interactions between school staff. This new culture will guide the school effectively to problem solving and school development.

Odur (2004) summarised the factors that promote or inhibit distributed leadership as "push" and "pull" factors. The diagram below shows those factors.

Promoting Factors:

- Trust - Support - Risk taking - Recognition

- Open to critisism - Willingnes to share.

- Appropriate skills knowledge - Good relations - Financial capacity - Willingness to challenge - Wllingness to change

Inhibiting Factors:

- Distrust - Insecurity - Hierachacial structure.

- Accountablility - Lack of ability

- Unwilligness to take in resposibility

- Dishonesty - Workload - Natural limits to freedom.

Figure 7: Promoting and inhibiting factors for distributed leadership (Odur 2004)

2.8 Distributed leadership and quality learning

West-Burnham (cited in Eilis 2010) believe when "the quality of learning is related to quality of teaching; it is directly related to quality of leadership". Literature has also identified that the main reason of distributed leadership is improving the students' results.

Although the Principal does not have a direct influence on students' learning, he has indirect influence in students' learning by improving teaching and learning strongly through his influence on staff motivation, inspiration, dedication, and working circumstances (Day, Sammons et al. 2007 cited in Eilis 2010).

The concepts of teacher leadership, and its extension of professional learning communities and the creation of learning opportunities for both teachers and the students play major roles in distributed leadership that link to student learning.

Hajis and Muris (2002) claim that "teacher leadership has a positive impact on improving learning". Regardless if it is formal or informal, it is a form of leadership distribution that is concerned with teaching and learning.

2.8.1 Principal's role in leading learning and distributed leadership

In their report, OECD (2008, p. 2) stated that "Policy makers and practitioners need to ensure that the roles and responsibilities associated with improved learning outcomes are at the core of school leadership practice".

This study recognises four main areas of responsibility as key for school leadership to improve student outcomes as follows:

1- Supporting, evaluating and developing teacher quality.

2- Supporting goal-setting, assessment and accountability, and using data to improve practice.

3- Enhancing strategic financial and human resource management by providing training to school leaders, establishing the role of a financial manager within the leadership team, and involving leaders in recruiting their staff.

4- School leaders need to develop their skills to become involved in matters beyond their school borders, by collaborating with other schools (OECD 2008).

The OECD report further outlines that "school leaders can contribute to improve student's learning by redesigning the situations and the school environment to improve the teaching and learning".

Southworth (2004) says that effective school leaders work directly on their indirect influence through three strategies:

- **Modelling:** power and setting an example for teachers by leaders.
- **Monitoring:** analysing and acting on pupil progress and outcome data. Leaders also need to visit classrooms, observe teachers at work and provide them with constructive feedback.
- **Dialogue:** creating opportunities for teachers to talk with their colleagues about learning and teaching. Later Leaders create the circumstances to meet with colleagues and discuss pedagogy and pupil learning.

Southworth (2004) insisted that structures and systems of schools are very important for school and effective student outcome. Some organisational structures that are

recommended for successful and quality of teaching and learning in classrooms are as follows:

Planning Process:for lessons, units of work, periods of time, individuals and groups of pupils, classes and years.

target-setting for individuals, groups, classes, years, key stages and the whole school.

communication systems, especially meetings.

monitoring systems: analysing and using pupil learning data, observing classrooms and providing feedback.

roles and responsibilities of leaders (including mentoring and coaching).

policies for learning, teaching and assessment and marking.

Figure 8: Southworth's recommendations (Southworth 2004 pg.11)

Summary

Based on the literature review above, the key features of distributed leadership which are relevant to the present can be summarised accordingly. It needs to be recognised that leadership does not reside solely upon the shoulders of the principal and deputy principal as it occurs through interaction, influence, and organisational procedures and practices. In addition, it is also contextual as usually there is interdependence between leaders, followers and their situations (Ellis 2010). Time is another essential feature and it needs to be allocated properly in promoting effective goals. Each teacher should be valued and supported in his or her professional practice, and professional development coupled with on-going learning should be seen as the norm for both teachers and students.

Thus, within a school context, appropriate structures must be formed to provide opportunities for collaboration and for involvement in decision-making. In an ideal context, trusting teachers is very important for effective distributed leadership and the latter should ideally be practised through formal and informal ties. The next chapter will describe the methodological approach undertaken to address the research question of the present study.

3. Research Design & Methodology

As stipulated earlier, this study seeks to explore the perceptions and practices of distributed leadership within schools in the UAE. Details of the applied research methods and data collection are thoroughly discussed in this chapter.

3.1 Methods of data collection

Having recognised that the research would be carried out in two schools in Dubai, a,mixed methods' approach (quantitative and qualitative) was chosen to collect the data. Creswell (2003) stated that "the mixed methods employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problem". The data collection also involves gathering both numeric information (through survey) as well as text information (interviews) so that the final database represents both quantitative and qualitative information.

Heck and Hallinger (2005) and Yangping and Gopinathan (2009) (as cited in Fankhauser 2010) support the application of creativity has to be part of chosen methods, and by choosing mixed methods, the researcher has attempted to expand the information about understanding the perception and the practices of distributed leadership.

Apart from the literature review and statistical data study, a questionnaire, semi-structured interview, and an observation of a formal interview for leadership roles as "subject leader", were engaged. All the information then was analysed in order to offer good and useful data that from the results of this study, which are presented in chapter 4 and 5.

Figure 10 illustrates the process of the study.

1- Research
Questions

3- Select Research
Methodology

2- Purpose of
Mixed Research

4- Data Collection

5- Data Analysis

6- Data
Interpertation

7- Conculsion

Drawing Final Report
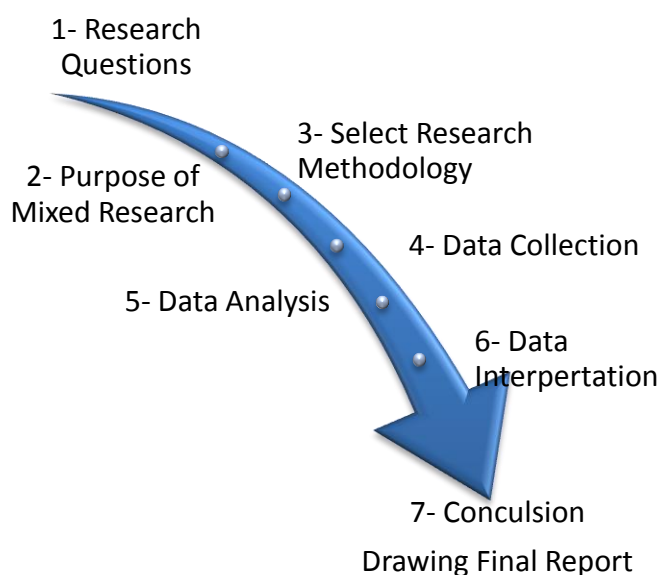
Figure 9: the Research Process (Johnson.R & Onwuegbuzie 2004)

3.2 Reliability & Validity

Reliability, defined as the degree of consistency between two measures of the same thing (Mehrens & Lehamn, 1987), is the measure of how stable, dependable, trustworthy, and consistent a test is in measuring the thing each time (Worthen, 1993). Validity, defined as, truthfulness, evaluates if the test has measured what it calls to measure, the extent to which certain assumptions can be made from test scores or other measurement (Mehrens and Lehman, 1987) and the degree to which they accomplish the purpose for which they are being used (Worhten, 1993).

To confirm the reliability and validity in this research, all the surveys were reviewed by my Dissertation Supervisor. In addition, the Principal of my school volunteered to review it from a leadership point of view. The researcher was able to conduct a pilot survey, although it was not extended among many participants, the feedback was useful. A senior leader from my school volunteered to answer it, and she confirmed the clarity of questions, and the suitability of the. This was declared during a staff meeting as teachers were worried, about the length and the time needed to answer the questionnaire. The two schools' Principals explained the importance of this study, in benefiting teachers to measure their knowledge about the perceptions of "distributed leadership".

3.3. Participants & Instrumentation

The Teachers and the middle leaders who participated in the questionnaire survey are of both genders, as all of them have more than a year teaching experience. Some of them handle formal or informal leadership roles in their schools. Around 33 participants from the first school completed the questionnaire and 6 from the second school. A total of 39 forms were returned to the researcher. For the second survey, three teachers were observed during formal leadership interview from the first school. Three interviews completed with both schools' Principals and the Vice-principal of the second school.

3.4 Questionnaire

The questionnaire handed out for this study is based on the literature reviewed in defining the "distributed leadership", and the relation between the perceptions and the practices related to the teaching and learning process. The questionnaire as a method for gathering data, has both advantages and disadvantages.

Advantages	Disadvantages
• Administration is comparatively inexpensive and easy even when gathering data from large numbers of people in a short period of time. • Reduces chance of evaluator bias because the same questions are asked of all respondents. • Some people feel more comfortable responding to a questionnaire survey than participating in an interview. • Finally the listing of closed-ended responses is an easy and straight forward process.	• Survey respondents may not complete the survey resulting in low response rates. • Items may not have the same meaning to all respondents. • Size and diversity of sample will be limited by people's ability to read. • Given lack of contact with respondent, never know who really completed the survey, and incapability to investigate for additional information

Table 1: Advantages and disadvantages of questionnaire (Finn & Jacobson 2008)

In this study, a questionnaire was constructed to find out teachers' perceptions of shared leadership and the practices in their schools that contribute to it. Also, the open-ended questions in the questionnaire were designed to allow participants greater freedom in their answers of understanding "shared leadership" in the school context, to find the barriers and obstacles a teacher may face in assuming a leader ship position. The questionnaire would also help to identify the factors that help teachers to do their job well, and ones that inhibit teachers from doing their jobs. The findings were used to establish teachers' understanding of the concept of "shared leadership", and to find the relations between perceptions and practices in those two schools from Teacher perception and the Principals' views and practices.

3.4.1 Structure of the questionnaire

The questionnaire was designed on the basis of findings from the literature on distributed leadership and its effect on student learning. The questionnaire was divided into four sections. The whole questionnaire is attached in Appendix 1 for detailed study.

The first part of the questionnaire contained thirty questions concerned with leadership and distributed leadership perceptions. The questions helped determine various perceptions in distributed leadership, such as teachers' influence and sharing responsibilities, working in teams, involvement in decision making, and the learning environment. The questions in this section were revised with the dissertation Supervisor. By asking teachers to express their agreement (0=strongly disagree to 4=strongly agree) the researcher can determine the teachers' perceptions of distributed leadership and link it to the practices questions in the 2rd part of the questionnaire. These can be analysed from a standard perspective, based on the literature review and findings in chapter 4.

13. Each teacher should take responsibility for the achievement of all students in their classes.	0	1	2	3	4
14. Teachers should plan and review their work together with colleagues in	0	1	2	3	4

the same departments.					
15. It is the role of the Principal or Deputy to encourage everybody to work together towards a shared vision.	*0*	*1*	*2*	*3*	*4*
16. Teachers from different subject departments or key stages should share ideas about teaching and learning.	*0*	*1*	*2*	*3*	*4*

Table 2: Selection of questions in part one of the dissertation questionnaire-Perceptions of distributed leadership

Following the first part, there are three open questions; the first obtained insights into teachers' understanding of shared leadership. The second investigated teachers' interests in handling leadership roles, and the third examines the reasons behind refusing leadership roles by arranging four barriers in order of importance. Those four barriers are time, payment, personality, and school climate.

The second part consisted of thirty questions concerned with leadership practices in the school. In this section, teachers were requested to mark each question on the basis of to what extent their schools performing this practice. A score of 4 or 5 indicates a well-established practice and a practice which is being repeated subsequently. Scores of 2 or 1 indicate that the practice is starting or does not happen in the school subsequently. A rating of 3 indicates that development is being made in this practice.

The second part of the questionnaire will help the researcher to identify how the leadership is distributed in those schools, and to connect the findings from the teachers with the Principal's interview. Two open questions followed the second part, to identify the elements that helped or inhibited the teachers to do their work well.

8. In our subject department we work together to systematically review our work.	
9. Self- reflection on practice is encouraged.	
10. Every year we strive to improve learning by prioritising specific actions.	
11. Teachers are given opportunities for professional development that enhance student learning in their own subject area.	

Table 3: Selection of questions in part two of the dissertation questionnaire-Practices of distributed leadership.

3.4.2 Distribution and processing of the questionnaire

The questionnaire was sent by email to two schools' teachers with the permission of those schools' Principals. Within the first school, the Principal encouraged his staff to respond to the questionnaire during his daily staff meeting. The school is a private school in Dubai, k-12 and adopts the British curriculum. 95% of staff is of British nationality and the school is led by a British Principal. In the second school, the Principal encouraged his staff to respond to the questionnaire, through a general email to the whole staff. The school is a semi-private secondary school in Dubai, following an American standard in its curriculum. The nationality of its students are all Emirati students, the staff are of various nationalities and led by a south African Principal.

The first response was very low from both schools, and a reminder via email was sent enclosing a second copy of the questionnaire. After 20 days, a further follow up was done for both schools and by the schools' Principals, which was worthwhile as per Robson (2002) commonly recommended.

33 questionnaires were collected from the first school, some as soft copy and some as hard copy. 6 questionnaires were collected from the second school.

3.4.3 Constraints & limitation of questionnaire

According to Robson (2002), the disadvantages of a questionnaire-based survey are that "postal and other self-administered surveys are typically having a low response rate, as you don't usually know the characteristics of non-respondents you don't know whether the sample is representative". So to avoid the problems in question wording, the questionnaire was revised by the first school Principal as a trial to keep the language simple and remove any ambiguity that may confuse his staff. Robson (2002) stated, "Wording of questions is of crucial importance, and pretesting is essential". The final version was revised by the dissertation Supervisor where some changes were done to the open questions. The aim was not gain general findings from a larger population, but to get an overview of how people understand a perception and how it is practiced.

3.5. Research Interview

The interview with two different Principals was very important to the research, as it gathered information about how the schools' Principals practice shared leadership and from a headship view. Robson (2002) remarked "interviews are a flexible adaptable way of finding thing out".

3.5.1 The interview format used in this study

The reason behind using an interview with the schools' Principals, "as face-to-face interviews offer one's line of enquiry, following up interesting responses and investigating underlying motives in a way that postal and other self-administered questionnaires cannot" (Robson 2002). Closed ended questions and open- ended questions were prepared; open-ended questions will help to go into more depth and to clear any misunderstanding during the interview. This will enable testing of the respondent's knowledge, allow making an assessment of what really the respondents believe, and express their thoughts freely.

3.5.2 Process and categorising of the interviews

Initially, the first school's Principal interview was being discussed informally, as the researcher works in this school. However, he refused to have the interview recorded. According to Pole and Lampared (2002) (cited in Moyo 2010), one of the inherent difficulties of recording a dialogue is "some interviewees may refuse to be tape-recorded fearing that tape may be played to people they may not wish to hear

their views". The researcher did not insist on recording, as she is working in the same school, and it will be easy to revise the interviewee later for clarifying any point that was not clear during the interview. According to Powney's and Watts (1987, cited in Robson (2002), "the semi structured type of interview is still a respondent interview, as interviewers have their shopping list of topics they want to get response to, in a freedom of sequencing the questions, arranging time, and word". The first sample Principal supported his answers with written answers. Then a formal discussion was held as a second step.

The second school's Principal interview was recorded as an audio recording will help the interviewer to get a permanent record and to focus on the interview instead of taking notes. The interview took an hour with the school's Principal and 35 minutes with the same school Vice Principal. The researcher found it important to meet more than a leader in the second school, as it is difficult to observe the leadership practices there. The case is not the same like the first school, as the researcher works in this school.

Descombe (2003) claims that one of the disadvantages of interviews is that responses are based on what interviewees say rather than what they do or did. However, on the other hand, the advantages of interviews are participants have the opportunity to expand their ideas and views and agree what they consider as essential factors (rather than the researcher). So interviewing the Principal and the Vice Principal of the second school, helped to access perceptions and to gain deeper insight into practices as the questionnaire responses was not the same size like the first school.

Subsequently, all the interviews were categorised and analysed in detail in chapter four and five.

3.5.3 Limitations of the interviews
Interviewing is time-consuming, as it requires careful preparation, securing necessary permission which will take time (Cohen, Marison, & Maorrison 2007), and it was a challenge to find schools whose Principals were willing to offer some of their valuable time.

Both Principals are very experienced with more than 30 years in headship as they were very effective in their organisations. They were aware about their roles, and they reflected their views very clearly. Later, the results of the interviews with both Principals were carefully planned and analysed.

3.6 Observation Teachers' interviews

Observation can often usefully complement information that is obtained substantially by any other techniques (quantitative and qualitative). And a major advantage of the observation as a technique is its directness. As a result, the third procedure to collect data was observing a formal interview with some teachers in the first school for a formal leadership post. Based on the literature review in chapter two, whether the formal leadership post is part of "shared" and distributed leadership or not, will be further discussed in chapters 4 and 5.

3.6.1 The observation format used in this study

The plan was to record this interview which was held by first school's Principal, Senior Leadership Team, with three class Teachers. However, the Principal did not give consent for the interview to be recorded it as it is a confidential interview for choosing the right teachers for those posts. In an observation, sometimes the observe may be unaware of being observed, however, in this case consent was obtained from the interviewee.

As this school practices shared leadership, so observing this meeting was used as a supportive method to collect data that complements or puts in perspective the data obtained from the questionnaire and the interviews. So the observation here is used to corroborate the messages obtained from the teachers and the Principal.

3.6.2 Process of the Observations

The observed interviews was in the first sample school, the Principal, SLT, with three class teachers who applied for a formal leadership post as "subject leader" for Math and Literacy. The meeting was for 35 minutes with each candidate. The Principal handed the researcher the questions for the interview before the meeting. Two of the applicants were new to the leadership role in the school, whereas the third teacher wasalready a "Year leader" and she applied to be a subject leader. The meeting was attended by all the school senior team (four members), the Principal was the main interviewer while opportunity was granted to each SLT member to ask questions.

Subsequently, the conducted observations were analysed and categorised in detail. Results of the observations can be found in chapters 4 and 5.

3.6.4 Limitations of the observation

Observation is neither an easy nor a trouble free option. In this study, consent was obtained from the observer and then from the observed, because the interview was confidential. Informing the teachers does not affect the validity of the observation, as the teachers tried to show their best in understanding the form of "shared leadership" during the interview, why they applied for this post, and what the Principal looks for when choosing teachers for formal leadership. Due to confidential reasons, permission for recording the interview was rejected and notes were taken instead.

3.7 Triangulation

'Triangulation' is a term that is now very widely used, and according to Hammersley, (2008) the literature reviewed four meanings of "Triangulation". However we will cite here the original definition of "triangulation" which Hammersly (2008) refers to as "checking the validity of an interpretation based on a single source of data by recourse to at least one further source that is of a strategically". Flick (2002) mentioned that the term triangulation is used to indicate "observation of research issue from at least two different points". As he stated, "triangulation as a validation strategy within qualitative research and more as a strategy for supporting knowledge by gaining additional knowledge, as it is becoming more fruitful to integrate different theoretical approaches or to take these into account by mix methods". This study applied triangulation not only as validation strategy but also for gaining additional knowledge about the study subject.

3.8 Ethical issues

Ethical issues must be given due consideration, and all the ethical principles must be ideally met before and during data collection. Informed consent was given to the researcher by the two school Principals; the objectives of the study and the benefits were explained clearly to the teachers during the school staff meeting or through an email. Standards or privacy and confidentiality were applied, and participants' rights and dignity were respected. For the observation, particular attention was applied to ethical issues concerning confidentiality of the teachers' interview for the positions

declared by the school. The comments of the interviewer after meeting each teacher were also kept as confidential so as not to harm the participants.

The ethical issues within the research itself were also taken into consideration as the data collection largely depended on the survey, with additional data from interviews and observation. Copies of the final research report will be given to both school Principals and the findings will also be shared with participants of the study if they so wish.

3.9 Strengths and limitations of this study

Johnson and Onwuegbuzie (2004), promote using the mixed methods approach and clarified the strength of the mixed methods in their claim that "a researcher can use the strengths of an additional method to overcome the weaknesses in another method by using both in a research study." Mixed methods can provide stronger evidence for a conclusion through intersection and support of findings. Moreover it can add perception and understanding that might be missed when only a single method is used, beside it can be used to increase the findings of the results. Qualitative and quantitative research in tandem produce more complete knowledge necessary to inform theory and practice". Therefore the main strength of this study is the combination of the quantitative and qualitative methods. The observation for the leadership post interviews support the findings and complement the information obtained through the questionnaire and the interviews.

However, one of the main problems in data collection was the few teachers' responses for the questionnaire in the second school in comparison with the first school. This may be due to the fact that the researcher is working in the first school, so there was opportunity to constantly remind the Principal to encourage staff to complete the survey. However, the view of the 6 participants from the second school does not widely affect the view of "shared leadership". The survey findings were supported with two interviews in the second school with the Vice Principal beside the Principal. The two interviews provided in depth insight into the perceptions and the practices of the shared leadership in the second school.

After the data was collected from both schools, it was analysed in detail. The findings are presented in the next chapter.

4. Results

This chapter sets out the results of the collected data. In the next chapter these results will be discussed in light of previous studies and reviewed literature.

4.1 Demographics

The chosen sample schools and their systems do not show significant similarities between the schools. The backgrounds of the two Principals reveal that both are experienced leaders; however their school systems are different. The student nationalities present in the two schools' are varied although the nationalities of staff in both schools are predominantly Western. Table 4 below summarises statistical information about the two sample schools.

BACKGROUND INFORMATION ON PRINCIPALS AND SCHOOLS		
	1st SCHOOL	2nd SCHOOL
Principal Nationality	British	South African
Gender	Male	Male
Age	62 years	61 years
Experience	- Over 40 years in schools - 27years as a Head Teacher/ Principal. - 5years school Principal in his current school	- Over 30 years in schools - 15years in Management - 7years as School Principal in his current school
School System	K-12 British Curricula	9-12 American Standards
School Capacity	50 Teachers 8 Administrative Staff 600 Students	60 Teachers 20 Administrative Staff 907 Students
Staff Nationality	Mixed and the Majority are British.	Mixed of GCC, other Arab. American, Canadian, British, and Indian staff.
Students' Nationality	Mixed nationalities (90% are British)	UAE Locals (100%)

Table 4: Comparison of the two Principals and schools' backgrounds

4.2 Questionnaire Results

The questionnaires were distributed to teachers, and middle leaders of the two schools. The main purpose of the questionnaire was to find the teachers' perceptions of "distributed or shared leadership", and the perceptions of distributed leadership practices.

4.2.1 Section 1 of the questionnaire

A statistical data of all the participants' years of experience in both schools displayed in percentages in figure 11 and 12 for the 33 participants in the 1st school. Figure 13 and 14 for the 6 participants of the 2nd school.

The first school is five years old, therefore the older staff members do not have more than 5 years' experience in their current school
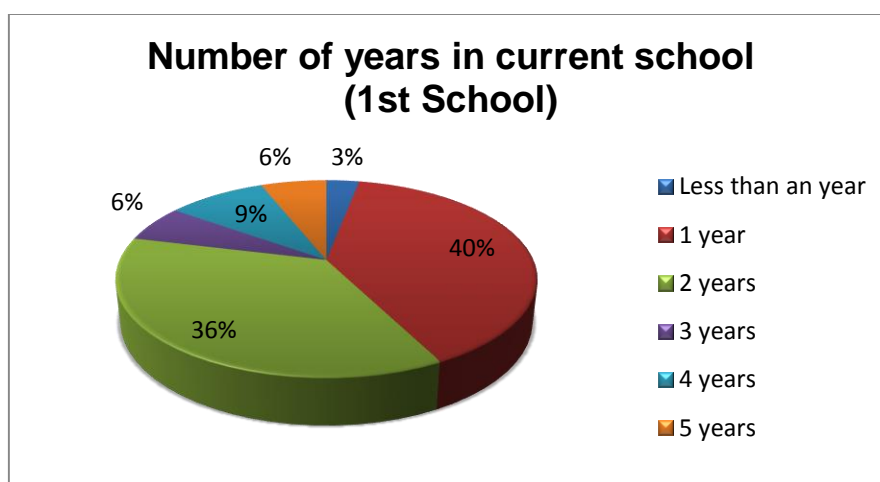
Figure 10: Staff number of years' experience in the current school (1st School)
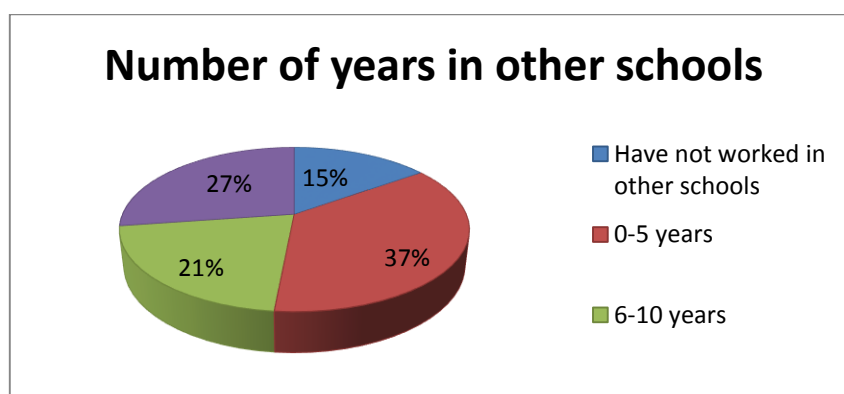
Figure 11: Number of years' experience in other schools (1st School Respondents)

32

2nd School:

The 2nd school is 8 years old, however the majority of its staff experience is within their current school, as no member has above 10 years' experience.

Number of years in current school (2nd School)

- less than an year: 16%
- 6 years: 17%
- 7 years: 50%
- 8 years: 17%
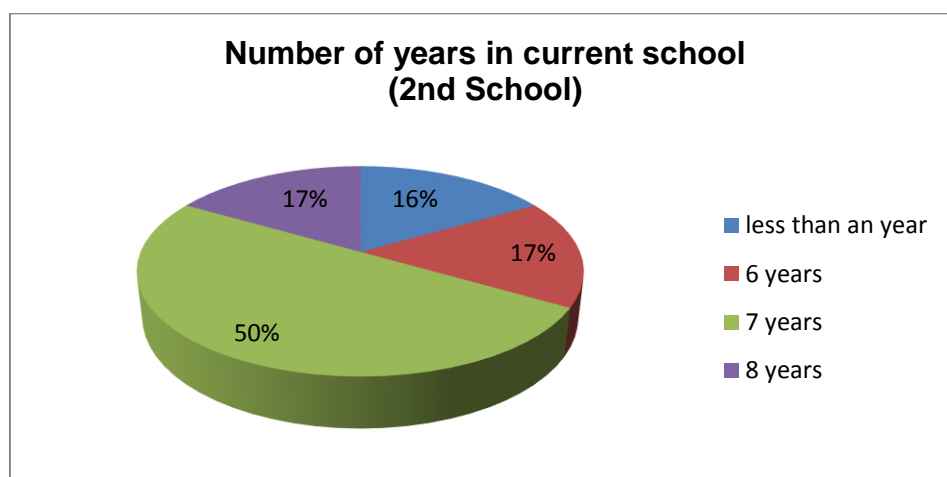
Figure 12: Staff number of years' experience in the current school (2nd School)

Number of years in other schools

- Have not worked in other schools: 16%
- 0-5 years: 17%
- 6-10 years: 67%
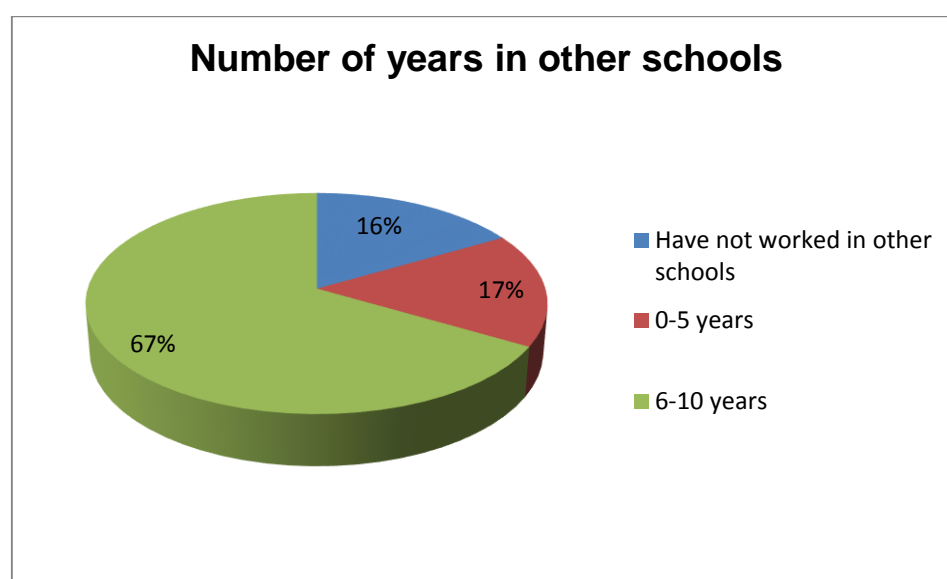
Figure 13: Number of years' experience in other schools (2nd School)

4.2.2 Section 2 of the questionnaire

Table 5, and figures 15 and 16 illustrate the details which respondents strongly agreed or disagreed with. There were 33 participants from the first school, whereas responses from 6 participants of the second school are summarised in figures 17, 18, and 19 only. The questionnaire's results of the second school are outlined in the Appendix

The First School Results (Perceptions)

Table 1	Responses to teacher's questionnaire School 1l				
	Strongly agree 4, Agree 3, Nor agree neither disagree 2, Disagree 1, Strongly disagree 0				
Q No.	**Perceptions**	Total number	% 4s & 3s	% 2s	% 1s & 0s
3	Teachers' influence on students extends beyond the classroom.	33	100%	0.00%	0.00%
18	Each teacher has a professional responsibility to uphold/promote values such as respect, care and co-operation in their classroom.	33	100%	0.00%	0.00%
28	When teachers attend professional development courses they should share their learning with colleagues.	33	100.00%	0.00%	0.00%
2	All teachers are leaders in their own classroom.	33	96.97%	0.00%	3.03%
12	Student learning is enhanced when teachers work together,(e.g. discussing ideas, sharing resources, analysing results, acting as critical friends for each other or observing each other teaching).	33	96.97%	3.03%	0.00%
14	Teachers should plan and review their work together with colleagues in the same departments.	33	96.97%	3.03%	0.00%
16	Teachers from different subject departments or key stages should share ideas about T & L.	33	96.97%	3.03%	0.00%
29	Subject departments should have designated meeting times.	33	96.97%	3.03%	0.00%
13	Each teacher should take responsibility for the achievement of all students in their classes.	33	93.94%	3.03%	3.03%
19	Teachers should be given the opportunity to lead new initiatives in the school.	33	93.94%	6.06%	0.00%
20	Teachers should exemplify the school ethos and values in their classroom.	33	93.94%	6.06%	0.00%
24	Post holders should be involved in decisions that affect the whole school.	33	93.94%	6.06%	0.00%
23	Decisions regarding whole-school policy should be made essentially by management.(Principal & V.P)	33	42.42%	15.15%	42.42%
1	Educational leadership is the job, primarily, of the Principal and Deputy.	32	40.63%	18.75%	40.63%

Table 5: Results of the questionnaire part 1 (perceptions 1st school)

Results of first school revealed that 11 questions out of 30 shows that respondents strongly agreed with the statements with a percentage above 93%. Respondents disagreed with 2 questions in terms of distributed leadership with a percentage between 40-43%.

100%-90% 1st school Respondents Strongly Agree/Agree Perceptions
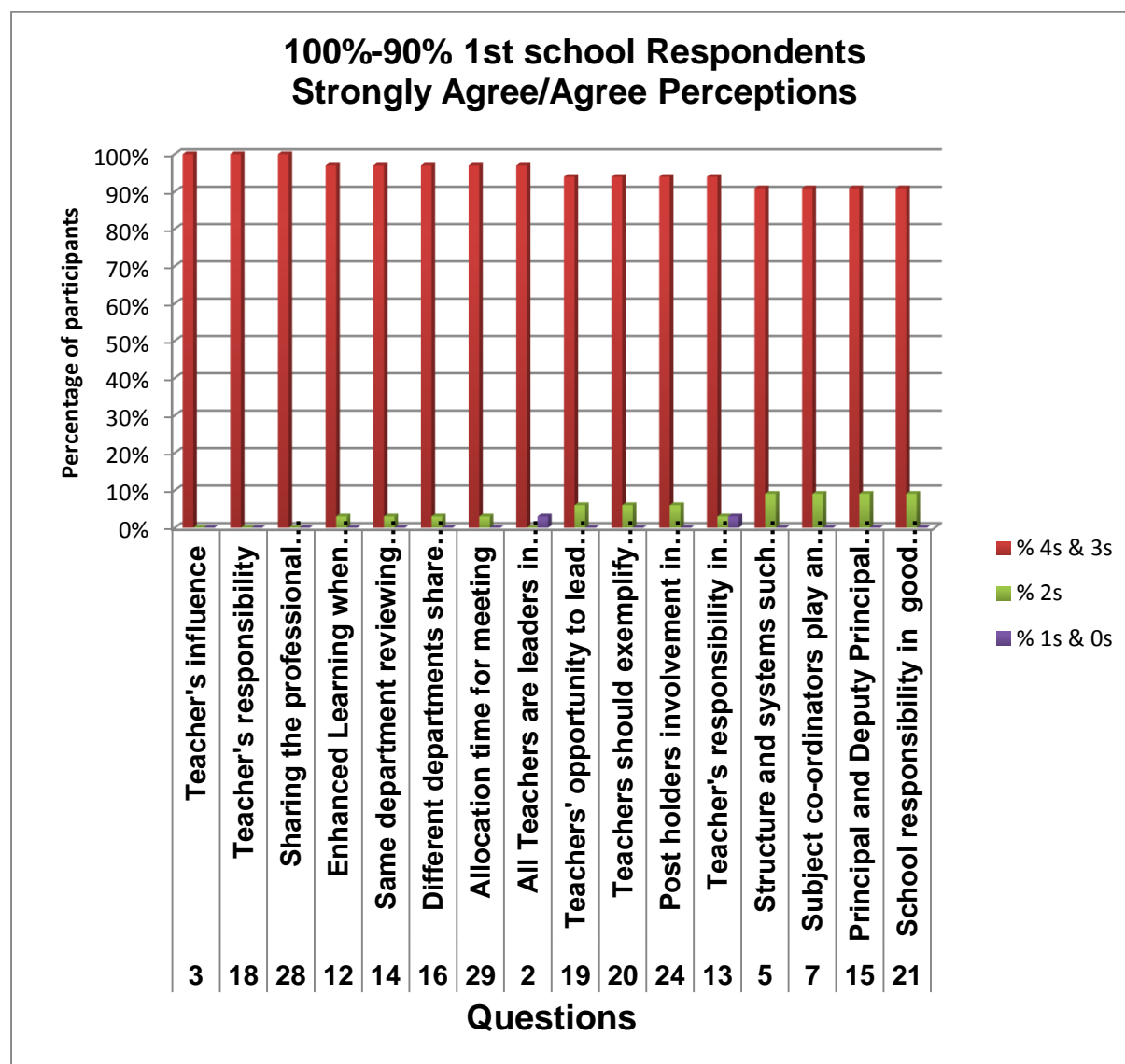
Figure 14: 1st school strongly agreed perceptions

42%-39% 1st School Respondents Disagree Perceptions

42.42% 42.42% 40.63% 40.63%

Percentage of Participants

Decisions regarding whole-school policy should be made essentially by management (i.e. Principal and/or Deputy).

23

Educational leadership is the job, primarily, of the Principal and Deputy.

1

Questions

■ % 4s & 3s
■ % 2s
■ % 1s & 0s
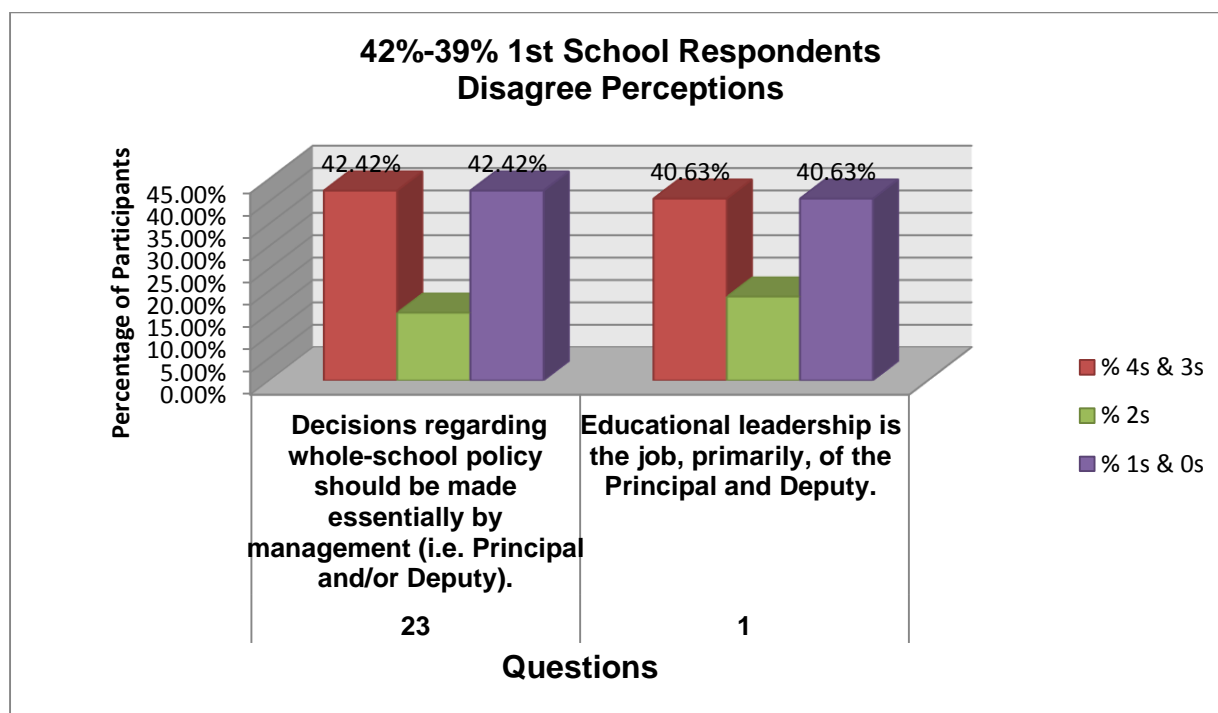
Figure 15: 1st School disagree perceptions

The Second School results (Perceptions)

100% 2nd school Respondents Strongly agree/Agree Perceptions

Percentage of Participants

| Teachers' leaders | Post holders influence. | Post holders influence. | Structure and systems such. | Formal leaders improving. | Subject co ordinator role. | Teachers have a more direct. | Principal's support during. | Students' voice in decision. | Teachers should plan and. | Role of Principal for shared. | Sharing ideas | Teachers should be given. | Teacher's responsibility. | Teachers to lead new. | Teachers reponsibility | Management responsibility | The Principal responsibility. | All teachers should be. | Analysis students progress. | Allocation time |

2 3 4 5 6 7 8 9 10 14 15 16 17 18 19 20 21 22 25 26 29

■ % 4s & 3s
■ % 2s
■ % 1s & 0s

Questions

Figure 16: 2nd school strongly agree perceptions

**50% 2nd School Respondents
Disagree Perceptions**
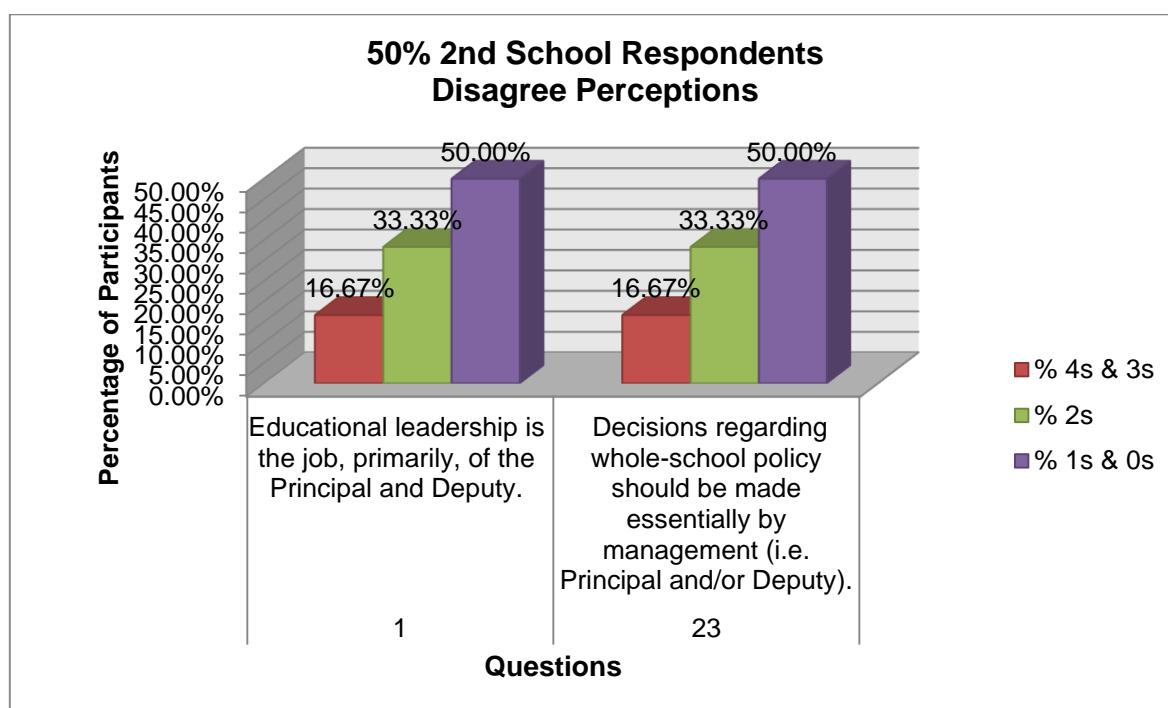
Figure 17: 2nd School Statements to which respondents disagreed

The graphs reveal that the teachers of both schools are in agreement with some questions in their understanding of the perceptions of distributed leadership. However both school staffs agreed in their perceptions with the most strongly refuted statements (question 1 & 23).

4.2.3 Section 3 of the questionnaire
The First School Results (Practices)

Again table 6 illustrates some of the results of the teacher's perceptions about practices in their schools.

The figures 19, 21, and 22 revealed the percentages of the good practices in both schools. Figures 20 and 23 disclose the practices that the teachers agreed they do not do in their schools.

The full details of the questionnaire's percentages for both schools are given in the appendices, however in the analysis of the next chapter, the prevalent themes that emerged in the practices of each school will be discussed.

Item	Practices	Number	% 5s & 4s	% 3s	% 2s & 1s
17	Individual teachers take responsibility for communicating student progress and achievement to parents.	33	69.70%	18.18%	12.12%
21	Student progress is carefully monitored by teachers.	33	69.70%	18.18%	12.12%
25	Teachers have an opportunity to discuss their professional work with senior management on an annual basis.	33	63.64%	12.12%	24.24%
4	Teachers in the same subject departments/key stage share resources.	33	60.61%	18.18%	21.21%
14	We work together, as a school community, to ensure that we are offering the best curricular opportunities for our students.	33	60.61%	18.18%	21.21%
5	There are opportunities for teachers to lead educational activities beyond their own classroom.	33	57.58%	15.15%	27.27%
8	In our subject department we work together to systematically review our work.	32	56.25%	25.00%	18.75%
12	Teachers are encouraged to engage in professional development related to whole school issues (e.g. school development planning, special needs, health & safety care etc).	33	18.18%	15.15%	66.67%
11	Teachers are given opportunities for professional development that enhance student learning in their own subject area.	33	15.15%	6.06%	78.79%
19	Teachers are given opportunities to chair meetings.	33	6.06%	33.33%	60.61%

Table 6: the results of the questionnaire 2nd part (practices) of the first school
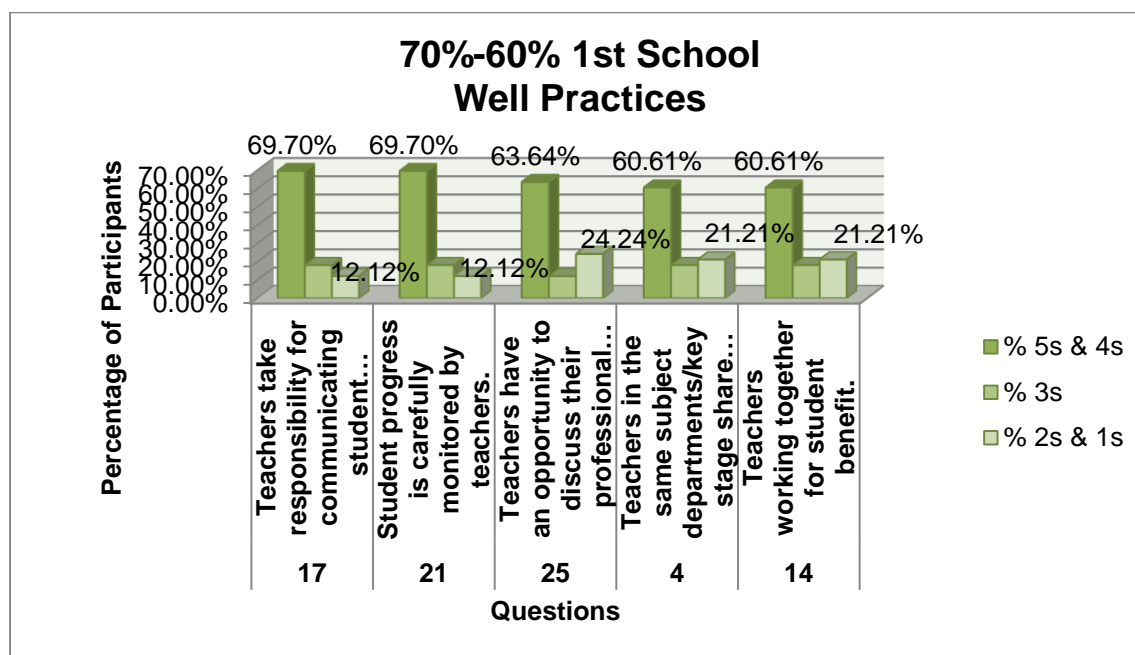
Figure 18: Well practices in the 1st school
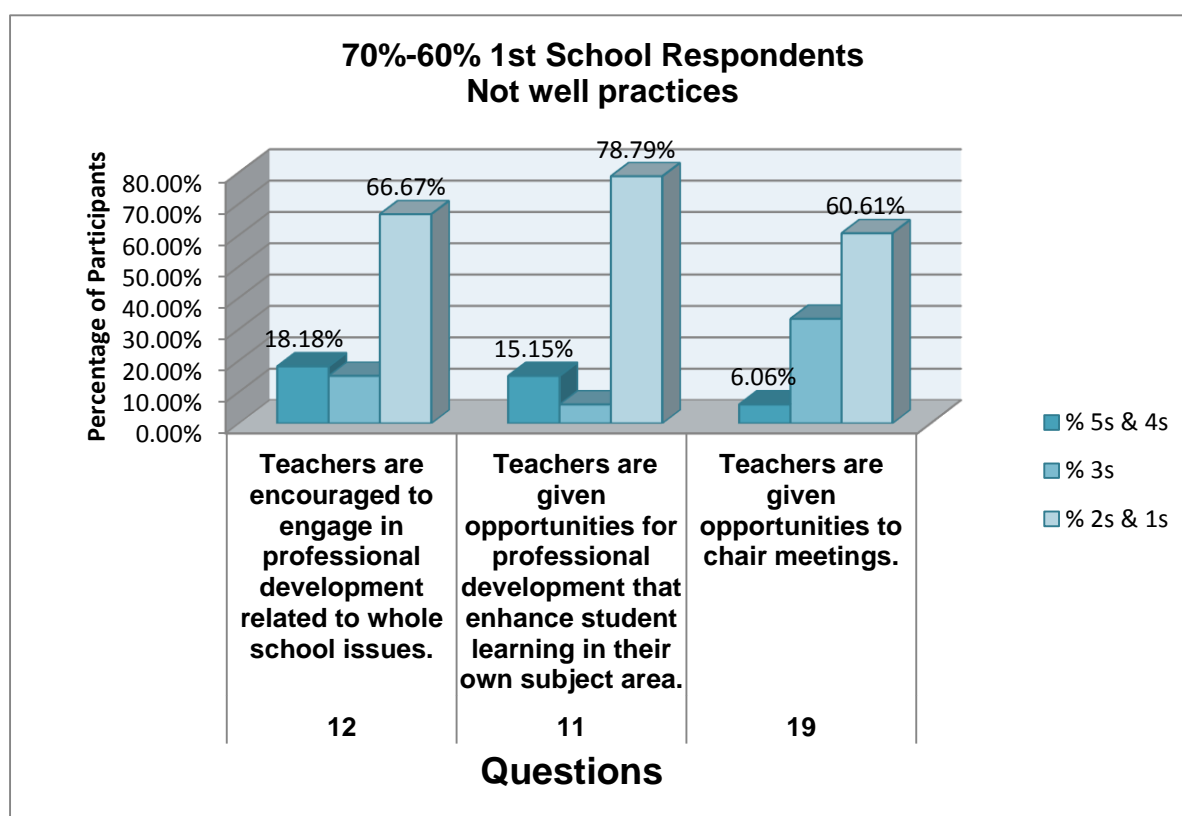
Figure20: Practices not fully realised in 1st school

Second School Results (Practices)

100%-80% 2nd School Well Practices
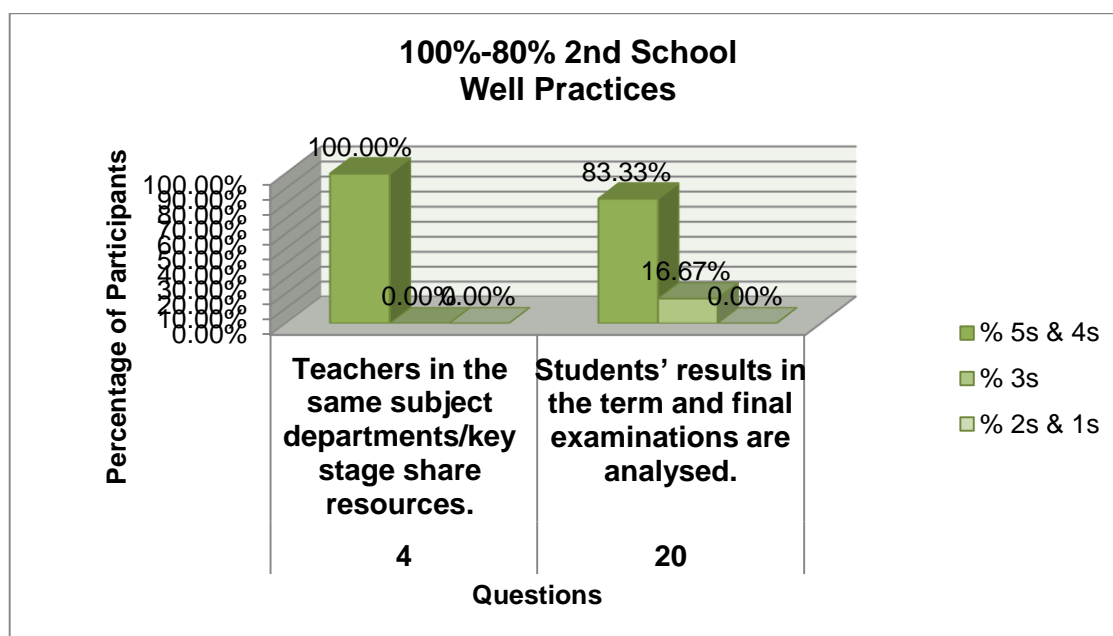
Figure 20: Well practices in 2nd school.

66.67% 2nd School Good Practices
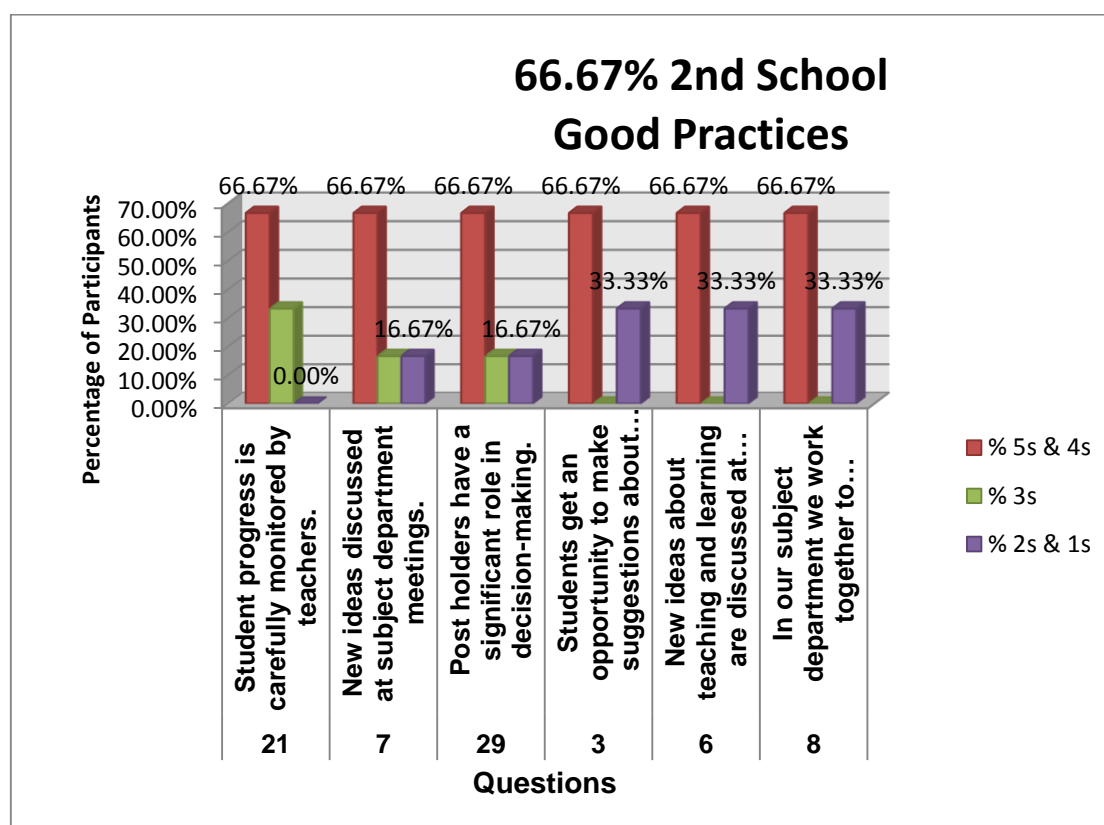
Figure 21: 2nd school's good practices

50%-30% 2nd School Not Well Practiced
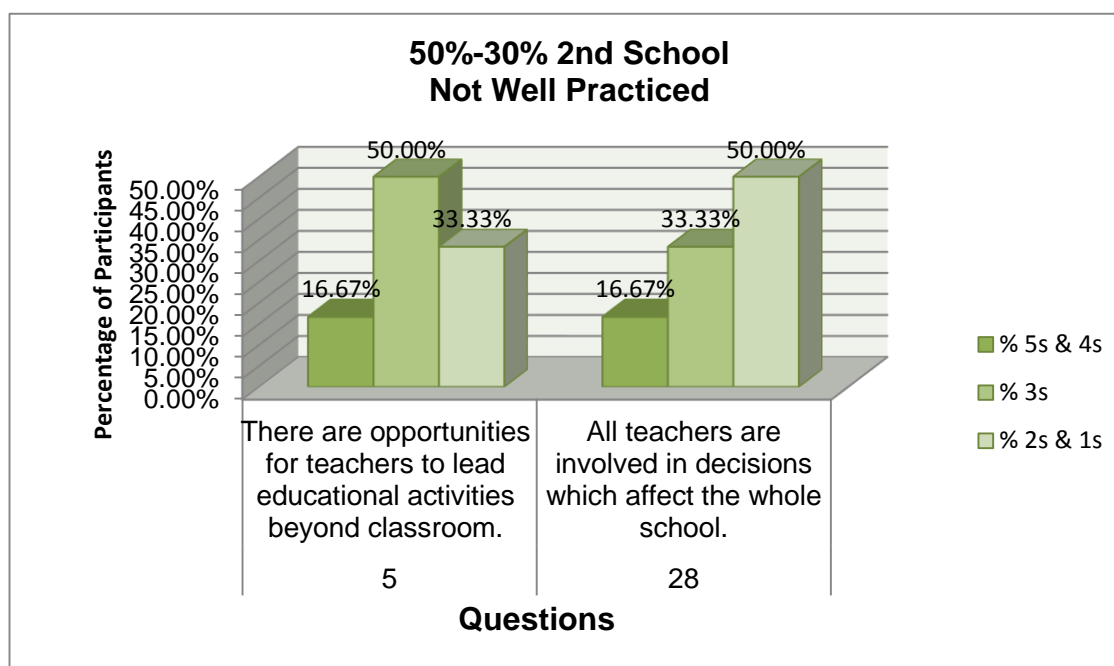
Figure 22: Practices not fully realised in the 2nd school

4.2.4 Section 4 of the questionnaire
Open Questions:

Open questions were introduced to all the staff in the two schools, and their replies are summarised as follows for the first question **"What is your understanding of "shared leadership" in the school context"?**

1ˢᵗ school Summary

- Share the responsibilities, experiences to find the best solutions, and work collaboratively.

- Sharing ideas from all colleagues, and to share visions to improve the educational process.

- Delegating to others. "Delegation", "democratic", and "empowerment".

- Every member has a responsibility to develop teaching and learning, and should be supported by leaders at different stages to help things run smoothly.

- Between Teachers, Head of Dept. and Principal.

- Everyone's contribution to the leadership of the school, supporting its management.

- Professional work of everyone in school.

- Sharing good practices, open discussions, regular meetings, clear objectives and understanding.
- School / staff and community taking ownership of the school and how it is run.
- Having opportunities that they can offer their expertise.
- Team leadership by more than one leader in an effort to influence fellow teachers and to maximise good progress in the teaching and learning process.

2nd school summary

- In "Shared leadership" the team leader must lead the team by:
- Listening to the academic and management concerns of staff
- Resolving the issues from different perspectives
- Taking a collective decision with the team
- Sharing the best practices and supporting the team in achieving the objective
  - Shared leadership means a group of people sharing the responsibility of leading an organisation instead of an individual.
  - It is a leadership that communicates effectively with all parties concerned with decisions affecting the school development and progress.
  - Work as a team.
  - All stakeholders: upper management, middle management, teachers, students and parents contribute towards decision-making.

The 2nd open question **"What are the factors that enable teachers to do their job well?"** answers summarised below:

1st School Summary

- Good relationship with school management and colleagues.
- Support and guidance from the senior leadership in relation to teaching and learning, and support from other staff.
- Respect values and ethos of the school, safe and happy environment.
- Feel a sense of ownership and belonging to school
- Good communication with other staff
- Know and understand targets

- Time for planning and for allocation, and enough resources.
- Sufficient level of training (CPD).
- Motivation, recognition
- Fantastic children
- School climate and payment
- Good leadership
- Own passion for the job, and easily accessible help.
- Love of the job, children, parents
- Good and supportive line manager.
- Up to date knowledge and skills.

2nd school Summary

- Stability and Peace of mind, and suitable environment.
- Flexible rules and full understanding from all.
- Well-designed program.
- The opportunity to make a meaningful, effective and sincere contribution to real teaching and learning .
- Practice of sharing resources and ideas within the department.
- Working as a team, and the good team to share with.
- Sharing resources and ideas.
- Good management
- Parent involvement
- Student motivation
- Modern equipment.
- Providing technology, administration and parents cooperation, suitable classroom environment

The 3rd open questions **"What are the factors that inhibit the teachers from doing their job well?**

1st School Summary

- Lack of time.
- A very "Heavy meeting" school.
- Lack of resources including TA's.
- Feeling not valued.
- Inflexible staff.
- Poor communication.
- No opportunities for CPD especially externally.
- Lack of support for children with SEN.
- Inequity between teachers.
- Students' behaviour and lack of co-operation.
- Regular cover for others.
- Not being involved in decision making.
- Administrative pressures, and over stress.

2nd School summary

- Anxiety.
- Overload and stress.
- Ignorance and bias
- Not involving staff in decision making at all.
- Time as reflective teaching requires time to analysis, deliberate and act.

A final closed ended question was asked for all the school staff, and to arrange in order of importance the biggest barriers or obstacles to a teacher taking on leader position. The results of the four barriers were in order of importance for the 1st school is: Time, school climate, Personality, and Payment. For the 2nd school is School climate, Time, Personality, and Payment as the last. Figure 24 illustrates the percentages.

Perceptions of the most important barrier for a teacher taking a leadership position in both schools
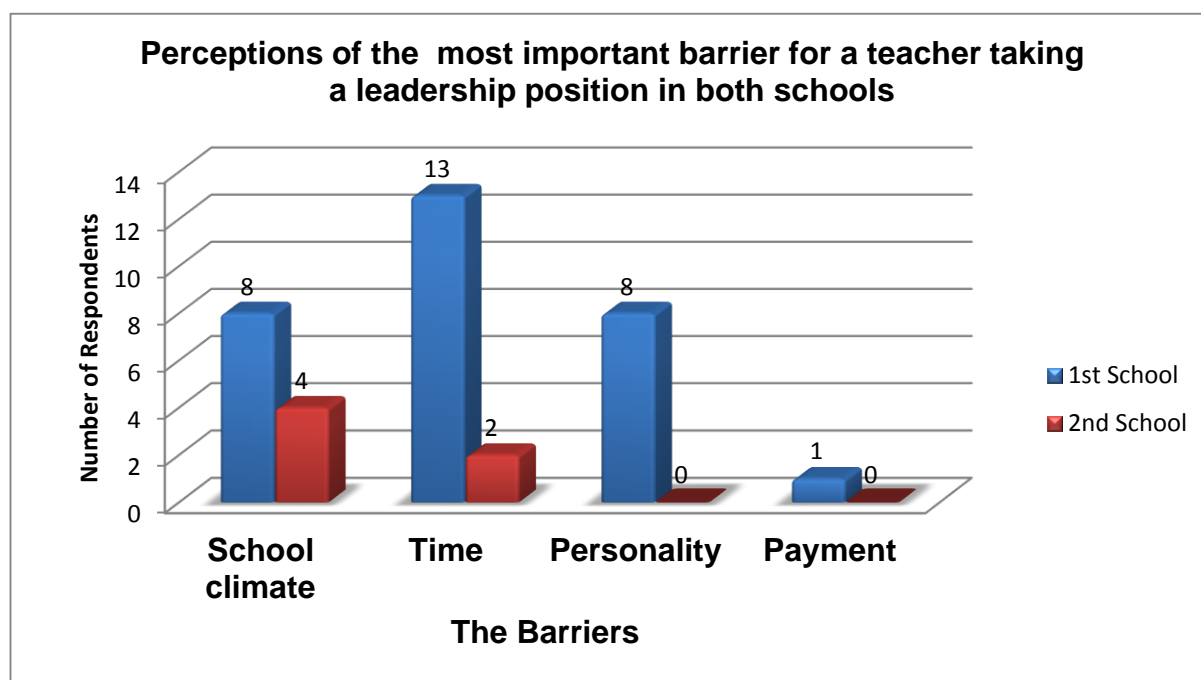
Figure 23: Barriers of taking leadership post

4.3 Interview Results

4.3.1 Interview with the first school Principal (British Principal)
a) Perception

The interview with the first school Principal disclosed that in his opinion the term "distributed" leadership is meaning "shared" where people within the staff team in the organisation lead each other. He used the word "collegiality" where everyone is invited to make a contribution through a process of mutual accountability. The Principal's perception of the concept is that it is not just "what" people do, but "why" and "how" they do it.

b) How leadership is distributed

In terms of the British Principal 's leadership model he states that the leadership is distributed in the context of collegiality, in response to priorities identified in the school improvement plan, in response to management and organisational challenges and finally in response to raising standards for example as he mentioned in monitoring of teaching and learning.

c) Delegation

The Principal raised the issues of "power" and "authority" and in what terms this can be quantified. However, he agreed that, middle leaders and teachers are trusted to run with their responsibilities but all leaders are supported and accountable".

The 1st School Structure:

In terms of main distribution, the 1st school Principal explained there are more formal and informal forms of distributed leadership in his school as follows: Year group leaders, Inclusion, Transition (addressing FS2 & Y1 issues regarding curriculum development from early years to key stage 1), Arabic & Islamic dept., Moderation (helping to address the accuracy of levels as Students progress to the next year group and key stage). There are also informal distributed leadership practices, for example, the "Peer observation" for pairing and sharing.

Students	Class Teachers	Middle Leaders	Administration	SLT			
		Principal	Vice Principal	Head of Foundation	Head of Primary	Head of Secondary	
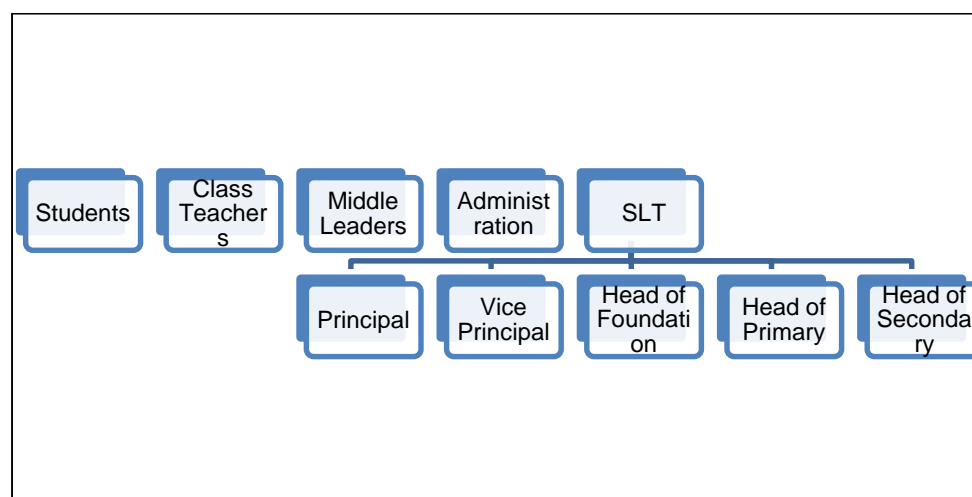
Figure 24: Formal structure of the first school

d) Leadership capacity

The Principal disclosed how he enhances the "capacity building" in his school by utilising individual Staff Members' experience and expertise and by providing on-going opportunities for career and professional development (CPD). He aims to provide motivation for staff to develop a sense of ownership in the school.

e) Influence

According to the interview, the British Principal emphasised the effectiveness of his team and the distributed leadership, for example the role of the Head of department in strengthening the department especially through links with British Curriculum (Internal) and links with other schools. In Inclusion, the role of the Head of inclusion is to provide targeted support for SEN. The Year Group Leaders are charged with providing effective management of their teams as well as ensuring a smooth transition from Foundation 2-Year 1 in terms of curriculum development from early years to key stage 1. Moderation helps to address the accuracy of levels as students' progress to the next year group and key stage. Peer observation facilitates sharing across year groups through pairing and sharing.

f) Pupil outcomes

In the interview, the British Principal revealed some of the outcomes of distributed leadership. He highlighted inclusion resulting in success of individual targeted support. Tracking pupil progress and attainment will help in setting appropriate targets at an individual student level. An all school initiative known as Star enterprise maximised leadership at a variety of staff and student levels resulting in the show casing of students' talents across a wide range of activities. One very significant project known as "World Challenge" has been vested in the leadership of a relatively "Junior" Member of Staff.

g) Decision Making

With regards to the decision makers, the British Principal provided a written statement about his views concerning the decision making process in his school. He used the term "collegiality" within which the Board, Staff, Parents and Children can work in partnership. The Principal disclosed his view that "collegiality" is not to be confused with "Democracy" as it is a commitment to mutual accountability, inviting involvement and contributions to the decision making process within relationships that are supportive, constructive, constructively critical and respectful of each other's contribution and expertise.

In relation to the contributions of the members of the school community to the decision making process, the Principal disclosed that there is a variety of ways including:
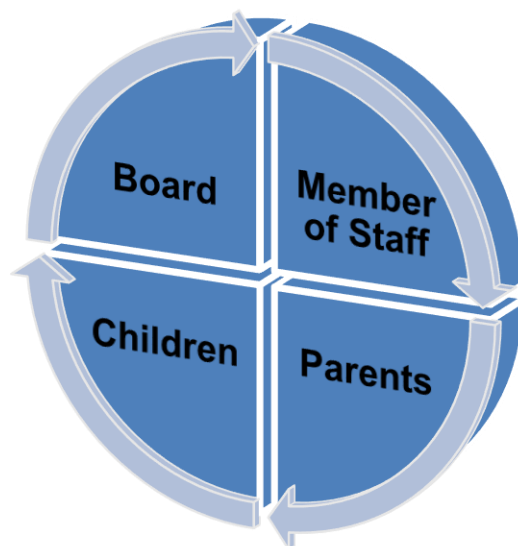
Figure 25: "Collegiality" in decision making in 1st School

- **Member of staff:** here through meetings with the senior leadership and middle leadership teams, staff meetings and briefings. Working parties for example staff contract and the principal's "open door policy".

- **Parents:** "Open Door" Policy providing Parents with access to the Principal (open office), administration team and teachers. Parents, Staff & Parents Association in particular the following committees: PSFA committee, curriculum committee, site and facilities committee, and the social committee. The Principal emphasised that those committees meet both regularly and frequently. Furthermore, an open consultation meeting by inviting parents to register their lists of the school's strengths and concerns and a mid-year review meeting to which members of the board and parents were invited.

- **Children:** The student voice is listened to at a variety of levels, such as classroom discussion with the Teacher, student council and that a councillor and vice-councillor have been elected for each class, as the council meets regularly and consults the children over a range of matters concerning "Making their school better". Furthermore, year 6 students were consulted

regarding preparations for their transition to secondary school and the launch of key stage 3.

According to the interview with the British Principal, his school involves teachers in change initiatives within the school. He emphasised that initial suggestions may be generated and discussed through any of the forums like (SLT meeting, Staff meetings & Briefing, Departmental and Year group meetings, Moderation, Performance Management Reviews and Annual contract reviews).

h) Effective distributed leadership

According to the British Principal he disclosed that distributed leadership in his school led to a very healthy climate of monitoring, review, and sharing good practice both internally and across schools.

On the other hand, the question of how distributed leadership contributes to effective school leadership, the British Principal considers that it is inclusive of the staff team's potential to contribute to effective decision making. He stated that it is not just about what people do but why and how they do it, as it leads to identifying the right questions as well as contributing to the right answers.

i) Benefits of distributing leadership

The British Principal concluded that distribution leadership benefits the Head teacher with a quote from Thomas Edison, "when asked why he had a team of twenty-one assistants: "if I could solve all the problems myself, I would." It is beneficial for the teachers as he referred to this practice as enhance capacity. The Principal disclosed that its benefit for pupils in a way that will allow them to contribute to their school and develop a sense of ownership; it also facilitates high quality environment in which pupils can achieve their true potential.

j) Barriers and problems of distributed leadership

According to the British Principal, there were some problems he faced when applying the distributed leadership, such as: Insufficient leadership posts (with allowances) available for both current and new appointments. As for him "the school lost several potential leaders during the latest recruitment campaign". He also noted that periodically, individual leaders do not deliver in terms of expectations. This point may

be due to of lack of time and enough non-contact time for those leaders. As he emphasised that sometimes you may have the wrong person, however, the school looks for certain points when choosing leaders such as the personality, the ability to lead, experience and expertise besides qualifications.

4.3.2 Interview with the second school Principal (South African)
a) Perception

The interview with the second school Principal revealed his opinion about distributed leadership as not a tutorial, but a case of distributing leadership amongst many people, and giving them authority and responsibilities.

b) How leadership is distributed

According to the interview with the second Principal, distribution leadership in his school begins with two vice Principals, an academic vice Principal besides an administrative one. Academically, the school has lead teachers, who observe the teachers performance. Administratively they have 60 employees in different positions such as student services, the senior officers, student services officer followed by the counsellors, three social counsellors, a nurse, two academic officers that will look after the exam marks and the report cards, student services officers who are responsible for student information.

c) Delegation

The Principal emphasised that delegation is part of his system. He believes that if you want to apply delegation you need first to put everything in place and guide people when needed. He provided an example of delegating his staff recently to prepare for the "graduation ceremony", and according to him he did not involve himself at all. According to the Principal, power and authority is applied for the teaching and learning mostly and for the admin team according to their areas. He meets the academic committee which consists of the academic vice Principal along with the year leaders on a weekly basis, as they discuss and report what is happening within their respective departments, with regards to curriculum delivery, student performance, and teacher performance. In some cases, he may go to communicate directly with the class teachers in case of a problem which needs close observation.

d) Leadership capacity

According to the Principal, enhanced leadership capacity is given to teachers providing them the opportunity to grow and to develop. He confirmed that he needs to guide them and keep them in the frame of the bigger picture in order for everything to work so much better. However, the South African Principal sees that the performance of the entire school is his responsibility, from finance to facilities, security, bus transport, nurse, academic issues, and everything else. Therefore he emphasised that he needs to have strong people in each one of these departments or areas as he cannot manage every area in the school.

e) Influence & Pupil outcomes

According to the second school Principal, the influence of distributed leadership is firstly that he really enjoys the situation with regards to teams and the school at the moment because what they are doing is being reflected in their performance such:

- Taking part in the Hamdan awards.
- Taking part in Khalifa awards.
- Emirates Skills.
- Zayed Marathon.

He explained these events and how the teams organise themselves to make them happen.

f) Decision Making

According to the interview, the Principal disclosed that they are totally different to other schools in the same sense, as they cannot change anything unless they get the approval from the managing director and from the director. So most of the changes come from the MD and it gets sent down to the directors of the secondary schools and then to the principals and then they implement the changes in the school. However, Principals can make suggestions from their weekly academic committee meetings from which the minutes are sent to the directorate. They consult the minutes with the academic services, curriculum developers and the directors of sports services and secondary schools.   As principals they also have a

meeting once a term with the director of secondary schools so they can make suggestions about changes, but most of the recommendations comes from the top.

g) Effective of distributed leadership

In the opinion of the Principal "distributed leadership will make leadership much more effective because you get new ideas and different perspectives. If you centralized the leadership in one or two people then you only have that vision or that dedication of that group". He recanted a story about a great leader in South Africa, an Industrial leader, he said that, "If there are two leaders in the same company that think the same, fire one, because you need people to think differently".

h) Benefits of distributing leadership

According to the Principal, the benefit of the distributed leadership is not so overloaded. He emphasised that "they determine the base knowledge of the students and the teachers just to add information and they then allow the students to construct their own knowledge by guiding them along to ensure that they get to the right outcome. That's exactly the same with the management style".

i) Barriers and problems of distributed leadership

The second school Principal considers that the biggest problem occurs if there is a weak leader in one of these positions. He claimed that in the current cultural context, it is not easy to fire a leader, so usually that leader is allocated to a different area.

4.3.3 Interview with the second school Vice Principal
Perceptions

The interview with the second school Vice Principal revealed that he firmly believes that distributed leadership is a means of delegation. The steps of empowering teachers by stewardship delegation are important: first find the strengths of individuals, then monitor their knowledge, skills, and attitude, and then train them. "When we feel they are ready, we give them the opportunity to lead beside us and we appreciate their work and support them when they need it".

Power & Authority

According to the interview with the Vice Principal, he emphasised that he is of the belief that the lead teacher should be fully authorised to lead his team. Their school model is more formal; however, any leader or teachers are given legitimacy by more involvement in the strategic events and by delivering quality of work.

Team work

The vice Principal has revealed his belief that team work works well in the school and the teachers interact with each other very well with friendly manners.

Stability of staff

According to the interview, the Vice Principal revealed that the environment of school is good for teachers as 85% of staff renewed their contract for next year and for the past three years the school employed only two or three new teachers.

Effects of distributed leadership in teaching and learning

According to the interview with the Vice Principal, distributed leadership helped to move from teacher centred to student centred especially in solving problems. Problem solving occurs when we discuss a problem at the strategic level and we involve teachers for the next year's planning of key performance indicators for the school and the school improvement plan. Their involvement is practiced so that it can be applied inside the classroom.

The students' academic achievement and their involvement in many activities across the UAE, and inside the school's 81 clubs led by teachers are examples of the effective distributed leadership in the 2nd school, in the Vice Principal's opinion.

Problems of distributed leadership

The Vice Principal's view of the problems they faced due to distributed leadership is similar to the view of the school Principal. They both believe it is the wrong people involved in distributed leadership. However, he revealed that they solve such problems by working closely with the concerned leader and by taking some responsibility from him as a first stage. They then start to train him collaboratively

until they are confident he is able to handle the responsibility rather than sending him out of his area.

Benefit of distributed leadership

The Vice Principal emphasised that in terms of benefits that he gets from the distributed leadership he said highlighted ownership and motivation for team work He also mentioned this led to other areas such as people getting to be more creative in their work.

The distributed leadership model

The Vice Principal explained that the he applied CBA (Concerned Based Adoption) as a model for empowering teachers. As per his further explanation that " whenever there is a new idea we send an email saying what we are planning to do and then we listen to their concerns and we try to take them into consideration before the implementation". Through the process, a formative and summative assessment is being done each period as per the key performances indicators; however we give enough training for the teachers before they start implementation.

4.4. Observation

The observation of the subject leaders' post in the first school concluded that all the three teachers who applied for "literacy" and "Math" subject post agreed what they plan to deliver when they will handle the post as follows:

- Applying school vision.
- Sharing knowledge and practices.
- Monitor the subject and support each other.
- Develop the curriculum and the assessment methods.
- Improve the children's level of learning.

- All the teachers were motivated when talking about why they applied for the job, and they had a clear plan to develop this subject which may reflect the school's healthy climate for giving chances in handling leading opportunities.
- The clear step for developing the subject was clarified by all of them.

From the observation, the researcher observed that they all have good knowledge about their subject, however, the skills they need to apply in their plans was not clear. This reflects that the school is not offering sufficient professional development and opportunities of training for those teachers to perfect their leadership.

Developing the curriculum, assessing the data, monitoring, observing and sharing are the most frequent words used during the interview.

5. Discussion and Recommendations

This chapter is an analysis of the results followed by a discussion related to the findings and the literature review.

5.1 Analysis

5.1.1 Analysis of the questionnaire
Analysis of the demographic data

Statistical data revealed that both sample schools are similar in regards to professional experience for the Principal and for the staff. The nationalities of the staff are mainly western in the first school, and a mix of western and eastern in the second school. Both genders are represented in each school's staff profile. However, there is a big difference within the students' nationalities as the first school is extremely western with very few Arabs, and the second school's students are all eastern UAE locals. Each school has a different system as the first school uses a British system and the second school uses American standards. The first school is K-12, and the second school is only a secondary school.

Analysis of question 1 in the questionnaire

A general raw data analysis reveals that 40% of staff in the 1st school is in their first year of employment at the school, and 36% are in their second year. However, the first school is only 5 years old and it has been increasing its capacity year after year. The same staff members in the 1st school have had wide experience in other schools; 21% have between 6-10 years, experience and 37% have between 0-5 years. For the 2nd school the data reveals that 50% of their staff has been employed 7 years in the school when the school is only 8 years old, however, the school was established at full capacity of stages and staff, and 67% of them have 6-10 years. Based on this, this study is not in a position of comparing the two schools, however, the point is to find the teachers' perceptions about distributed leadership and relate it to their experience in the education field with different schools besides the practices at their current schools. The majority of staff of the two schools who responded to the questionnaire has 5-10 years' experience in teaching within different schools.

This analysis will lead to the second part of the questionnaire and relate those teachers' perceptions to the reviewed literature.

Analysis of question 2 in the questionnaire (Perceptions)

Response to the second question on the questionnaire identified some common issues that the respondents in both schools identified that related to distributed leadership. The common perceptions by both schools can be summarised below:

1- Sharing

There are four questions with supporting terminology which are 12,14,16,28. It was evident from the questionnaire responses that all the teachers from both schools strongly agreed that sharing ideas either with colleagues in the same department or in different departments or when attending professional development is beneficial. Furthermore, question no 12 revealed that the teachers agreed that learning is enhanced when teachers work together. The literature reviewed the "shared" leadership widely, Karkkainen (2000, cited in Bennet et al. 2003) states in terms of "dynamics of team working" that "all members to share a common view of both the goals of the team and its means of working". The reviewed literature explained Duignan's definition in shared leadership as "a result of interaction and discussion between all the school staff as they build a validity of effective work each day".

2- Monitoring Teaching and Learning Responsibilities of Individual Teachers

The questionnaire highlighted the responsibilities of teachers in the statement that each teacher should take responsibility for the achievement of all students in their classes, as they have a professional responsibility to uphold or promote values and ethos in her class. Teachers of both schools agreed strongly with this statement. The scholars of educational administration increasingly argue that the main responsibility of school leaders should be the improvement of teaching and student learning Murphy (2002, cited in Spillane 2004), the teachers revealed that besides the administration, they are also share this responsibility.

3- Teachers' influence

One of the questions that revealed in the questionnaire with which the teachers responded strongly, are that teachers' influence on students extends beyond the classroom. Leithwood and Jantzi (cited in Bennet et al. 2003, p.??) suggest that "leadership can be seen as the exercise of influence". So once a teacher is a leader in her class then she must have an influence in and outside the classroom.

4- Decision Making

One of the emerging issues that arose in the questionnaire responses was participation in decision-making. As reviewed literature emphasised clearly that the more the senior management gives teachers opportunities to share in decision-making the best practices of distributed leadership will emerge (Bennet et al 2003). Furthermore, the literature reviewed two instances of decision making; the first one when the teacher can be involved and their voice can be heard, but they may not have the "final say". The other in which the questionnaire is pointed to the decision that teachers can be involved as it affects the whole school such as the school policies, and in this case, the teachers' voice is taken into consideration. From the questionnaire, both schools' participants strongly disagree that decisions regarding the whole school should not be made by management only (clearly identifiable in question 23's response).

5- Teachers as leaders

Within the theme of teachers as leaders, the respondents from both schools strongly agreed that all teachers are leaders in their own classroom, furthermore, they disagree that the educational leadership is the job primarily of the Principal and Vice Principal. In the literature reviewed, Mujis and Harris et al. (2003) stated clearly that the informal leadership is related to classroom starting from planning, assessing students, supervising and everything related to students.

6- Time allocation

The reviewed literature stated that time allocation is very important for teacher leadership. Danielson (2006) emphasised that one structural factor that inhibits distributed leadership is time for teachers to meet and discuss issues such as curriculum development, problem solving, or professional learning. Within the questionnaire the respondents from both schools agreed that subject departments

should have designated meeting times. Some studies (Spillane 2006) have also confirmed that the teachers who teach full time found it difficult to handle roles beyond teaching responsibilities. Time is one of the main barriers for teachers to handle a leadership position formally or informally. The responses to one of the open ended questions in section 4 of the questionnaire, which is shown earlier in figure no 24, revealed the main inhibitor for the first school respondents, is time and for the 2nd school participants ranked time the second after school climate. However, the payment is the last inhibitor for handling teachers' post in both schools

7- Teacher initiative

One of the statements in the questionnaire and that was agreed upon by both school teachers was that teachers should be given the opportunity to lead new initiatives in their schools. The reviewed literature stated in the same line and as per Danielson et al (2006), one of the structural factors inhibiting distributed leadership when some senior leaders are not responding to teachers' initiative.

Analysis of question 3 in the questionnaire (Practices)

In response to the third part of the questionnaire, the respondents highlighted a number of practices that are carried out in their schools to a major or minor extent. These practices ranged from not practised in the school to well established practices in school. The main practices that emerged as well established in both schools are as follows:

1- Monitoring and supporting students' learning

The questionnaire revealed many statements that are well-practised in both schools which are related to monitoring and supporting students' learning. Those statements are, monitoring students' progress by teachers, final examination analysis, and communication with parents. The fourth statement relates to the same topic, which includes having a system in place to support student learning. We found the statistics revealed that both schools in a stage of making good progress. All those statements relate strongly to distributed leadership and its effect on teaching and learning. Hajis and Muris et al. (2002) also assert that "teacher leadership has a positive impact on improving learning".

2- Sharing

Sharing resources with the teachers in the same department is practised by teachers in both schools. Furthermore, the respondents agreed that they work together in their department to review their work. Odur et al. (2004) believe that one of the main factors for promoting teacher leadership is the willingness to share. Sharing is a concept can include ideas, vision, practices, resources, and professional development. The impact of working together enhances the students' achievement. Working together is well established in the first school (60.61%) and still in the stage of making good progress in the second school (33%).

Variation across the two schools

1- Teacher as leader

The statistics revealed that teachers in the first school have the opportunities to lead educational activities beyond their own classroom (57.58%). On the other hand the second school is starting to move in this direction (16.67%). This is one of the variations between the two schools.

2- Students' voice

Students' voice is also one of the variations across the two schools. Hearing students' voice is more established in the second school (66.67%) than the first school as they start to move in this direction (21.88%).

5.1.2 Identified differences between perceptions and practices

From the results of the questionnaire it is of value to consider the variations between the participants' "perceptions of what the frame of distributed leadership is in theory and what they identify to be distributed leadership in practice in their schools".

Table 7 discloses the gap, as identified by the questionnaire respondents between distributed leadership perception and practices. While the teachers agreed that distributed leadership is working together, reviewing and planning beside sharing ideas, sharing teaching and learning practices and professional development, it was found most of them do not believe that this happens in their schools.

Perceptions -1st School Results	Practices- 1st school Results	2nd School Results	
		Perceptions	**Practices**
96.97% agree that students' learning is enhanced when teachers work together.	**60.61%** agree that they work together, as a school community, to ensure that they are offering the best curricular opportunities for students.	**83.33%**	**33.33%**
96.97% agree that teachers should plan and review their work together with colleagues in the same subject departments.	**60.61%** agree that teachers in the same subject departments share resources. **56.25%** agree that in their subject departments they work together to systematically review their work.	**100%**	**100%** **66.67%**
96.97% agree that teachers from different departments should share ideas about teaching and learning	**30.30%** agree that teachers work together in teams (e.g. to review practice, to design policies, create new ideas and implement plans).	**100%**	**33.33%**
100% agree that when teachers attend professional development courses they should share their learning with colleagues	**18.18%** agree that teachers are encouraged to engage in professional development related to whole-school issues (e.g. school development planning, special needs, pastoral care etc). **30.30%** agree that opportunities are provided to discuss new classroom practices with colleagues.	**100%**	**33.33%** **83.33%**

Table 7: Differences between perceptions and practices in the first & second school

- **Practices of sharing decision Making:**

The respondents' perceptions about distributed leadership revealed the importance that the school management needs to share decisions that relate to the whole school with the staff. As the practices are categorised, the percentages show variation between perception and practices of sharing decision making in both schools.

Perception	Practice
All teachers should be involved in decisions that affect the whole school. **78.79% - 1st School** **100% - 2nd School**	Agree that they are involved in decisions which affect the whole school. **27.27%- 1st School** **16.67%- 2nd School**

Table 8: Decision Making perception & practice

The significant difference between perception and practice especially within the second school will be explained later during the 2nd school principal interview.

Analysis of section 4 in the questionnaire (open questions)

Teachers' views of shared leadership from questionnaire

In the following section, common answers reveal respondents' understanding of distributed leadership perceptions as:

Sharing:

This includes characteristics such as sharing the responsibilities and experiences to find the best solutions, and work collaboratively, sharing ideas from all colleagues, and to share visions to improve the educational process, and to share good practices, open discussions, regular meetings, clear objectives and understanding. Harris (2004) also argued for the importance of sharing that distributed leadership is practiced if shared leadership is present among individuals.

Delegation:

Some answers explained it as "delegation", "democratic", and "empowerment". Delegation is another key word used for distributed leadership besides democratic which confirms Odur's (2004) perception of distributed leadership. Teacher empowerment has been widely recommended in literature.

Monitoring Teaching and Learning:

Every member has a responsibility to develop teaching and learning, and should be supported by leaders at different stages to help things run smoothly. Team leadership by more than one leader is an effort to influence fellow teachers, and to maximise good progress in the teaching and learning process.

Contribution and work together:

The widely held belief is that everyone must contribute to the leadership of the school, supporting its management and working as a team.

Decision Making:

School staff and community must take ownership of the school and how it is supposed to be run. It is a leadership that communicates effectively with all parties concerned with regards to decisions affecting the school development and progress. All stakeholders: upper management, middle management, teachers, students and parents contribute towards decision-making.

Teacher's initiative:

From the "open question" results which are displayed under different themes, it is very noticeable that all the definitions of distributed leadership that revealed by two schools' teachers are in the same line and not far away from the literature review and its definition for distributed leadership which was being discussed in different stages of this study.

Factors that enable/inhibit teachers to do their job

The majority of teachers from both schools agreed with common factors that help them to do their job properly or inhibit them from doing their job.

The common factors that help them are good relations, respect, peace, good communication, support, time, CPD, good school climate, good leadership, fantastic children, sharing practices and ideas, modern technology, working as a team and clear targets. The lack of any of the above mentioned elements inhibits teachers from doing a good job.

In the context of distributed leadership, the literature review insisted that some factors need to be applied so that teachers will be able to deliver their best. King et al. (1996) and Griffin (1995, cited in Harris 2004) found that distributed leadership resulted in positive effects on school culture, curriculum, and on the quality of education. However, the research also points towards the importance of time allocation for teachers and for working together to create developmental action for school progress. The research evidence also released that good relations with school management and between teachers is very important for effective leadership. (Harris et al 2004)

5.3 First School Principal's perceptions and practices of distributed leadership

In the opinion of the first school Principal, distributed leadership is a form of "shared", leadership. He also mentioned the word "collegiality". This opinion is in t line with Knight and Trowler (2003) as they recommend collegiality, as a means for distributed leadership where "the sharing of thinking as well as of tasks – and cooperation as good practice" Bennet et al. (2003). Also, he revealed that in his view, distributed leadership is "not just about what people do but why and how they do it." This is the same definition found in contemporary literature. Spillane (2006) believes "leadership in schools is almost inevitably distributed, and the issues to be considered are how the leadership activities are distributed and the ways in which this distribution is differentially effective".

 The leadership distributed in the first school, as per the Principal's explanation, is in response to organisational challenges or the school improvement plan, or raising standards. This is related to distribution by design and as per the reviewed literature concerns how schools are being distributed either by design, by default or by crisis (Spillane 2006). Furthermore and according to the Principal's response, this study found that in few areas they distribute the leadership by default when needed for example the Moderation coordinator, Inclusion, and other areas.

The Principal's view in the way that distributed leadership enhances capacity building among staff is in line with contemporary literature as it will provide on-going opportunities for career and professional development, will utilise staff members' experience, and provides motivation for staff to develop a sense of ownership in the

school. Harris (2003) in leading and misleading practices of distributed leadership and according to NAHT research revealed:

> The evidence showed that these successful heads led both the cognitive and the affective lives of the school, combining structural (developing clear goals), political (building alliances) and educational leadership (professional development and teaching improvement) with symbolic leadership principles (presence, inspiration) and distributed leadership practice (empowering others to lead). They were primarily transformational leaders who built self -esteem, enhanced professional competence and gave their staff the confidence and responsibility to lead development and innovation. (Harris et al. 2003, p.11)

The first principal views the benefits of distributed leadership as "he likes problems, however, he likes them to be solved by others", as he referred to Thomas Edison emphasising the importance of sharing leadership to solve problems, each member contributing within his or her speciality area. Portin (1998 cited in Bennet et al. 2003) found that from his study "Principals are waiting for understanding that the challenges they face are complex and the variety of tasks need much time and energy".

 As the literature reviewed the importance of distributed leadership in monitoring learning Silva, Gimbert and Nolan (cited in Bennet et al 2003), confirmed that the purpose of teacher leadership is to help and promote teaching and learning. They identified "a three-fold development of teacher leadership in the context of the United States educational system, which are development of department heads of subject departments, involvement of teachers in the business of preparing curriculum guides and programmes, and finally the examination of details. It was seen as an extension of the classwork by which the teachers will build the students' needs and interest." Similar to the literature reviewed above, the first school Principal stated that,

"The effect of distributed leadership on teaching and learning is a very healthy climate of monitoring and review, besides sharing good practice both internally and across schools".

 He further gave the example of *"pupil outcomes that attribute to distributed leadership and tracking of pupil progress and attainment as a result of setting appropriate targets at an individual student level".*

Involving teachers in decision making, and according to earlier questionnaire results shown in table 8, both schools' staff identifies a marked variation between the perceptions and the practices. As the first school Principal noted the effective contribution of staff in decision making is one of the elements for effective school leadership. With respect to the Principal, more clarification needs to be explained for staff in the decisions matter, and in which topics the school will be able to listen to their "say". In the private school business, and as a type of investment, the stakeholders may not listen to the staff especially if decisions are related to financial expenditures which may affect the Principal's leadership indirectly in his practices for distributed leadership.

Listening to teacher's initiatives is one of the main elements of promoting teacher leadership including under structural conditions for promoting distributed leadership and mechanisms for proposing ideas (Danielson 2006). The first school Principal revealed that he involves teachers in change initiatives within the school. Initial suggestions may be generated and discussed through any of the forums mentioned in the results (SLT meeting, Staff briefing, annual contract review), however, not all decisions are discussed as some may be personal. Furthermore, teachers can discuss any ideas or initiative through the procedure of "Initial Teacher Contract", and Introduction of "Performance Management".

5.4 Second School Principal and Vice Principal views of distributed leadership

Both the Principal and the Vice Principal of the second school agreed that distributed leadership is "delegation". With respect to the Principal and Vice Principal's views, there are discussions in reviewed literature about defining distributed leadership as delegation in different means. Jackson et al. (2007) rejects that distributed leadership equates with delegation, and he insists that delegation is an aspect of power relationships. Instead he emphasised that distributed leadership is about empowerment that generates reinforcement, opportunity, growth, and space among all stakeholders. On the other hand, Harris (2003) maintains that it is very important to know "how" to distribute and "who" distributes the power and authority. Harris explains,

> A 'top–down" approach to distributed leadership is possible giving
> improvement or development responsibilities to teachers offers a
> means of empowering others to lead. But it will be important to ensure
> that distributed leadership is not simply misguided delegation". Harris
> (2004) pg.20

From the clarification by the Principal, the school management structure is distributed widely especially in the administration area where they have around 60 admin members and they are all led by an administration Vice Principal. This wide distribution may be explained by the fact that the school does not face financial deficit (reducing the number of admin team usually helps schools to reduce its expenditures). However, this division must help the Principal to have enough time to follow up the academic achievements with the Academic Vice Principal (two Vice Principals in the second school structure). From the data revealed by the Principal, the distributed leadership is distributed by design and much more clearly than the first school.

The Principal and Vice Principal of the second school disclosed that they give their staff an opportunity to develop, however, as a first stage; they need to guide the teacher and be sure that the concerned member is prepared. The Vice Principal added that, "when we feel that he is ready, we give him the opportunity to lead beside us, and to offer him support when needed". The above explanations for how leadership is distributed in the second school, come to the same line with the literature review and Gronn's (cited in Bennet et al 2003) patterns of distributed leadership as a result of observing the three action of distributed leadership as one of them is,

> "Shared role which emerges between two or more people, involving
> close joint working 'within an implicit framework of understanding' and
> emergent 'intuitive understandings". (Bennet et al. 2003, p.15)

The benefits of distributed leadership, as revealed in the second school, are that it helps in reduce the overload of the job, motivates staff to deliver quality of work, initiates a movement from teacher-centred to student-centred. The same style of management in guiding teachers until they deliver the proposed target is the same way teachers guide the students to deliver the right outcome. However, with further analysis of both schools later in their system of distributing leadership, it is clear that

the second school is missing an important element of promoting distributed leadership: risk taking. For some reasons it may be related to the culture of the school as it is not easy to enter a risk taking situation, as they prefer to guide staff with some freedom instead.

From the interview with the principals, it seems that decision making is managed by the board of the school, however chances of some suggestions being accepted during their meeting with the teacher leaders are higher if it is related to teaching and learning. Involvement in decision making from the questionnaire results is agreed by all the participants (table 5) that 100% of the staff believes that they have to be involved in decision making. Only 16.67% of them think it is one of the school system practices. The financial and facilities are controlled by the school Principal as part of his role as he revealed during the interview.

Both the Principal and Vice Principal confirmed that one of benefits of distributed leadership is having new ideas from staff since they both encourage teacher's initiative. They send some new ideas to staff by emails encouraging them to taste the leadership roles. As per the Principal and Vice Principal, the impact was very clear in students' learning and involvement with teachers in many activities inside and outside the school. Students' voices are heard very clearly and practised with a percentage 66.67% and much better than the first school in comparison. However, the majority of students in first school are age between 3-12 years old, and the students age in second school 11-16 years old.

5.5 Analysis of the Observation

A general analysis of the interviews, its structure and interactions reveals friendliness and the interviewees appeared to be excited in their responses. This is may be due to many interviewers in the meeting room (the Principal and the four SLT members). However, their reply was very clear and their plans within the post they applied for reflect their understanding of the teacher leadership post. All the areas they plan to develop such as the curriculum, assessment, sharing ideas, and developing the learning in school are in same line with the literature reviews and the benefits of distributed leadership.

5.6 Discussion

Both schools' staff is experienced and the majority of them have experience between 5-10 years. The Principals of both schools are also very experienced with more than 30 years in leadership, as they are perceived as effective leaders. Many studies have emphasised the variations between perceptions and practices of distributed leadership and Hartley and Allison (cited in Bennet et al. 2003) contend that to have an effective leadership distributed, it must be exercised by those people who have constructed alliances, support, systems and collaborative cultures for inter-agency working. The construction of the alliances does not mean the Principal and staff only, but also the school Board, the school community with its different cultures and the multicultural staff are all part of the process. However, the variations between perceptions and practices are reasonable in some areas and very significant in other areas.

How do Teachers and Principals understand the concept of distributed leadership?

The results of the questionnaire and the open questions in addition to the observation indicate that all teachers understand the perceptions of distributed leadership very well as their answers reflect the contemporary literature review in defining distributed leadership. In summary, their perceptions show undoubtedly that they believe each teacher is a leader in her classroom. Teachers' influence on students extends beyond the classroom, and they need to share ideas about teaching and learning, professional development with colleagues within the same department or other departments in school. They all agreed that they must be given opportunity to lead new initiatives. Respondents also highlighted the importance of involving others in decisions regarding the whole school, although the practice is still not established in both schools.

The Principals with their experience are aware of how they lead their schools effectively; their perceptions about distributed leadership also reflect their understanding of the concept. In terms of the first school Principal's perceptions of "collegiality" and by involving the school board, staff, parents, and children, are means for mutual accountability, inviting involvement and contribution to the decision making process, relationships that are supportive, respectful of each other's

contribution and expertise. The "Open Door" policy providing staff and parents with access to the Principal and sharing everything related to the school.

In terms of the Principal and Vice Principal of the second school, "delegation" is a mean of putting everything in place then finding the strength of staff members, inviting them and supporting them during a new initiative. Also giving them the opportunity they need and appreciating their work.

How does the concept of distributed leadership, as understood by the teachers, principals and deputy principals, link to teaching and learning?

The teachers highlighted factors that will help them to deliver their work properly, such as sharing, time allocation, support, opportunities, initiative and other elements, at the same time and according to the survey results, they agreed that students' learning is enhanced when teachers work together, and there is an opportunity to share teaching ideas and professional development to raise students learning. So the teachers agreed that they played a main role in improving teaching and learning if they play formal or informal leadership roles, at the end they are the leaders in their classroom. On the other hand, the Principals and Vice Principal listed pupils' outcomes as a result of distributed leadership, internally such as in the sharing of teachers' practices to develop the curriculum and the assessment techniques as in the first school and summative and formative assessment for students in the second school and by involving students in their learning, and externally as participating in many challenges and competition for students' ownership in both schools.

What are the variations between perception and practice?

Table 7 shows clearly the areas that highlighted from the questionnaire and reflects variations between perceptions and practices. Therefore, it is the responsibility of the schools' Principals and Vice Principal to revise the practices of distributed leadership as they are the owners of it. As explained previously, some practices might not relate directly to the school Principal if not fully, such as involving the staff in all the decision making; in many cases the stakeholders or the school board may be behind this situation. Moreover, another point may relate to financial capacity such as external professional development for staff as it may affect the Principal's distributed leadership practices if there is no budget to send staff for Continuous Professional Development. However, the Principals must support the practices with all the matters that relate to teaching and learning.

5.7 Recommendations

This study inquired into the understanding of distributed leadership perceptions among principals and teachers, variations between perceptions and practices, and how this can affect the teaching and learning by analysing the data collected from two schools.

After analysing the data, some options for further research are revealed as follows:

- An open discussion between teachers, vice principals, and principals of those schools related to the results and the areas where the practices of distributed leadership are not well-established. Those areas need to be highlighted and examined to determine the reasons for significant variations between perceptions and practices.
- A study to find in-depth relation between distributed leadership and the progress in teaching and learning process.
- Further study and research to determine if the distributed leadership concept can be affected by socio-cultural factors and the backgrounds of the principals, nationalities of students and the model applied related to those factors. A comparison study between different schools with different systems, size, type, its developmental stages and cultures. (Arab, American, British, Indian) will also give interesting findings and to find out how the application of effective leadership can be measured against the KHDA offset for those schools, and their evaluation.
- Another in-depth study for the reasons that counted as barriers for distributed leadership would be useful. Payment for all teachers in both schools is the final barrier. However, one of the reasons as per the first school Principal that inhibits the formal distribution is the insufficient leadership posts with allowances. According to the second school Principal, it is the "personality". The contrast between the Teachers and Principals may need another study linked with schools' financial situations and how that can affect the perceptions and practices.
-

6. Conclusion

By analysing the results of the two schools data and by reviewing relevant literature, this study has revealed some elements that relate directly to distributed leadership perceptions and practices.

Firstly, Teachers and Principals understand the distributed leadership concept very well, in the means of "shared" for everything. As all agree the leadership is distributed formally or informally and at the end teachers are leaders in their classroom and beyond it. Also, they all agreed the teachers must be given opportunities to lead new initiatives.

Secondly, they agreed that students' learning is enhanced when teachers work together and when there is an opportunity to share teaching ideas and professional development to raise students learning. Time allocation is very important to share teaching practices, ideas, professional development, and planning. However, teacher's personality plays a main role to lead initiatives. School climate will also help the teachers to deliver their best.

Thirdly, In spite of the agreement regarding the perceptions of distributed leadership between teachers and principals, there are some variations among the practices. Principals need to revise the practices of distributed leadership as they are the owner of it.

Finally, an open discussion between the teachers, principals, and if possible the stakeholders will help to minimise the gap between the perception and practices, and for the students' enhancement.

References

1- Bennett, N., Crawford, M., Cartwright, M. (eds.). (2003). *Effective Educational Leadership*. London: The Open University. Paul Chapman Publishing.

2- Bennett, N., Wise, C., Woods, P. A., & Harvey, J. A. (2003). Distributed Leadership : The open University. Available at: http://oro.open.ac.uk/8534/1/bennett-distributed-leadership-full.pdf

3- Bolden, R., & Gosling, J. (2006). Leadership competencies: time to change the tune?. *Leadership*, vol. 2 (2), pp 147-163

4- Bush, T. (2011). *Theories of Educational Leadership & Management*. 4th ed. London: Sage.

5- Busher, H. (2006). *Understanding Educational Leadership People, Power and Culture*. Berkshire: Open University Press.

6- Canterbury Christ Church University.(2006). *An Introduction to Ethics Issues and Principles in Research Involving Human Participants* [online]. [Accessed5May2013]. Available at: *https://www.canterbury.ac.uk/Research/Documents/IntroductionToEthics.pdf*

7- Creswell,J.W. (2003) . Research Design : Qualitative, Quantitative and Mixed Methods Approaches. 2nd edn. Thousand Oaks, CA: Sage Publications.

8- Danielson, C. (2006). *Teacher Leadership That Strengthens Professional Practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

9- Finn, J., & Jacobson, M. (2008). *Just Practice: A Social Justice Approach to Social Work.* 2nd ed. Peosta: Eddie bowers publishing.

10-Flick, U. (2002). Qualitative research- state of the art. *Social Science Information*, vol. 41 (1), pp. 5- 24

11- Foskett, N. Lumby, J. & Fifler, B. (2005). 'Evolution or Extinction?', *Educational Management Administration and Leadership, vol.33 (2) pp 245-253*

12- Gronn,P. (2002). Distributed leadership as a unit of analysis, The leadership quarterly, vol. 13 (4), pp 423-45

13- Cooper, J. Fenimore, .(1961). Leadership Effectiveness. Sage reference, New York. Available at: http://www.sagepub.com/northouse6e/study/materials/reference/reference6.4.pdf

14- Hammersley, M. (2008) 'Troubles with triangulation', in M.M. Bergman (eds). *Advances in Mixed Methods Research.* London: Sage , pp. 22-36

15- Hargreaves,A. & Fink, D. (2006). *Sustainable Leadership.* San Francisco CA: Jossey-Bass

16- Harris, A. (2003). Distributed leadership in schools: leading or misleading? *Management in Education*, Vol.16 (5),

17- Harris, A. (2004). Distributed Leadership and School Improvement Leading or Misleading. *Educational Management Administration & Leadership*, vol. 32 (1)

18- Harris, A. (2008). Distributed Leadership: according to the evidence. *Journal of Educational Administration*, vol. 46 (2), The British University in Dubai Resources Online .

19- Hulpia, H., & Devos, G. (2010) How distributed leadership can make a difference in teachers' organizational commitment? A qualitative study. *Teaching and teacher education*, vol. 26 (3), pp 565-575.

20- Humphreys, E. (2010). 'Distributed leadership and its impact on teaching and learning'. Ph.D. Thesis. NUI Maynooth.

21-Johnson, P. E. & Short, P.M. (1998). Principal's Leader Power, Teacher Empowerment, Teacher Compliance and Conflict. *Educational Management Administration*, vol. 26 (2).

22-Keiser, N. M. & Shen, J. (2000). Principals' and Teachers' Perceptions of Teacher Empowerment. *The Journal of Leadership Studies*, vol. 7 (3).

23-Lieberman, A. & Miller, L. (2004).*Teacher Leadership*. San Francisco: Jossey-Bass.

24-Moyo, A. (2010). The perceptions of heads, middle leaders and classroom teachers about the effects of distributed leadership on teaching and learning. A study in selected schools in the west Midland of England. Ph.D.Thesis. University of Birmingham.

25-Muijs, D. & Harris, A. (2003). Teacher leadership---Improvement through empowerment ? An overview of the literature, *Educational Management Administration & Leadership*, vol. 31 (4).

26-Odur, G. K. (2004). Distributed leadership in schools: What English headteachers say about the "pull" and "push" factors. *British Educational Research Association Annual Conference* [online] [Accessed 25 September 2013]. Available at: http://www.leeds.ac.uk/educol/documents/00003673.htm

27-Petrov, G., Bolden, R., & Gosling , J (2006). 'Distributed Leadership in Higher Education: Some Preliminary Findings from the UK', paper presented at *28th Annual Eair Forum*, Rome, Italy, 30 August- 1 September .

28-Rahim, M.A. & Buntzman, G.F. (1989) 'Supervisory Power Bases, Styles of Handling Conflict with Subordinates, and Subordinate Compliance and Satisfaction', *Journal of Psychology*, vol. 123 , pp 195-210

29-Robson, C. (2002). *Real World Research*. 2nd ed. Oxford: Blackwell Publishing

30- Spillane, J.P., Halverson, R. & Diamond, J.B. (2004). Towards a Theory of Leadership Practice: a Distributed Practice, *Journal of Curriculum Studies,* vol. 36(1), pp 3-34.

31- Spillane , J. P. (2006). *Distributed Leadership.* San Francisco: Jossey-Bass

32- Stoll, L. & Fink, D. (1996). *Changing Our School Linking school effectiveness and school improvement.* Buckingham : Open University Press.

33- Southworth,G. (2005) 'The essentials of school leadership' in B. Davies. (eds). *Learning –centred leadership.* London: Sage. pp.75-92

34- Timperley, H., S. (2005). Distributed leadership: Developing theory from practice. *Journal of Curriculum Studies,* vol. 00(0).

35- Zimmerman, M.A. and Rappaport, J. (1988). 'Citizen Participation, Perceived Control, and Psychological Empowerment', *American Journal of Community Psychology,*vol. 16 (5), pp. 725-50

Appendices

Appendix 1

Questionnaire

Distributed Leadership Questionnaire

Perceptions and practices – questionnaire for Teachers.

Number of years in this school: _____

Number of years in other schools, if applicable: _____

Part 1: Perceptions of educational leadership:

Please indicate your agreement, on a scale of 1-5, with the following statements:

	Scale				
	Strongly disagree	*Disagree*	*Nor agree neither disagree*	*Agree*	*Strongly agree*
1. Educational leadership is the job, primarily, of the Principal and Deputy.	*0*	*1*	*2*	*3*	*4*
2. All teachers are leaders in their own classroom.	*0*	*1*	*2*	*3*	*4*
3. Teachers' influence on students extends beyond the classroom.	*0*	*1*	*2*	*3*	*4*
4. Post holders influence teaching and learning in the school.	*0*	*1*	*2*	*3*	*4*
5. Subject departments and the Key Stages should have a leader/co-ordinator.	*0*	*1*	*2*	*3*	*4*
6. The objective of subject departments or the year leader is to	*0*	*1*	*2*	*3*	*4*

improve teaching and learning.					
7. Subject co-ordinators play an important leadership role.	0	1	2	3	4
8. Teachers have a more direct influence on student learning than the Principal.	0	1	2	3	4
9. The active support of the Principal is essential when changes are being introduced in a subject department.	0	1	2	3	4
10. School management should ensure that the student voice is heard in the decision making.	0	1	2	3	4
11. All teachers should be given opportunities to exercise leadership beyond their classroom.	0	1	2	3	4
12. Student learning is enhanced when teachers work together,(e.g. discussing ideas, sharing resources, analysing results, acting as critical friends for each other or observing each other teaching).	0	1	2	3	4
13. Each teacher should take responsibility for the achievement of all students in their classes.	0	1	2	3	4
14. Teachers should plan and review their work together with colleagues in the same departments.	0	1	2	3	4
15. It is the role of the Principal or Deputy to encourage everybody to work together towards a shared vision.	0	1	2	3	4
16. Teachers from different subject departments or key stages should share ideas about teaching and learning.	0	1	2	3	4

17. Teachers should be given decision-making responsibilities beyond their own Classroom.	*0*	*1*	*2*	*3*	*4*
18. Each teacher has a professional responsibility to uphold/promote values such as respect, care and co-operation in their classroom.	*0*	*1*	*2*	*3*	*4*
19. Teachers should be given the opportunity to lead new initiatives in the school.	*0*	*1*	*2*	*3*	*4*
20. Teachers should exemplify the school ethos and values in their classroom.	*0*	*1*	*2*	*3*	*4*
21. It is the responsibility of school management to ensure good health and safety systems are in place.	*0*	*1*	*2*	*3*	*4*
22. The Principal or Deputy should take responsibility for communication with Parents.	*0*	*1*	*2*	*3*	*4*
23. Decisions regarding whole-school policy should be made essentially by management (i.e. Principal and/or Deputy).	*0*	*1*	*2*	*3*	*4*
24. Post holders should be involved in decisions that affect the whole school.	*0*	*1*	*2*	*3*	*4*
25. All teachers should be involved in decisions that affect the whole school.	*0*	*1*	*2*	*3*	*4*
26. Analysis of student progress should be carried out by teachers as part of the department meetings.	*0*	*1*	*2*	*3*	*4*
27. Analysis of student progress should be carried out by Year Heads together with Principal and/or Deputy.	*0*	*1*	*2*	*3*	*4*

28. When teachers attend professional development courses they should share their learning with colleagues.	*0*	*1*	*2*	*3*	*4*
29. Subject departments should have designated meeting times.	*0*	*1*	*2*	*3*	*4*
30. Principal and deputy have a significant influence on student learning.	*0*	*1*	*2*	*3*	*4*

Open Question:

1. What is your understanding of 'shared leadership' in the school context?

2. What do you think are the biggest barriers or obstacles to *a teacher taking on leader position? Arrange the following in order of importance.*
    ### a) Time b) Payment c) Personality d) School climate

1- (Most important)

2-

3-

4-

Part 2

<u>Leadership Practices</u>

Please place the appropriate number in the box provided:-

1 = We (the majority) do not do this in our school

2 = We are starting to move in this direction

3 = We are making good progress here

4 = We have this condition well established

5 = We are refining our well established practice in this area In our school:-

	Number
1. Teachers work together in teams (e.g. to review practice, to design policies, create new ideas and implement plans).	
2. Senior management (principal/deputy/SLT) listens to teachers' voices.	
3. Students get an opportunity to make suggestions about their learning (e.g. subject choices, approaches to assessment, learning activities within the classroom, homework and the learning environment).	
4. Teachers in the same subject departments/key stage share resources.	
5. There are opportunities for teachers to lead educational activities beyond their own classroom.	
6. New ideas about teaching and learning are discussed at staff meetings.	

7. New ideas about teaching and learning are discussed at subject department meetings.	
8. In our subject department we work together to systematically review our work.	
9. Self- reflection on practice is encouraged.	
10. Every year we strive to improve learning by prioritising specific actions.	
11. Teachers are given opportunities for professional development that enhance student learning in their own subject area.	
12. Teachers are encouraged to engage in professional development related to whole school issues (e.g. school development planning, special needs, health & safety care etc).	
13. We work with members of the school community, including parents, to establish challenging but realistic expectations and standards.	
14. We work together, as a school community, to ensure that we are offering the best curricular opportunities for our students.	
15. We receive feedback from parents and students about student performance and school programmes.	
16. Discussion on the developmental priorities of the school form part of staff meetings every year.	
17. Individual teachers take responsibility for communicating student progress and achievement to parents.	

18. Year heads or post holders take responsibility for high quality communication systems between home and school.	
19. Teachers are given opportunities to chair meetings.	
20. Students' results in the term and final examinations are analysed.	
21. Student progress is carefully monitored by teachers.	
22. Systems are in place which ensure that students are supported in their learning.	
23. The Code of Behaviour is based on our school's ethos and values.	
24. All policies are designed with a focus on enhancing, improving and developing a high quality learning environment.	
25. Teachers have an opportunity to discuss their professional work with senior management on an annual basis.	
26. Teachers are encouraged by senior management to try out new ideas.	
27. Opportunities are provided to discuss new classroom practices with colleagues.	
28. All teachers are involved in decisions which affect the whole school.	
29. Post holders have a significant role in decision-making.	
30. There are structures and systems in place to involve parents in decisions about teaching and learning in the school.	

Open Questions:

1. What factors enable you to do your job well?

2. What factors inhibit you from doing your job well?

Thank you for completing this questionnaire

The Questionnaire Results

1ˢᵗ School

Table 1	Responses of teacher's questionnaire -1ˢᵗ School				
	Please place an X in the box that matches your perception of leadership in schools				
	Strongly agree 4, Agree 3, Nor agree neither disagree 2, Disagree 1, Strongly disagree 0				
Q No.	Perceptions– 1ˢᵗ School	Total number	% 4s & 3s	% 2s	% 1s & 0s
1	Educational leadership is the job, primarily, of the Principal and Deputy.	32	40.63%	18.75%	40.63%
2	All teachers are leaders in their own classroom.	33	96.97%	0.00%	3.03%
3	Teachers' influence on students extends beyond the classroom.	33	100%	0.00%	0.00%
4	Post holders influence teaching and learning in the school.	33	75.76%	24.24%	0.00%
5	Subject departments and the Key Stages should have a leader/co-ordinator.	33	90.91%	9.09%	0.00%
6	The objective of subject departments or the year leader is to improve teaching and learning.	32	87.5%	12.5%	0.00%
7	Subject co-ordinators play an important leadership role.	33	90.91%	9.09%	0.00%
8	Teachers have a more direct influence on student learning than the Principal.	33	84.85%	9.09%	6.06%
9	The active support of the Principal is essential when changes are being introduced in a subject department.	33	75.76%	18.18%	6.06%
10	School management should ensure that the student voice is heard in the decision making.	33	81.82%	15.15%	3.03%
11	All teachers should be given opportunities to exercise leadership beyond their classroom.	33	84.85%	15.15%	0.00%
12	Student learning is enhanced when teachers work together,(e.g. discussing ideas, sharing resources, analysing results, acting as critical friends for each other or observing each other teaching).	33	96.97%	3.03%	0.00%

13	Each teacher should take responsibility for the achievement of all students in their classes.	33	93.94%	3.03%	3.03%
14	Teachers should plan and review their work together with colleagues in the same departments.	33	96.97%	3.03%	0.00%
15	It is the role of the Principal or Deputy to encourage everybody to work together towards a shared vision.	33	90.91%	9.09%	0.00%
16	Teachers from different subject departments or key stages should share ideas about teaching and learning.	33	96.97%	3.03%	0.00%
17	Teachers should be given decision-making responsibilities beyond their own Classroom.	33	87.88%	12.12%	0.00%
18	Each teacher has a professional responsibility to uphold/promote values such as respect, care and co-operation in their classroom.	33	100%	0.00%	0.00%
19	Teachers should be given the opportunity to lead new initiatives in the school.	33	93.94%	6.06%	0.00%
20	Teachers should exemplify the school ethos and values in their classroom.	33	93.94%	6.06%	0.00%
21	It is the responsibility of school management to ensure good health and safety systems are in place.	33	90.91%	9.09%	0.00%
22	The Principal or Deputy should take responsibility for communication with Parents.	32	65.63%	9.38%	25.00%
23	Decisions regarding whole-school policy should be made essentially by management (i.e. Principal and/or Deputy).	33	42.42%	15.15%	42.42%
24	Post holders should be involved in decisions that affect the whole school.	33	93.94%	6.06%	0.00%
25	All teachers should be involved in decisions that affect the whole school.	33	78.79%	21.21%	0.00%
26	Analysis of student progress should be carried out by teachers as part of the department meetings.	33	87.88%	9.09%	3.03%
27	Analysis of student progress should be carried out by Year Heads together with Principal and/or Deputy.	33	72.73%	21.21%	6.06%
28	When teachers attend professional development courses they should share their learning with colleagues.	33	100.00%	0.00%	0.00%
29	Subject departments should have designated meeting times.	33	96.97%	3.03%	0.00%
30	Principal and deputy have a significant influence on student learning.	33	69.70%	21.21%	9.09%

Tabl e 2	Please place the appropriate number in the box provided: - 1= We (the majority) do not do this in our school. 2= We are starting to move in this direction. 3= We are making good progress here. 4= We have this condition well established. 5= We are refining our well established practice in this area in our school.				
Item	**Practices 1st School**	**Num ber**	% 5s & 4s	% 3s	% 2s & 1s
1	Teachers work together in teams (e.g. to review practice, to design policies, create new ideas and implement plans).	33	30.30 %	30.30%	39.39 %
2	Senior management (principal/deputy/SLT) listens to teachers' voices.	32	40.63 %	31.25%	28.13 %
3	Students get an opportunity to make suggestions about their learning (e.g. subject choices, approaches to assessment, learning activities within the classroom, homework and the learning environment).	32	21.88 %	25.00%	53.13 %
4	Teachers in the same subject departments/key stage share resources.	33	60.61 %	18.18%	21.21 %
5	There are opportunities for teachers to lead educational activities beyond their own classroom.	33	57.58 %	15.15%	27.27 %
6	New ideas about teaching and learning are discussed at staff meetings.	33	36.36 %	12.12%	51.52 %
7	New ideas about teaching and learning are discussed at subject department meetings.	32	46.88 %	18.75%	34.38 %
8	In our subject department we work together to systematically review our work.	32	56.25 %	25.00%	18.75 %
9	Self- reflection on practice is encouraged.	33	48.48 %	27.27%	24.24 %
10	Every year we strive to improve learning by prioritising specific actions.	32	50.00 %	31.25%	18.75 %
11	Teachers are given opportunities for professional development that enhance student learning in their own subject area.	33	15.15 %	6.06%	78.79 %
12	Teachers are encouraged to engage in professional development related to whole school issues (e.g. school development planning, special needs, health & safety care etc).	33	18.18 %	15.15%	66.67 %
13	We work with members of the school community, including parents, to establish challenging but realistic expectations and standards.	33	36.36 %	27.27%	36.36 %
14	We work together, as a school community, to ensure that we are offering the best curricular opportunities for our students.	33	60.61 %	18.18%	21.21 %
15	We receive feedback from parents and students about student performance and school programmes.	32	46.88 %	25.00%	28.13 %
16	Discussion on the developmental priorities of the school form part of staff meetings every year.	33	36.36 %	30.30%	33.33 %
17	Individual teachers take responsibility for communicating student progress and achievement to parents.	33	69.70 %	18.18%	12.12 %
18	Year heads or post holders take responsibility for high quality communication systems between	33	39.39 %	33.33%	27.27 %

	home and school.				
19	Teachers are given opportunities to chair meetings.	33	6.06%	33.33%	60.61%
20	Students' results in the term and final examinations are analysed.	32	53.13%	25.00%	21.88%
21	Student progress is carefully monitored by teachers.	33	69.70%	18.18%	12.12%
22	Systems are in place which ensure that students are supported in their learning.	33	48.48%	36.36%	15.15%
23	The Code of Behaviour is based on our school's ethos and values.	33	54.55%	33.33%	12.12%
24	All policies are designed with a focus on enhancing, improving and developing a high quality learning environment.	31	35.48%	41.94%	22.58%
25	Teachers have an opportunity to discuss their professional work with senior management on an annual basis.	33	63.64%	12.12%	24.24%
26	Teachers are encouraged by senior management to try out new ideas.	33	39.39%	39.39%	21.21%
27	Opportunities are provided to discuss new classroom practices with colleagues.	33	30.30%	39.39%	30.30%
28	All teachers are involved in decisions which affect the whole school.	33	27.27%	33.33%	39.39%
29	Post holders have a significant role in decision-making.	33	27.27%	45.45%	27.27%
30	There are structures and systems in place to involve parents in decisions about teaching and learning in the school.	33	27.27%	30.30%	42.42%

Table 1	Questionnaire responses 2nd School				
	Please place an X in the box that matches your perception of leadership in schools				
	Strongly agree 4, Agree 3, Nor agree neither disagree 2, Disagree 1, Strongly disagree 0				
Q No.	Perceptions 2nd School	Total number	% 4s & 3s	% 2s	% 1s & 0s
1	Educational leadership is the job, primarily, of the Principal and Deputy.	6	16.67%	33.33%	50.00%
2	All teachers are leaders in their own classroom.	6	100.00%	0.00%	0.00%
3	Teachers' influence on students extends beyond the classroom.	6	100.00%	0.00%	0.00%
4	Post holders influence teaching and learning in the school.	6	100.00%	0.00%	0.00%
5	Subject departments and the Key Stages should have a leader/co-ordinator.	6	100.00%	0.00%	0.00%
6	The objective of subject departments or the year leader is to improve teaching and learning.	6	100.00%	0.00%	0.00%
7	Subject co-ordinators play an important leadership role.	6	100.00%	0.00%	0.00%
8	Teachers have a more direct influence on student learning than the Principal.	6	100.00%	0.00%	0.00%
9	The active support of the Principal is essential when changes are being introduced in a subject department.	6	100.00%	0.00%	0.00%
10	School management should ensure that the student voice is heard in the decision making.	6	100.00%	0.00%	0.00%
11	All teachers should be given opportunities to exercise leadership beyond their classroom.	6	83.33%	16.67%	0.00%
12	Student learning is enhanced when teachers work together,(e.g. discussing ideas, sharing resources, analysing results, acting as critical friends for each other or observing each other teaching).	6	83.33%	16.67%	0.00%
13	Each teacher should take responsibility for the achievement of all students in their classes.	6	83.33%	16.67%	0.00%
14	Teachers should plan and review their work together with colleagues in the same departments.	6	100.00%	0.00%	0.00%
15	It is the role of the Principal or Deputy to encourage everybody to work together towards a shared vision.	6	100.00%	0.00%	0.00%
16	Teachers from different subject departments or key stages should share ideas about teaching and learning.	6	100.00%	0.00%	0.00%
17	Teachers should be given decision-making responsibilities beyond their own Classroom.	6	100.00%	0.00%	0.00%
18	Each teacher has a professional responsibility to uphold/promote values such as respect, care and co-operation in their classroom.	6	100.00%	0.00%	0.00%

19	Teachers should be given the opportunity to lead new initiatives in the school.	6	100.00%	0.00%	0.00%
20	Teachers should exemplify the school ethos and values in their classroom.	6	100.00%	0.00%	0.00%
21	It is the responsibility of school management to ensure good health and safety systems are in place.	6	100.00%	0.00%	0.00%
22	The Principal or Deputy should take responsibility for communication with Parents.	6	100.00%	0.00%	0.00%
23	Decisions regarding whole-school policy should be made essentially by management (i.e. Principal and/or Deputy).	6	16.67%	33.33%	50.00%
24	Post holders should be involved in decisions that affect the whole school.	6	83.33%	16.67%	0.00%
25	All teachers should be involved in decisions that affect the whole school.	6	100.00%	0.00%	0.00%
26	Analysis of student progress should be carried out by teachers as part of the department meetings.	6	100.00%	0.00%	0.00%
27	Analysis of student progress should be carried out by Year Heads together with Principal and/or Deputy.	6	83.33%	16.67%	0.00%
28	When teachers attend professional development courses they should share their learning with colleagues.	6	83.33%	16.67%	0.00%
29	Subject departments should have designated meeting times.	6	100.00%	0.00%	0.00%
30	Principal and deputy have a significant influence on student learning.	6	83.33%	16.67%	0.00%

	Table 2	Please place the appropriate number in the box provided: - 1= We (the majority) do not do this in our school. 2= We are starting to move in this direction. 3= We are making good progress here. 4= We have this condition well established. 5= We are refining our well established practice in this area in our school.				
Item	**Practices 2nd School**		**Number**	% 5s & 4s	% 3s	% 2s & 1s
1	Teachers work together in teams (e.g. to review practice, to design policies, create new ideas and implement plans).		6	33.33%	33.33%	33.33%
2	Senior management (principal/deputy/SLT) listens to teachers' voices.		6	33.33%	33.33%	33.33%
3	Students get an opportunity to make suggestions about their learning (e.g. subject choices, approaches to assessment, learning activities within the classroom, homework and the learning environment).		6	66.67%	0.00%	33.33%
4	Teachers in the same subject departments/key stage share resources.		6	100.00%	0.00%	0.00%
5	There are opportunities for teachers to lead educational activities beyond their own classroom.		6	16.67%	50.00%	33.33%
6	New ideas about teaching and learning are discussed at staff meetings.		6	66.67%	0.00%	33.33%
7	New ideas about teaching and learning are discussed at subject department meetings.		6	66.67%	16.67%	16.67%
8	In our subject department we work together to systematically review our work.		6	66.67%	0.00%	33.33%
9	Self- reflection on practice is encouraged.		6	50.00%	16.67%	33.33%
10	Every year we strive to improve learning by prioritising specific actions.		6	50.00%	16.67%	33.33%
11	Teachers are given opportunities for professional development that enhance student learning in their own subject area.		6	50.00%	16.67%	33.33%
12	Teachers are encouraged to engage in professional development related to whole school issues (e.g. school development planning, special needs, health & safety care etc).		6	33.33%	16.67%	50.00%
13	We work with members of the school community, including parents, to establish challenging but realistic expectations and standards.		6	50.00%	0.00%	50.00%
14	We work together, as a school community, to ensure that we are offering the best curricular opportunities for our students.		6	33.33%	50.00%	16.67%
15	We receive feedback from parents and students about student performance and school programmes.		6	33.33%	50.00%	16.67%
16	Discussion on the developmental priorities of the school form part of staff meetings every year.		6	50.00%	16.67%	33.33%
17	Individual teachers take responsibility for communicating student progress and achievement to parents.		6	50.00%	16.67%	33.33%
18	Year heads or post holders take responsibility for high quality communication systems between home and school.		5	40.00%	40.00%	20.00%

19	Teachers are given opportunities to chair meetings.	.6	50.00 %	0.00%	50.00 %
20	Students' results in the term and final examinations are analysed.	6	83.33 %	16.67%	0.00%
21	Student progress is carefully monitored by teachers.	6	66.67 %	33.33%	0.00%
22	Systems are in place which ensure that students are supported in their learning.	6	50.00 %	33.33%	16.67 %
23	The Code of Behaviour is based on our school's ethos and values.	6	50.00 %	33.33%	16.67 %
24	All policies are designed with a focus on enhancing, improving and developing a high quality learning environment.	6	33.33 %	50.00%	16.67 %
25	Teachers have an opportunity to discuss their professional work with senior management on an annual basis.	6	33.33 %	16.67%	50.00 %
26	Teachers are encouraged by senior management to try out new ideas.	6	33.33 %	50.00%	16.67 %
27	Opportunities are provided to discuss new classroom practices with colleagues.	6	50.00 %	33.33%	16.67 %
28	All teachers are involved in decisions which affect the whole school.	6	16.67 %	33.33%	50.00 %
29	Post holders have a significant role in decision-making.	6	66.67 %	16.67%	16.67 %
30	There are structures and systems in place to involve parents in decisions about teaching and learning in the school.	6	33.33 %	16.67%	50.00 %

Appendix 2

Interviews

The interview with the 1st School Principal

1. What do you understand by the term distributed leadership?
   - It's a form of "Shared Leadership" where people within the Staff Team/Organisation lead each other
   - It's a natural extension of Collegiality wherein everyone is invited to make a contribution through a process of mutual accountability
   - Therefore, it's not just about what people do but why and how they do it!

2. How much power and authority do the middle leaders and teachers have when responsibilities are distributed ?
   - Define "power" and "authority" . In what terms can this be quantified?
   - Middle Leaders and Teachers are trusted to run with their responsibilities but all Leaders are supported and accountable

3. How far is leadership distributed in the school?
   - Senior Leadership Team: Principal / Heads of Foundation/ Primary/ Secondary
   - Middle Leadership Team: Subject Leaders for Arabic/ Islamic Education; English (2)/ Math(2)/ Science; Inclusion; Moderation
   - Class Teachers: Model both Teaching & Learning; Peer Observations sharing good practice
   - Administration: TEAM Leader/ Registrar/ Arabic Secretary/ Head Nurse
   - Student Councillors : Councillor and Vice-Councillor per F2-Y6 Classes
   - Secondary Cave Project: Opportunities for Secondary Students to experience Leadership roles

4. How is leadership distributed in your school ? i.e. How responsibility for leadership and management is distributed ? Is there any model that is followed?
   - In the context of Collegiality
   - In response to priorities identified in the School Improvement Plan
   - In response to Management and Organisation challenges
   - In response to raising standards e.g. monitoring of Teaching & Learning
   -

5. To what extend would you say distributed leadership enhances capacity building among the staff?

   Enhances 'capacity building' through the following:

   - Utilises individual Staff Members'' experience, expertise
   - Provides on-going opportunities for Career and Professional Development
   - Hence provides motivation for Staff to develop a sense of ownership in the School

6. What would you say are the benefits of distributing leadership for (a) the head (b) the teachers (c) the pupils?
   - (a) Head: See No. 5 above
   - Thomas Edison , when asked why he had a team of twenty-one assistants : "if I could solve all the problems myself , I would."
   - (b)Teachers : See No.5 above
   - (c) Pupils : allow pupils to contribute to their school and develop a sense of ownership; provides for the high quality environment in which pupils can achieve their true potential

7. How does distributed leadership contributed to effective school leadership?
8.
-   It is inclusive of the Staff Team's potential to contribute to effective decision making
-   It's not just about what people do but why and how they do it! It therefore contributes to the building of a Collegial Community
-   It leads to identifying the right questions as well as contributing to the right answers

8 Do you have examples that distributed leadership is working in this school?

-   ARABIC/ISLAMIC: the role of the Head of the Department in strengthening the Department especially through links with the British Curriculum (internal) and links with other Schools, utilising inks with her Masters
-   INCLUSION: the role of the Head of inclusion in providing targeted support for SEN
-   YEAR GROUP LEADERS: effective management of their Teams as the School has increased in size
-   TRANSITION: effective addressing of Foundation 2- Year 1 issues regarding Curriculum Development form Early Years to key Stage 1
-   MODERATION : helping to address the accuracy of levels as Students progress to the next Year Group and Key Stage
-   PEER OBSERVATIONS/ PAIRING & SHARING

9 Are there any examples of pupil outcomes that you would attribute to distributed leadership?

-   INCLUSION: success of individual targeted support
-   TRACKIGN OF PUPIL PROGRESS & ATTAINMENT resulting in setting of appropriate Targets at an individual student level
-   PHYSICAL EDUCATION : success (both internal and external) due to shared leadership across the Department and inclusive of other interested Staff Members
-   STAR ENTERPRISE : maximised leadership at a variety of Staff and Student levels resulting in maximising the showcasing of students talents across a wide range of activities
-   WORLD CHALLENGE : this very significant initiative has been vested in the leadership of a relatively 'Junior' Member of Staff

10 How effective are teams in your school ?

-   See Nos 8,9 above for examples pf effectiveness

11 How far do you involve teachers in change initiatives within the school?

-   Initial suggestions may be generated and discussed through any of the forums mentioned in No.12 below
-   Working Parties e.g. "Initial Teacher Contract"/ Introduction of "Performance Management"

12 Do you have any time set aside for collaboration?

-   SLT Meetings
-   Staff Meetings + Briefings
-   Departmental and Year Group Meetings
-   Moderation Meetings
-   Transition Meetings
-   Performance Management Reviews
-   Annual Contract Reviews

13 What would you say is the overall effect of distributed leadership on teaching and learning ?

- It has led to a very healthy climate of Monitoring and Review / Sharing Good Practice both internally and across schools

14 Have you encountered any problem with distributed leadership?

- Insufficient Leadership Posts (with Allowances) available for both Current and New Appointments. This meant we lost several potential Leaders during our latest Recruitment Campaign.
- Periodically… individual Leaders not delivering in terms of expectations. The new non-class based SLT will be able to provide the necessary support to maintain momentum

COLLEGIALITY DESCISION MAKING PROCESS

The School is committed to establishing and nurturing an environment of Collegiality within which the Board, Staff , Parents and Children can work in partnership. While Collegiality is not to be confused with "Democracy" it is a commitment to:

- Mutual accountability
- Inviting involvement/contributions to the decision -making process
- Relationships that are supportive, constructively critical and respectful of each other's contribution and expertise

As such, collegiality has a very important part to play in building and nurturing a real sense of COMMUNITY

The Members of our School Community contribute to the decision making process in a variety of ways, including :

MEMBERS OF STAFF

Meetings:

Senior Leadership/ Middle Leadership Teams

Staff Meetings / Briefings

Working Parties e.g. Staff Contract

Principal's 'Open Door' Policy.

PARENTS

'Open Door' Policy providing Parents with access to the Principal (open office), Administration Team and Teachers.

PARENTS , STAFF & PARENTS ASSOCIATION in particular the following Committees: PSFA Committee / Curriculum Committee/ Site and Facilities Committee/ Social Committee.

The Committees meet both regularly/ frequently.

They have also met with Members of the Board and the School's Senior Leadership Team.

Particular successes have been the Open 'Town Hall' Consultation Meetings Inviting Parents to register their lists of the School's strengths ad concerns and a mid-year Review meeting to which Members of the Board and Parents were invited.

CHILDREN

The Children are listened to at a variety of levels:

Classroom discussions with the Teacher

STUDENT COUNCIL A Councillor and Vice-Councillor have been elected for each Class from Foundation 2 up to Year 6 Inclusive. The Council meets regularly and consults the Children over a range of matters concerning "Making our School better"

YEAR 6 were consulted regarding preparations for their transition to Secondary School and the launch of Key Stage 3

The Interview with the 2ⁿᵈ School Principal

A:so okay umm Ill ask you first about uh a little backgap , I mean information about you , because like I need to just keep I t there

Okay so uhhh your nationality or your hdahdsga

B: South African

A: south african , do you mind uh about your age , some people they do not like

B: 61

A: oh mashallah that is fine , okay and your professional experience I mean uh like how many years

B: I have been working since ahh my what it is , 40 years that I have been working

A: oh good , so and the rule as a leader or the headship is just how many years in that one

B: uh as school principal in the UAE it is seven years

A: all all seven years here in your school here , that is good

B: yeah and then prior to that I was not in in uhh school principal but I was in in management positions for about fifteen years there

A: in UAE or ..

B: no in South Africa

A: south africa for fifteen years that is fine , okay umm , your educational background

B: ummhmm

A: The Ph.d , what the theme or the the

B: no the phd was on comparative anatomy,

A: umm hmm okay

B: where I have worked on comparing , yeah well comparative anatomy

B: yeah

A: what the age group of your school?

A: secondary from nine to twelve , so all the students here , they age between grade nine to twelve

B: that's right , okay

A: okay , difficult age

B: yesss aa the formative stages

A: yes yes , tyb okay , and a a it is school culture that meaning is more related to to Arabic culture , we can say or local culture or just

B: well it is only for local emirate , local emirate , but the the the teaching all the classes are in English

A: okay, umm all the subject in English language

B: except for Arabic and Islamic studies

A: yes

A: ah just a , sorry this is not not the main question but I need this just like to put the outlines about the school , the nationality of your staff like umm , how many first , how many number of staff you have in your school

B: I have about 60 , ah and yeah around about 60 teachers, and 20 administrative staff

A: okay

A: okay, admin is 20 so we are poor we have four , okay and basically the teachers , like you just you have both umm ma- gender male and female , yes yes okay

B:Male and female

A: and ah ah umm the nationality differ nationality you have

B: it is different nationalities , it is uh uh there are lots from the GCC , but they are Canadians ,

                                                 Okay

B: they are Americans , they are Britishs , so it's it's from all over , there is indian , it's mixed nationality

A: what the curriculum you teach them here , like

B: it is our own special curriculum , we have ah , the IAT has a directorate and within the directorate , is a curriculum development o academic services with the curriculum development unit , looking at the curriculum of the school and they develop the curriculum according to the needs of the industry

B:well they go from , they they , when they graduate from grade 12 , they go directly to universities

A: okay , ah

B: it is lessely based on the American standards

A: ah okay , that is good , okay ahh umm , I will go now for my main topic , umm , ah before I start about the how you distribute the leadership in the school here , let me ask how the structure of the management in the school like.

B: okay now I think we will get put it into perspective , I need to just explain that there are five such schools in the UAE and they are all , the structures are all the same , but these five schools all fall under the IAT directorate , where we have a managing director and then we have a director of school services and a within the directorate we also have curricula of the academic services, which consist of the curriculum development and assessment department and then obviously human resources and finances is all part of the directorate but when we come to school level , what we have is we have the principal and you have two vice principals

A: oh good , one minute , two vice principal, what they work with the same group or each one has different group

B: we have one vice principal academic and he works only with the faculty , and then you have a vice principal administration or facilities and he then works with the administration , now if we look at the vice principal academic , the academic structure the way it works is is , we have the vice principal and then we have seven departments actually six departments

A: each one is separate , yes

B: each one is separate and each one of those departments , have what we call a lead teacher , na - a suppose , I suppose that I will call them the heads of department

A: you call them as

B: lead teachers

B: yes , so they are lead teachers and the reason why we call them lead teachers is because they still have a teaching load , but it is a lesser teaching load and they then ah do ah the administration or not the administration , we have the administration of the department , mediating with the vice principal

A: ummhmm okay , and you don't have subject leaders or middle leaders , that is the the structure is going like that

B: that is bbelow the lead teachers you have the ordinary teachers

A: ordinary teachers just in classes

B: yeah

A CALL

B: ah yeah , so you have the student services , and you have the the sort of a team leader , the senior officers student services and then under her you have ah the ah the counsellors , you have one ah , you have two social counsellors , sorry yeah we have three social counsellors , we have a nurse , then we have student services officers , two academic officers that will look after the the the exam marks and the report cards , student services officers they look after the student information , there is student files , and then you have the facilities , and the general system that look after the

facilities .maintenance of the facilities and aaa what else we have a campus monitor that looks after the security ummm that's it

A: okay now ahh let's go for for the distribution leadership, wh-what you understand by the the meaning when we say distributed leadership ,what that mean for you , just come to –

B: well hhhh the first thing that I understand that , is it is not the tutorial , it is a case of you distribute the leader ship amongst allot of people , and ahhh you give them ahh authority and and responsibilities

A: allot when you allot of people , it mean , we can say close to dele- , you like the word delegation or no

B: yes I do do like delegation, and we are actually doing it here and since that yesterday we had our graduation ceremony , which was a huge success and we had the ministry of education , presenting-ly and I did not do anything about that because we had groups even teachers organizing everything ,

A: umm umm and everything is done

B: it's just a case of put everything in place and just guide them allot

A: that maybe the answer for the second question , how much power and authority do the middle leaders or the senior leaders and the teacher , have responsible are distributed in your school , like ah now I come to know like you ha – ah you are the principal , the vice principal and then the head of department ,

B: departments

A: so the responsibility normally , just if you can just give me , not in details , but the authority for them to do especially with the teaching and learning and with the admin teams and

B: ah it is typical to give a quantitative ah value to it , but what we do , and what we have here is is , I dealt work directly with the teachers , what I do is I have weekly meetings the academic committee meetings , now all the lead teachers are sitting on in on the academic committee meetings , and they then report to me , what is happening within the departments , ah with regards to curriculum delivery , ah student performance , the teacher performance , and that is the report back the vice principal academic , leaves it in on the weekly meetings of each of the departments and he also does the teacher observation , classroom observation , sitting and observing performance analysis , if required , if there is a problem situation somewhere , then I will go and sit in a in a the classroom , observation a teacher , doing a performance aa appraisal

A; ummhmm that is good

B: and that is why I am saying the whole thing is so mixed up because , ahh let me try and explain it to you

A: I think more with academic ah is more researching and learning that , like just ahh , you increase the number of a the senior leaders like instead of one , two is more distribution for

B: yeah you see we share the administration but on the academic side we have distributed leadership there

98

A: yeah that is good , okay , I will maybe get it-that brochure later or any , it's fine, okay now ehem , ah what you say the benefits of distribution in the leadership for the for the for the , for you first and for the teachers and for the students

B: okay for me first of all , it's a case of ahh , you not so overloaded and and need to look at everything and then manage everything, it's a case of ahhh , I almost want to say it's like the the teaching philosophy that they got that we like to follow here is Vygotsky's constructivism , which says what is expected of our teachers is , we determine what is the base knowledge of the students and the teachers just add information to that base knowledge and they then allow the students to construct their own knowledge , just guide them along to ensure that they get to the right outcome and that's exactly the same with the management style that we want here is , aaah I want to give them the responsibilities to manage their own environment and then just guide them along so that they their eventually outcome of the whole school is what is expected from the directorate

A: this for the for the for the teachers you mean more close like professional development

B: for the teachers it means professional development it also means that they they develop their careers, career enrichment , and obviously on development in their C.Vs , they are more ahhh what is the word I am looking for , not in favour but more in demand and and schools thing and their professions

A: and for the students, what you think the benefit of just ahh

B: ah the the-th distributed leadership , ah I think it is transparency , openness , if a student has a problem , he has so much more options to go too, what we also do is as far the students are concerns , is this we have one period of week , what we call a SAM period that's a student academic mattering program , where we take our students we divide them up into groups of ten and we allocate a SAM teacher for each one , for each group and each , and once a week , the teachers , the the the the students will then sit in the SAM period and speak to the students about their academic performance , academic issues , so this gives our students the opportunity of ahh speaking out

A: umm okay , actually the questions you feel like related to each other then we-will ask like how contributed to effective leadership that mean ah , I mean now you I you distribute widely the the the your school , you think this is like just relate to make you like or make the leadership effective and just ah ah more effective every year and just

B : well I think it will make leadership much more effective because you get new ideas , you get different perspective s , if you centralized the the leadership in one or two people then you only have that vision or that dedication of of that group, you know ah ah there is something that I can remember from a great leader in in south africa , industrial leader , he said that , if there are two leaders in the same company that think the same , fire one , because you need people to think differently

A: so how the people effective like they handle the responsibility themselves , or just you need to just to be behind or

B: I aahh I really enjoy the the the situation ahhh with regards to teams and and the school at the moment because what we are doing is we are taking part in the Hamadan awards ahhh we are taking part in Khalifa awards we taking part in emirates skills , we now have students from the award skills and so what we do is aa there are various sport activities like the Zayed marathon and and whatever and so what we do is as soon as we have the invitation, we now know what what these things are and so what we do is we get teams and and they they organize this

A: so that means discussion always there and just approval okay

B: but obviously it makes it more difficult in our situation because what they do for us must be done for for the other schools as well as I said their five schools actually their seven schools now because we have started to do girls schools one in al ain and one in abu Dhabi ahhh not the same as the boys but separate schools but following the same curriculum so

A: for the other schools ahhmm , do you have time or a side type of collaboration like a with your staff , you mention you have a meeting

B: weekly meeting with the lead teacher s and the vice principals and then the each department

A: sorry ah I will write this again weekly meeting with the vice principals

B: the a okay the we call it the academic a committee meeting

A: ah with the teachers

B: with the teachers yeah, obviously the lead teachers and the lead teachers has a meeting with these or department

A: all the department

B: and the vice principal will also sit in and aaa and just observe

A: ehem ahhh any problems a like that you have or encountered while you I mean with distribution leadership or any problems just like you had a feeling , oh this wrong , I don't have to go from the year you joined the school

B: the biggest problem that you have there is if you have a weak leader in one of these positions in al ain I had a very weak vice principal administration and that brings down the whole administration

A: so you got support from all the people around you that is good

B: (yes)

A: so you make me be the frame and let the people just even if they come out of the frame but again like because at the end it's your responsibility

B: in in the end I will I am held responsible for the performance of the entire school from finance from a facilities , security bus transport , nurse , aa academic issues everything in in the end I am responsible so therefore I need to have strong people in each one of these departments or areas but I can not manage each one of them , or the the micro management I don't want to get involved in that but I want to give them the opportunity because they the masters , they the specialist in their this specific areas and if they develop it and as you say , you just guide them along and keep them in within the frame of the bigger picture then on in everything just works so much better ahhh the way I see it is ah if you take a tree for instance you have the roots you have the stem you have the branches you have the leaves if you remove any of those the rest of the tree won't float(that is whaty es) and if you develop each one because the leaves gives food to the roots and the roots give foo – water to the leaves the-the- they interdependent and you need to make each one strong and if you must make each one strong then the whole is just so much stronger

A: good it's nice actually ahhh I almost , most of the questions but a aa sometimes like just this is out of my research but ahh

<u>An interview with the second school Vice Principal</u>

A: okay ah the topic of m-my dissertation about distribution leadership I mean just I am trying to see how the leadership is being distributed with different models like different models I mean like different cultures and how the effect of that in teaching and learning and a like I am doing with dr.lornez a south African and the culture here is an Arabic culture , I am doing cause with another British school like another principal is British so just trying to find different aa models how applied in schools ahhh let me just get some information or about first your nationality

B: Palestinian

A: okay and aaa your age if you don't mind

B: it's 37

A: 37 okay and aaa you-you-your exp - professional experience

B: it's a years of experience(yes) that's a right now aaaa almost 18 years

A: B: almost maybe 8 years

A: 8 years and aaa how many years in the your school , you come to school here

B: as a leader you mean

A:as a leader or as if a teacher before

B: 2006 that's aaaa almost aaa seven years now

B: computer science , systems analysis and design and then another masters in international management and policy , now I am currently I am doing my doctorate in leadership and management (okay that is good)

A: okay ehem ahh will start the interview what understand of the term distributed leadership for you , when you say distribute leadership, what is it mean for you

B: I I do aa believe in delegation and I applied the stewardship delegation where you fo- just start finding these strengths of each individual and work on these strengths and when you feel that they are ready to handle the job all you need is to show them the final product so and monitor them and after sometimes you will find functioning and doing a great job , just last night we were reviewing us me and dr.lornez we have appointed people to a positions and they did a great job because a aaa they are like we have in this is school , we appointed internally , e-learning coordinator , there was nothing on the structure we appointed one quality assurance coordinator we don't have it this on the structure we appointed one for distinguished the work aa coordinator and so on , so we found the strengths of the people and aa we provide them with some training and when we feel they are ready we give them the opportunity to coordinate this activity or this event or anything so I think aaa each one of our staff members has a strength we invest on these strengths and we give them the opportunity to be leaders as one

A: it not more like checking list not responsible just to given for for the people like just under or or just is a a total delegation I think (it is whole delegation) what ,what you frame work

B: when the beginning we don't give them delegation like we monitor their progress we monitor their relationship with their aa counterparts and peers we make sure that they are developed in terms of aa knowledge , skills and attitudes , once we find that's in a place we follow delegate that responsibility to them and just we appreciate their work and if their need our supports we are there to

A: okay that is good aaaamm which rules like aa are distributed to teachers like I know you are the vice principal , I come to know form dr.lornez that you have after I mean the the principal the vice principal the structure of the school and then come like head of each department and then the teacher ah ah how how the rule distributed to teachers , take it

B: now as a vice principal aa I meet with teachers very frequently aaa they can approach me easily either via email or they can come to my office and just meet and discuss whatever they have especially if they have ideas and this is the time I get to know their strengths (hmm okay), A: okay , you have any meeting with the I mean first with the head of departments like weekly or monthly

B: we have the weekly meetings

A: you with with the head of departments , yeah okay

B: A Minimum of one weekly meeting

A: okay and with the teachers you or the what the head of department they they have their meetings which one like you have other meetings (both , both) both of you

B: but I meet with teachers not in weekly basis

A: you don't involve just you observe

B: mm just observe them because I believe that the lead teacher should be fully authorized to lead his team

A: good you listen to the teachers that is actually

B: lots of things (come from them) 90 percent of the ideas

A: umm um okay any model or pattern that you would follow or the school follow about distribution leadership or just is is you have a model and then you you use to change this models or redesign it again

B: the model is there in the formal way but the implementation in our school is different from any other school as I said earlier the legitimacy of a leader and and the head of department or teacher or a vice principal comes from his or her own work so if you want to gain legitimacy you gain it by the quality of the work that you do more involvement in a strategic events or planning give those individuals the opportunity to be aa in the front line in this school and take the opportunity to make decisions

A: oh you have more than 40 (yes) the most nationalities is

B: we do not have the most

A : oh really okay , (yeah we do not have the most)

B: we do have teachers from India from U.K from USA from Australia from Sudan from Somalia from Egypt from ahhh ahh France ,(you don't find it difficult to to just ahh) from Jordan , from Palestinian

A: to handle this number of different cultures , this just a question come to my mind

B: this is this is a very good question by the way I didn't find it difficult and I find it very interesting because ah the the the atmosphere , the environment in this school , the school climate is very positive and team work and everyone wants really to show ah and to help and we give them opportunities and the end of the year every year that we get them one day that each one wears whatever he or she wants to

A: one day in a year or just a one

B: end end of the year

A: ah co – like international day

B: yeah it's yeah , so everyone(we have that) does and some of them bring their children with them and it will be like a good opportunity for us to know more about the cultures of others in terms of dress but in terms of communication I think , I don't see any barrier ah in terms of a communication Interaction or team work

A: how the team work yeah that is my sec-, you just reading what the question am ahh how the team work like just you you feel like people are communicate well and ah it's promoted well in the school the team work

B: ah the team work is excellent in this is school because as I said everything is done is because of accomplished is because of the teachers, how they interact with each other, they are friendly with each other so

A: ahh stability of the staff

B: it's a for example we do have aa around 85 , all of them are continuing with us

A: system of the school is not being changed , ahhhm that mean stability is 85 is good like that mean aa

B: only those who want to leave for personal reasons

A: ah that is happen but with dubai just like to keep stability in the school is I mean , mean that the environment is a good for the teachers because

B: it's from the past three years I think the school function with one or ne or two new teachers that's

A: umm umm that is good , ahh what are your perceptions about aa the effects of distributed leadership in teaching and learning

B: it helped it helped really to come out from aa the teacher centre of the pro-to students enter the problem because problem solving when we discuss a problem at the strategic level we make teachers involve even for next year planning for our key performances , indicator for the school and school improvement plan , their involvement we make it as practice that can be applied inside the classroom

A: is any evidence shown like just that is really distribution leadership help the the attainment of students or teaching and learning process(yeah yeah) in the school

B: looks , if you look at the results of our school year you will find aa dubai school topped every other school in the system for example aa our CPA average was 182 , none of our school scored the same , our IELTS average score was 5.4 the same thing none of the schools reached 5.2 even ahhh our SAT results was 560 average and then aa we got a 3 students from this is school on the top ten on the country

A: you mean other schools in the same aa group or you mean other schools from government schools

B: no no in the same group

A: okay that is good

B: yeah yeah , so the the in terms of academic achievement ,we coup it the the good sign about the of the team work and the the involvement of the teachers is the number of activities happen this year , the school participated in too many activities you cannot even imagine

A: that is good

B: yeah so ah in terms of ah ah many other like ah ah IT marathon our ICT group competed with the aa the university students and other school-univer students and we got the gold medal

A: okay if if you introduce any change like in the school how you involve a the teachers

B: a , this is a very good question , thank you for that , when there is any activity a needed , first of all we try to send an email to everybody announcing that there will be activity and then we request two volunteers to do that or who is interested

A: so that means , that mean the teacher knows about the change whatever you plan to do and a a you listen to the teacher , also in case they come out like they are not happy with that change or whatever any responsibilities

B: I applied the CBA model concerns based adoption model

B: okay this one what we usually do is is that whenever there is a new idea we just send an email saying that we are planning to do so and so and we listen to them (if you want to answer) no no that is fine , we listen to their concern and we try to take them into consideration before the implementation and now we request a committee of teachers to really take that concept and develop an action plan ,

A: that Is good ah I may come to the last note just ah any problems that you just in distribution leadership face you or while just ah problem and how you handle that problem

B: it's it's a very very also good point ahh we have here a leader who was appointed , the team was not happy with him

A: why ?

B: he had a coercive power and in terms he is a military guy who wants things to be done his way , they we started with him lots of professional development and after that we started and during this professional development we had taken the responsibility from him and start myself be In work in his department and starting him in working bit by bit , till now he is there in the system

A: so that is good , you guys like , just you don't if you , someone with a problem you don't push him out of the of the just you have to change (yes)

B: No no we said these are the things that you want with your team five areas and now two of them you are doing great , continue doing them the other three we need to work on them with you and we started with him number one , when we felt that he is ready then we give it to him the number and now he is fitting there

A: everything is fine , okay so that one case but ahhh like you don't have many many problems with that ahhh like distribution

B: you know people people , some people who are emotional or attention seekers sometimes get irritated by simple things but as we listen to them and thanks that channels are open , we are being able to put to , listen to all people see you can find them and most of the time you find them simple things but they take it in a emotional way not in

A: what the benefits of distribution leadership for you especially because I know like many benefits maybe work as you mention for the teacher for the student and many thing but for you as a vice principal

B: so in term in terms of benefit I get as a vice principal from the Distributed leadership as I said ownership , motivation a a team work a a then I can also say things related to creativity people get to be more creative