

## Leadership with a Conscience: Narratives on Teacher Leadership from Two Secondary School Teachers from Western Kenya

Irene Simiyu & Clement Mulumbi Eyinda

### Abstract

Leadership in schools has for a long time been associated with the school headship that enjoys authority supported by the hiring body and the school sponsors. In recent times however, there has been effort to shift this headship oriented leadership to bring in teachers and other stakeholders. This is in keeping with the notion of distributed leadership where group members pool their expertise without seeking formal positions or roles. It is through such views that teachers are encouraged to find their voices and utilize their potential as leaders and change agents. A teacher leader is one who leads within and beyond the classroom, identifies with and contributes to other teachers' and learners' welfare and empowerment. These efforts by the teacher leader are driven by the moral purpose of achieving educational goals, hence leading to school improvement and effectiveness. Teacher Leadership is a new concept in Kenya contexts and thus the need for its introduction to be accompanied by an understanding of the school culture within which it will operate. Yet change in any school system is never easy. It is complex and involves risk taking especially where there is change of power structures. This article presents our narratives -- two secondary school teachers from Western Kenya and our efforts to be model teacher leaders. The paper brings out the challenges and possibilities of teacher leadership in a Kenyan secondary school. It also points out the merits of teacher leadership that include increased teacher participation in school matters, improved teacher confidence, development of knowledge and skills in the teacher leader and the establishment of a culture of trust that allows collaboration to grow among teachers. We recommend that with the support of school heads, teachers should take up their position as leaders within and outside their classrooms and schools.

**Key words:** *Teacher Leadership, distributed leadership, school improvement, school effectiveness, school culture, change.*

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### Introduction

Teacher Leadership is a concept that is gaining increasing interest in school leadership.

This is due to its documented ability to secure and sustain school improvement and

school effectiveness, two key aims of any educational system. Traditionally, school leadership has been associated with the individual actions of the school head together with the Senior Management Team (SMT) both who hold formal positions with specific job descriptions, rather than collective action that includes that of the ordinary classroom teacher. However, literature provides a contrasting view that reveals that even classroom teachers who confidently involve themselves in the decision making, can be said to provide leadership (Grant, 2006, Katzenmeyer & Moller, 2001, Muijs & Harris 2007). This view suggests that teachers are not just implementers of the curriculum or decisions and procedures that have been made elsewhere, but that they too can be involved in the decision making process, as a normal role of a teacher (Darling-Hammond, Bullmaster and Cobb, 1995). Indeed it has been argued that if leadership is part of teaching, then new teachers should have it as their starting point rather than a goal to be achieved at the close of the teaching career, as is commonly the case (ibid). This paper is a call for teachers to arise and take up this role that has previously been reserved for a few appointed leaders who include the school principal and members of the senior management team.

In the East African context, the classroom teacher has received very little attention as far as leadership is concerned, yet teaching constitutes a range of leadership activities that include modelling good citizenship to the learners, inspiring hope for a bright future, mentoring novice teachers and even making decisions concerning the completion of a lesson. The common notion is that a leader in a school is one who has distinguished themselves in certain ways or received training or even 'anointing' from school sponsors

or political 'godfathers' This view is of course presumptive of what constitutes the character of a teacher leader and the range of areas where they can exercise leadership. Darling-Hammond, Bullmaster and Cobb (1995) point out the teacher leadership roles that have emerged in highly developed professional development programs as including: serving as mentors, teacher educators, curriculum developers, decision makers, problem solvers, change agents and researchers engaged in knowledge building. A teacher leader is one who leads within and beyond the classroom, identifies and contributes to other teachers' and learners' welfare and empowerment (Muijs & Harris, 2007). Of importance to note is that these roles are driven by the need to do what is morally right to improve the workplace, colleagues and students.

Studies on school leadership show a correlational relationship among the quality of classroom instruction, student achievement, school improvement and effective school leadership (Katzenmeyer & Moller, 2001; Muijs & Harris, 2007). A key player in achievement of the above aspects is the teacher leader. Indeed, Barcia (1996) clarifies that a teacher leader is one whose relationship with colleagues extends beyond classroom practice and is intended to influence others in positive ways. Further to this, Katzenmeyer and Moller (2001) explain that a teacher leader identifies with and contributes to teacher learners and thereby influences them towards improved educational practice. One leadership notion that recognizes and supports teacher leadership in regard to its positive effects on students is pedagogical teacher leadership. This notion requires teachers to take

responsibility for leading teaching and learning in their classrooms and schools. According to Sergiovanni (1998), teachers practice pedagogical leadership directly since they have the responsibility of guiding students academically, socially and spiritually through the world of childhood to adulthood. This view points to the many varied decisions that a teacher needs to make to enable the school to have an impact on the life of a student. There is however no doubt that the impact of the decisions can only be positive if informed by moral values espoused by the greater society and therefore teachers must lead with a conscience

Despite the above assertion, Muijs & Harris (2007) established that this notion of teacher leadership can only flourish where classroom teachers are willing to take up their position as leaders, unlike where teachers are contented with their classroom duties and are reluctant to lead. This unfortunately is the case with many classroom teachers who feel that offering leadership should be accompanied by formal appointment and if possible some cash incentive to motivate them. The above authors also suggest that another problem in developing teacher leadership is the lack of confidence and leadership skills by staff that can enable them carry out their roles and responsibilities effectively. This view points to the need to equip teachers with these skills although most professional development opportunities focus on equipping teachers with knowledge of subject content and not leadership skills. Another factor that is key to the emergence of teacher leadership is the presence of a school culture of trust that allows for goodwill from the school head and colleagues to support the classroom teacher as they provide

leadership. While a teacher may have progressive ideas that could lead to school improvement and effectiveness, they may not find acceptance from colleagues and school heads who may read ill-intentions in one who always suggests this or that idea.

Yet to achieve the change that involves introducing teacher leadership in schools, one cannot ignore the powerful role played by school culture. According to Stoll and Fink (1996), culture includes among others, norms that evolve in working groups, values that guide an organization and the rules of the game for getting along in the organization. These authors warn that paying scant attention to the culture of a school will frustrate any attempts at introducing change and thus the need to study and understand it. While school culture is formed by history, context and people within it, it is not fixed and static as some scholars argue, but it can change as participants change. Indeed, scholars like Anderson and Wenderoth (2007) contend that change is never easy, is risky and may involve the re-distribution of power, thus the inevitable presence of resistance, healthy and unhealthy criticism.

Notwithstanding the above challenges to teacher leadership, two secondary school teachers from Western Kenya engaged in providing leadership in their schools and beyond and narrate their experiences that include possibilities and challenges. Their narratives are in form of reflections. Humaira and Rarieya (2008) define reflection as “a deliberate and meaningful process that leads to critical inquiry into a teaching process

whose outcomes helps improve teaching practice..." (p.269). Thus the sharing of these teacher leadership experiences is intended to provide learning points to other teachers who are yet to take up their teacher leadership roles. School administrators will find the narratives useful as they set out to involve teachers within their schools in securing school improvement and ensuring school effectiveness. Institutions that are tasked with the responsibility of offering in-service training to both school heads and teachers will find this information useful as they seek to empower school leaders in the practice of distributed leadership.

## **Narratives of Two Teacher Leaders**

### *Teacher Clement*

In 2008, I was lucky to get a joint scholarship of the Government of Kenya and the Aga Khan Foundation to study a Master of Education program at the Aga Khan Institute for Educational development, Eastern Africa (AKU-IED, EA) in Dar-es-Salaam, Tanzania. The course aimed to prepare me to be a professional development teacher and thus a change agent. One concept of the course that interested me was the idea of Teacher Leadership which seemed to suggest that for a teacher, leadership is something they do in their day to day work and that all teachers can be leaders even if they do not hold formal positions or titles. The leadership suggested here includes making decisions about practice, sharing best practice with colleagues, showing personal concern for students and examining practice with a view of improving it.

Upon completion of my Med program in 2010, I thought I needed to give back to the society by sharing the knowledge I had gained, which in many ways was new and from what I had read in literature, would turn around my teaching, that of my colleagues and the performance of students. Therefore, together with six Alumni of AKU-IED, we formed a professional group called Western Professional Development Team (WESTPRODET) in 2010. The team was initiated with the aim of bringing change in our educational institutions through mentorship programs, organizing and executing professional development sessions with teachers, carrying out research and sharing the findings. Working as a team was a challenge, as this was a case of many leaders in one place! However, the team eventually settled for me as the team leader and we went on to deliver a successful induction workshop for newly appointed principals and deputy principals that was held in Mukumu Girls High School in August, 2012. The theme of our presentation was pedagogical leadership in secondary schools, a new concept to the school leaders who are used to instructional leadership. The information was well received by the newly appointed administrators, a factor that gave us confidence and earned us invitations to facilitate school-based professional development experiences in several schools. One particular invite worth of mention came from one of the principals who had apparently found a dysfunctional staff where individualism and lack of respect for the school administration and other members of staff reigned supreme. After our presentation in this school, the problem was solved and the school started improving in

the results gradually and currently, it is among the well performing girls' school in Western Kenya. We always feel proud to be associated with the success of the school.

Working with adults in the workshops was a learning moment for us because we had always worked with teenagers in secondary school and we knew how to approach them and share information. Looking back I can say these workshops were the turning point in my life as a teacher leader. It gave me an opportunity to be a mentor and to provide educational advice. I have since been involved in designing and developing curriculum support material. Presently, I am a member of Secondary Schools English Panel at Kenya Institute of Curriculum Development (KICD). In this capacity, I have actively participated in scripting, editing and recording video programs for secondary English. I am currently a panelist that analyses and discusses the short story *When the Sun goes Down and other stories from Africa and Beyond* aired by EduTv channel (this is an education television channel run by KICD).

I also engaged in sharing findings from research studies I had carried out and even published a book –*Teaching of Writing in a Kenyan Secondary School* (Eyinda, 2012). The findings and discussions provide useful information that can equip the teacher of writing with a repertoire of approaches to writing pedagogy. I have also published a paper in the International Journal of Research Innovation and Development (IJIRD) titled-*Learning theories and Curriculum: an Analysis of Kenya Secondary Schools English Syllabus* (Eyinda,

2015). The findings in the book and journal are important learning points for me and have informed my decisions in class as well as in my practice as a teacher leader. Given the knowledge gained at AKU IED and the confidence gained from working with teachers during professional development experiences, I realized that colleagues and even the principal often sought my views about certain issues and decisions. I was soon appointed to the formal position of Head of Department English, a position that made me a member of the Senior Management Team (SMT). This was an opportunity to work with others in a team and share ideas that I would follow up to see their implementation. The fact that my contributions about issues were always new, informed by knowledge gained in the Masters class, made them to be attractive even to the principal whose wide experience had given him the wisdom to identify and support good ideas. It was not long before he proposed that I be transferred to another school in a senior position of a deputy principal. This suggestion was not one I had anticipated. However, I had confidence that once a teacher leader, I would still affect my new station through informed decision making, role modelling and showing personal concern for the academic performance of my students. I am settling down in my new role and already I have begun to be noticed as a deputy with new ideas that lead to improvement.

One academic area where I have focused my attention as a teacher leader is in the area of teaching English; a subject of my specialization. Sergiovanni (1998) posits that effective teachers are concerned about the achievements of their students and demand good

performance. After the masters course, I settled to work using the approaches and strategies learnt at AKU IED and the result was gradual improvement in the English mean score. For instance, when I joined my first school after Masters Course, the mean score of English was 7.8 but by the time I left in 2013, it had improved to 8.9. Similarly, when I joined my current school, the mean score for English was 3.3 but in 2014, it improved to 5.4. Currently I am working with members of the department to engage in collaborative planning and implementation of lessons as a way of sharing best practice that will further improve performance. Because of the above activities, other teachers see me as their mentor and role model. They seek advice from me and sometimes invite me to talk to their students and even try out new strategies with them, like learner centered language pedagogy.

Teacher leadership has not just been a story of success and admiration; it has also brought me into situations of tension and conflict with the principals and colleagues. Key among them was lack of support from the top management of the school. There were moments when I would share with them ideas which I hoped would improve the teaching of English and although they seemed to like them, these were shelved immediately I left the office, never to see the light of day. Perhaps it was because I expected too much from the school without considering that there was a strategic plan to be followed or I did not take into consideration the 'vote head' that would support the venture. Some colleagues on the other hand seemed to watch me from a distance, waiting for me to tire of the many

ideas I had. Some openly told me that those were foreign ideas that would not work in our context and despite encouraging them to try, they did not make any effort. I also realized that the many activities and ideas I had in my mind sometimes took a lot of my time and finances and I would find myself overstretched to meet all my obligations. However, despite these challenges, I am fulfilled when engaged in my leadership roles since I influence students, colleagues and fellow administrators positively.

### *Teacher Irene*

The end of my Masters course was clearly marked with a non-examinable unit titled Re-entry. It is a course intended to prepare the course participants who had come from various countries, families and educational institutions to re-enter and integrate in society after 2 years of the rigorous program. Although this course opened our eyes to the expectations of society after the degree, it also brought with it a new anxiety; how would we be received in our former stations or new ones and what would be expected of us apart from teaching. Among the documents we were assisted to develop in the re-entry course was an Action Plan that would help us put our learning at the Institute for Educational Development, Eastern Africa into use. As we parted on our journey back to our countries, families and educational institutions, one could read a mixture of courage and fear on our faces.

I was among those who were posted to a new station and my introduction to the school immediately earned me the label – the learned madam from Dar-es-Salaam. I quickly noticed that some teachers were attracted to the fact that I had a Masters degree and were keen to know how it feels like to have advanced academically and if I could recommend a course for them. My initial days in the school were therefore spent answering questions about furthering education and especially in a foreign country. I realized I was a model teacher, one to be looked up to by colleagues. However, I seem to have basked in this glory for long and did not capitalize on the goodwill to develop communities of teacher learners who I would share with specific content and learning from the Masters course. I could link this reluctance to the fact that I was a new member and I therefore needed to understand the system before finding an entry point. However, by the time I had acclimatized to the school, the courage to share ideas had been affected by statements that brought to my realization that this was a group that was contended with how they did their things. In a small way I therefore decided to apply my learning in my class with the hope that this different way of doing things would bear evident fruits. I also noticed another section of teachers who watched me from a distance and our interaction did not extend beyond the daily greetings that characterize this community from Western Kenya. I have never understood whether fear or admiration drove them to behave like this, but at the time of moving to another institution after working for 4 years with them, they had begun to appear friendly.

The students on the other hand immediately exhibited interest in the new teacher and what I shared with them. This was evident in the attention they paid each time I addressed parade or taught in a class. I was also appointed a class teacher for a Form one class and it is here that I began to develop interest in the individual students. Apart from teaching English, I also gave a short motivational talk every Tuesday during the class meeting. I came to realize that many of them who also happened to be bright came from single parent families, while others had financial challenges given the state of their families. Student somehow found it easy to share with me their life stories which I listened to and offered guidance and counselling. This was a role for which I had no formal training and which I undertook because of the trust placed upon me by the students. I would be concerned with their appearance, class participation and during visiting days many would seek me to meet their parents and guardians. A case where closeness to students bore fruits was in one Form four class where I taught English and the students adopted me as their 'other class teacher'. This class went on to perform well in English although their previous performance had been dismal and their cooperation with teachers had been an issue of concern.

Among the course units I learnt in my masters course was English teaching methods. Here I was introduced to current methods of language pedagogy that I had no idea about and my new station provided a good opportunity to try them out. The idea of learner centered classes meant that my role changed to a planner of learning experiences and

facilitator of knowledge. I learnt that even the writing of compositions could be taught through pair work or group tasks. My classes became noisy! As expected, this drew the attention of colleagues and especially those of the English department who asked me to step in their lessons and teach their students using these interesting approaches. I used the opportunity to share with them what I was doing but only one teacher showed interest and so I told him about the rationale behind this innovative way of teaching and outlined the benefits for the teacher. Although the teacher tried it out, he could not resist the urge to take charge of learning and thus he gave up, but occasionally he allowed me into his class to use the method. The rest of my colleagues adapted a wait-and-see stance, with the expectation that things would get out of control and I would require help to get back to teacher-centered lessons.

Two years in my new school, I began to realize that the principal would seek my opinion on issues during staff meetings, sometimes deliberately asking if I had anything to add to what had been said. This confidence soon led to him proposing me for training as a teacher mentor by Kenyatta University's department of Teaching Practice. This opportunity meant that together with a colleague in the mathematics department, we could closely work with student-teachers on teaching practice from the university, assist them to settle and guide them in the planning and teaching processes. Working with the student-teachers was a learning moment for both the students and I and so I was able to re-examine some things I took for granted like, how I framed questions for the students

in a lesson, how I organized lesson content to make meaning for the learner and how to respond to challenging questions. This interaction with student-teachers inspired me to informally induct new teachers in my department by providing useful information to enable them settle into the new school. This earned me new friends and the older friends could not hide their admiration for 'my good luck' although they did not emulate my actions.

Teacher leadership for me brought with it fulfilment in my job as well as challenges and tensions. I realized that I was held with a certain level of respect by colleagues, students and even the principal. This enhanced my enthusiasm to improve my practice as well as attend to my students especially those that required counselling. The results of this enthusiasm were evident in the performance of the classes where I taught English and in the behavior change of some students who had earlier proved deviant. On the part of my colleagues, there were mixed reactions to what I did or said. Some seeing the opportunities that my work and learning had brought to me decided that they would pursue a higher degree. For others, trying out what they had seen me do was too demanding and so they often invited me to their classes but did not try to learn what I did with their students. My new station was a top performing school and thus many programs would be introduced that demanded my presence and time. This affected my counselling sessions with students and I also found it difficult to join fellow professional

development teachers in the workshops and site-based sessions we held in schools where we were invited.

### **Identified Barriers to Teacher Leadership**

Our experiences reveal several barriers to teacher leadership. Key among them is lack of a clear understanding of the school culture before introducing change. From the narratives, it is clear that the reception we got in our new schools and the new ideas we had gained from AKU IED made us very excited and thus we did not take time to study the culture of the schools. This was our major undoing as it had adverse effects on our efforts to bring change. According to Stoll and Fink (1996) culture is implicit and needs time to examine and change it. In addition, it appears we were impatient in terms of waiting for the change to take effect and may have hoped that once we appeared on the scene with new ideas, these would naturally be accepted and implemented by colleagues and the schools. Arguably, school culture which consists of: the norms present among working groups, values espoused by the school, rules of getting along in the organization and feelings or climate conveyed, was not seriously considered in the actions of the narrators. In the advice of Stoll and Fink (1996), if scant attention is paid to culture, then it is nearly impossible to get anything done.

Secondly is the issue of introducing novel ideas in a system where 'old is gold'. This resulted in feelings of insecurity and uncertainty among colleagues and the Heads who were unsure of our intentions. The result was a situation of suspicion and mistrust that

does not support collaboration and sharing of good ideas that can be useful in leading school improvement. This situation is however not strange as pointed out by Anderson and Wenderoth (2007) who contend that change is complex, never easy, especially when it means reversing the power structures and re-distributing power. In a context where being a leader is associated with controlling human and material resources, ceding even the least power is an uncomfortable situation. Grant (2006) is of the view that principals need to be supported to learn the art of delegating duty and the power of making decisions and implementing new ideas. She further argues that distributing leadership and allowing ideas from other stakeholders requires a balance of confidence and humility by both the principal and the Senior Management team.

Another barrier to teacher leadership is lack of time to engage in teacher leadership activities. It is a truism that most teachers are burdened by the regular school duties that include teaching and other duties assigned to them by the school head and feel reluctant to take up any extra duties. This is because teacher leadership roles may extend beyond the confines of the school to include other schools, colleagues or in the homes of the learners. Some of these activities require intensive planning and holding of regular meetings. Arguably, teacher leadership can be viewed as a balancing act that challenges the energies of a teacher. Yet even with these perceived challenges, a teacher leader engages in activities that are driven by the moral purpose to influence colleagues and students in positive ways. This is a real challenge considering the current East African

school context where there is an outcry from teachers about big lesson workloads, large classes and poor remuneration.

The last barrier to teacher leadership is the resistance that the teachers who attempt it face from colleagues. This could be as a result of the underlying norms that exist among working groups and basically the way things are done in different contexts. While resistance is not an aspect to aim for, when ideas are quickly embraced without healthy criticism, then one needs to be concerned (Anderson & Wenderoth, 2007). However, the fear of real or perceived criticism makes teachers to prefer to be assigned formal leadership roles by their heads or school management as this comes with less resistance. This goes against modern thinking in education that has redefined the job of teaching as one in which all teachers engage in decision making, curriculum building, knowledge production and continual redesigning of teaching and schooling (Darling-Hammond et al, 1995). All these roles cannot be done effectively if teachers have to wait for formal appointment before taking up leadership roles. However, it is important to note that a teacher cannot be forced to be a leader; it must come from within.

### **Lessons from Teacher Leadership Efforts**

The above narratives provide an insight into what goes on in the life, mind and practice of a teacher leader. Our experiences in modelling teacher leadership bring out key lessons that should inform any efforts in teacher leadership. First, the professional development

we received during our Masters course equipped us with novel ways of teaching. This means that the acquisition of new knowledge and the skills to deliver this information to adults is important for the teacher leader, since no one wants to be taught like a teenager or handled like one. It is also a fact that no one wants to hear 'stale' information or 'old wives tales' that do not have scientific proof. Darling-Hammond et. al (1995) points to this fact when they say " The teacher must be a learner in order to teach and in so doing the teacher comes to own and produce knowledge rather than being controlled by it...with this liberating process the teacher becomes a leader as well as developing knowledge and making decisions that shape the practice." (p. 91). A teacher leader therefore needs to equip themselves with current knowledge that can be applied to result in change in a situation.

Second, teacher leadership involves sharing knowledge with colleagues in order to bring change in the situation identified by the teacher leader. Teacher leadership does not wait for formal positions or title to function. This is informed by the reality that very few formal positions exist in any school and these have expectations and job descriptions so that one cannot take up a role played by another. Teacher leadership therefore allows one to step into a situation that requires a leader, make decisions and implement them in collaboration with others, as long as the long term intention is the good of the child. Teacher Clement's efforts majorly focused on sharing information with colleague teachers in workshops and on-site sessions all of which made him better in whatever he was sharing. For Teacher Irene, working with student-teachers on teaching practice and

especially sitting in their classes for assessment brought to the fore some of the actions that are taken for granted by the veteran teacher. This agrees with Grant's (2006) contention that in teacher leadership, teaching and learning are intertwined in a way that the teacher leader becomes better in what they share about. While time was a barrier for us in our efforts to model new practices to colleagues, the effect of our ideas was noticed by colleagues unlike if these practices were prescribed. Even the resistance and criticism we faced could have been as a result of ignoring the school culture that drives how new ideas are received and the effect of changing power structures that have existed in the schools. Evidently, any effort to introduce change should be preceded by a study of the school culture, since it exerts a hidden influence on the school's ability to accept and nature change (Stoll & Fink, 1996).

Third, teacher leadership entails taking risks. Sharing ideas and decisions can be a moment of glory or shame since the target of information may accept or reject them. The teacher leader is one who exhibits enthusiasm for new things especially if they are convinced of the viability of the action and take the risk of sharing them out. This suggests that the teacher has to be sure of decisions and the currency of information to be shared, to avoid embarrassing situations. On the other hand, the teacher leader should be prepared for criticism, especially healthy criticism which demands that the teacher continually re-examines what they are doing to lead to the improvement of colleagues and students. Reflecting on the perceptions of colleagues when we introduced some of

the new pedagogical strategies, we realize that they may have had genuine concerns given that we were applying strategies which had been used in the developing world contexts. According to Anderson and Wenderoth (2007) healthy criticism should be encouraged as it is intended to establish if the changed state is better than the present one.

Lastly, teacher leadership allows the school to tap into the potential of all staff members and allows them to experience a sense of ownership. A school is made up of many teachers with diverse talents, abilities and attitudes which can be harnessed for the good of the community. This is in tandem with Webb (2005) belief that teacher leadership is premised on trust that the head and teachers have both the capacity and the need to sacrifice their self-interest for causes they believe in and for conceptions of common good that they value. However, this may also present challenges by creating many centers of power and magnitude of ideas which may overwhelm the school administration. This means that the principal has to select what is possible and provide advice on what can be used in future and what may not be used at all.

## **Conclusion**

The idea that all teachers are leaders is relatively new to this context and one that requires extra efforts to make it a reality. It is clear from the discussion above that possession of current information on educational issues, a collaborative culture, strong interpersonal

relationships and the courage to lead are among the key conditions that support teacher leadership. Yet even with the availability of these optimal conditions, insecure principals, an unsupportive school culture and teachers who resist leadership can pose serious challenges to the realization of teacher leadership. Scholars increasingly point out that if teacher leadership is encouraged and pursued, then schools will benefit from ideas emerging from teachers and the emergent change is likely to be sustained. This should be done with consideration of the school culture whose powerful role in changing schools cannot be ignored. While school culture is a product of history, context and people, it can change if the participants change. Herein is the ray of hope that any school leader can hold on to as they seek to contribute to the improvement of the school, colleagues and students. If teacher leadership is part of what all teachers do in their daily work, then we concur with Katzenmeyer & Moller (2000:2) that "...within every school there is a sleeping giant of teacher leadership, which can be a strong catalyst for making change" Every teacher, principal and school should look within it for the leaders who will ensure the achievement of educational goals.

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