

A Changing Leadership Paradigm: South African Educators' Perceptions of the Dimensions of a Healthy School Culture for Teacher Leadership

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ABSTRACT The aim of this research was to determine the perceptions of educators in relation to a school culture which could support or hinder teacher leadership. A total number of 283 educators from schools in the Eden and Central Karoo Education District of the Western Cape Province in South Africa participated in the study. Two instruments were used to determine educators' perceptions of different aspects in the school context that may impact on teacher leadership practices. The results indicated that although educators perceived their school cultures as healthy for the emergence and nurturance of teacher leadership practices, lacking open communication, participation and collegiality may hinder the emergence and enhancement of teacher leadership. Educators indicated that they experience barriers to teacher leadership. A significant difference was found between the barriers to teacher leadership perceptions held by district officials and other educators. No significant differences were found between educator types on a variety of dimensions of a healthy school culture for teacher leadership.