

TEACHER LEADERSHIP IN EDUCATION POLICIES OF NEPAL:
AN INTERPRETIVE POLICY ANALYSIS

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A Dissertation

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Master of Philosophy in Education

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DECLARATION

I hereby declare that this dissertation has not been submitted earlier for the candidature for any other degree.

Basant Lamsal

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July 21, 2021

DEDICATION

This work is dedicated to all the teacher leaders who have been, aspire and will aspire to be a beacon light of hope to improve their struggling students and the world around them.

*Master of Philosophy in Educational Leadership dissertation of Basanta Lamsal
entitled Teacher Leadership in Education Policies of Nepal: an Interpretive Policy
Analysis as Presented on July 21, 2021.*

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ABSTRACT

An abstract of the dissertation of *Basant Lamsal* for the degree of *Master of Philosophy in Educational Leadership* presented at Kathmandu University, School of Education on July 21, 2021.

Title: *Teacher Leadership in Education Policies of Nepal: an Interpretive Policy Analysis*

Abstract Approved: _____

Hari Prasad Lamsal, PhD

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Teacher leadership has been a fascinating idea for me and so I have been engaged in the studies of literature on this topic. An encounter with the SSDP brought to my attention the issue that teachers in government schools do not perform their duties well. They are "insufficiently prepared" and thus are one of the major reasons for the poor learning outcomes of the students (MoE, 2016, p. 7). But at the same time, the SSDP also emphasizes that accommodation of the decentralization of the education system under the federal system is impossible without a strong ownership of SSDP's programme by teacher professional organizations (MoE, 2016). This situation again reminded me that it is a call for teacher leadership since teacher leadership is concerned with improving student learning outcomes.

Then I got a question on my mind how can teacher leadership be ensured in government schools of Nepal? I learnt that teacher leadership can become successful "on a systemic level" only when education policies "intentionally" foster it and help "prepare both teachers and principals for their new roles"; and this happens only when policymakers are mindful of teacher leadership and craft policies keeping in view the

benefit it brings to the profession as well as its challenges (ASCD, 2015, p. 27). This strongly instigated me to find researches in Nepal on the topic of teacher leadership. I came across one that claimed that policies do contain clear information regarding leadership roles for community school teachers and leaders (Kafle, 2013, p. 58). At this point I strongly felt that a research into the education policies of Nepal was necessary to further investigate the claim made by Kafle (2013) and I undertook this research.

This study aimed at looking deeper into the education policies of Nepal to find teacher leadership. Through an interpretive policy analysis with the use of content analysis and documentary analysis methods this research was carried out on the legally binding educational policies guiding the education scenario at present, namely the Education Act, 2028; the Teacher Service Commission Rule, 2057; and the Education Regulation, 2059 as well as the teacher preparation courses offered by TU and KU in B. Ed. and M. Ed. courses. Transformational leadership theory lent the theoretical lens for the research as a theory that advocates for transformation of followers into leaders, and the Teacher Leader Model Standards (TLEC, 2011) document enabled me to develop six categories to identify and interpret the data from the selected documents. I performed a deductive content analysis in which the categories for analysis of text are predetermined (Mayring, 2014). The categories were: i) Teacher Leader as a Collaborator; ii) Teacher Leader as a Researcher; iii) Teacher Leader as an Eternal Learner and Mentor; iv) Teacher Leader as an Investigator; v) Teacher Leader as a Leader in the Community; and vi) Teacher Leader as an Advocate.

These nominal or qualitative categories helped me throughout the data generation as well as analysis and interpretation and illuminated to me that the

aforementioned policy documents as well as the courses offered by TU and KU do carry teacher leadership in them in the above six domains. This study has been significant to me as it has illuminated to me that teacher leadership is really necessary to uplift the present education scenario of Nepal, especially the education in government schools, and it needs to be enhanced through continuous growth and professional development of aspiring as well as already in service teachers.

Therefore I concluded that there is vision of teacher leadership in education policies of Nepal. I also recommended that further research can be carried out into the issue of how to develop structures of support systems that can further enhance the capacities of teachers in the Nepal of 21st century.

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Degree Candidate

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ABBREVIATIONS

B. Ed	Bachelor of Education
CDC	Curriculum Development Center
DDC	District Development Committee
DEC	District Education Council
HT	Head Teacher
ILO	International Labour Organization
KU	Kathmandu University
KUSOED	Kathmandu University School of Education
M. Ed	Master in Education
M. Phil.	Master of Philosophy
MoLJPA	Ministry of Law, Justice and Parliamentary Affairs
NCED	National Center for Curriculum Development
OECD	Organization for Economic Co-operation and Development
RC	Resource Center
RP	Resource Person
SMC	School Management Committee
TLEC	Teacher Leadership Exploratory Consortium
TLMS	Teacher Leader Model Standards
TSC	Teacher Service Commission
TU	Tribhuvan University
VDC	Village Development Committee
VEC	Village Education Council

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CHAPTER I

ENTERING THE RESEARCH TERRITORY: INTRODUCTION

This chapter is dedicated to giving a brief introduction to this study. I begin by giving a background of the study in order to explicate my positionality as a researcher. I then move on to explaining the issue that instigated me to do this research. Then, I clarify the rationale behind this research, and after that problem statement clarifies the problem that helps me explicate the purpose of the study. The next section sheds light on the research questions which I raised to guide my inquiry with proper focus in the correct direction. And then, it details the significance of the present study for different stakeholders. Finally, it explicates the delimitation of this study that sets the scope of the research as well.

Beginning at the Beginning: Background of the Study

I, as a teacher, have learnt from my approximately 20 year experience of working as a teacher of English Language in private schools and colleges that a teacher's job is one of tremendous responsibility. In spite of being a teacher who started his teaching career at a very young age without an aim, and an academic background or any formal training for becoming a teacher, I have always kept this idea in my mind and have worked with complete responsibility towards my job. During my career, I have also worked as Extra Curricular Activities (ECA) in-charge and school coordinator for some time. I have always believed that a teacher's role is not limited within the four walls of a classroom, but it extends outside of it: in the school, community and far beyond that. Keeping this philosophy in mind, I have often undertaken different roles during my career, inside as well as outside classroom,

to enhance my students' learning in different capacities, sometimes as a teacher only and sometimes as an administrator plus teacher. In my endeavors as a teacher, I have been praised very often by the high level school management for bringing positive changes in students' behavior, their performances in studies as well as overall school environment.

Even though I started as an untrained teacher, I fell in love with this profession because I was fortunate to be loved by my students, colleagues and management. It is this love of this profession that inspired me to join Master of Philosophy (M. Phil.) in Educational Leadership at Kathmandu University (K. U.) after getting my Master of Arts (M. A.) in English language and literature from Tribhuvan University (TU) to further my learning about education. After joining M. Phil., I came to know about the idea of teacher leadership. I continued studying about it and realized that I, too, have been practicing teacher leadership voluntarily at different times. I was fascinated by the idea of teacher leadership very much as it is aligned with my philosophy of how a teacher should be and work; and this inspired me to keep studying about it to learn more about it.

A Teacher Leader: Identity and Roles

Through my studies I learnt that a teacher leader is a teacher who not only teaches in classrooms but is also ready to take on diverse roles and tasks outside the class and even beyond school. These tasks might include effective communication with colleagues and principal, building trust and rapport for collaboration and team work, analyzing organizational problems and acting to solve them using available resources; and in this entire process helping other teachers improve their skills and confidence (Lieberman & Friedrich, 2010; Harris & Lambert, 2006). The *ILO Handbook of Good Human Resource Practices in the Teaching Profession* (2012)

cites the examples of good practices of countries such as the UK and Canada where teachers act to form outreach with community, other institutions, private and public organizations and trade unions; involve in research and institutional governance; share their knowledge with community leaders, institutions, professional and workers' organizations and even general public in addition to teaching all sorts of learners in their classrooms. This illuminated to me the fact that a teacher is not merely a job holder in a school working for money by teaching a particular subject inside his/her class without any other concern regarding his/her students and profession. The roles of a teacher are tremendously diverse and bear far reaching impacts.

Looking more closely at the aspect of teacher leadership impact brought me to a report by Public Impact (2014) which lists out eleven different teacher leadership role titles, namely Multi-Classroom Leader, Hybrid Teacher-Leader, Department/Content Chair, Grade-Level Chair, Mentor or Coach, Instructional Specialist/ Coach, Data Coach, Curriculum or Assessment Specialist, Professional Learning Facilitator/ PLC, Master Teacher and Lead Teacher along with the descriptions of what exactly each one of these are required to do (Public Impact, 2014, p. 2). These include numerous roles that require a teacher leader to work as a mentor or guide to novice and struggling teachers and help them in professional development, to work as a bridge between the teachers and administration, help teachers in planning, designing and implementing curricular strategies, and so on. Thus, I understood that a teacher leader is someone who has the capacity to transform a school (Lieberman & Miller, 2005, as cited in Swanson et al., 2011) with his/her leadership that spreads far and wide outside school setting with the sole aim of improving every aspect of teaching and learning activities in and around school. Thinking more deeply about these ideas made me believe that having teacher

leadership in more and more teachers in government schools of Nepal is an immediate necessity for Nepal that is aiming at improving its governance and other aspects after the promulgation of the present constitution. This led me to another concern, i. e., how can teacher leadership be promoted?

Teacher Leadership: An Essential Transformation

Teachers transform into teacher leaders after they have entered teaching profession. But it takes time and learning. Teacher leadership results when teachers get leadership as well as learning opportunities. As a teacher, I can recall how I started with no idea about classroom teaching, but from day one of my teaching career I have been learning a lot on-the-job every school day while talking and interacting with teachers and students, planning with colleagues, and meetings with parents (Parise & Spillane, 2010). I have understood that this learning happens when teachers are provided with opportunities to continuously improve their teaching and leadership skills, to be involved in school decision making, and also in professional development of others (Katzenmeyer & Moller 2001, as cited in Harris & Muijs, 2005; Swanson, Elliott & Harmon, 2011), and thus they can become more and more experienced about the nuances of everyday school processes and grow more knowledgeable by the day. This knowledge can produce tremendous improvements in overall school performance if utilized properly. By this token, failing to promote and garner teacher leadership practices in today's dynamic world, be it formal (managerial) or informal (Leithwood & Jantzi, 2003), may indicate that a school is not properly utilizing the available talents and expertise for its own benefit. On the other hand it may also indicate that the teachers are not given proper opportunities for professional development and growth. This is what teacher leadership is all about.

I strongly believe that teacher leadership is an essential complement to school leadership. When a single head of school is looked up to solve all the problems and lead all decisions, a culture of dependency grows and a shared ownership of all the improvement and development in school is killed (Harris & Lambert, 2006). This may jeopardize the sustainability of a school. For the strong foundation for increased student learning achievements and overall school improvement teacher leadership is a must. Thus, the role of teacher leaders is broad and significant in that they not only create impact in their students but also other stakeholders and the whole school community.

Teacher Leadership: What promotes it?

In order to promote teacher leadership delegation and principal/head teacher support play tremendous role. In an ever changing world effective leadership in schools now demands delegation of authority between and among people (MacBeath 1998; Day et al., 2000, as cited in Mulford, 2003). Such participative and non-autocratic leadership allows teachers to work in teams with other stake holders to solve students' problems through delegation and in the process fosters teacher leadership (Wiseman, 2009). The principals must promote it through support and a reframing of traditional power and authority structures in school systems (Boles, 1992, as cited in Harris & Muijs, 2005) and by giving up control and intuitively deciding "when to lead, when to follow, and when to get out of the way" (Chirichello, 2010, p. 93). Moreover, motivation and encouragement from the principals becomes necessary to let teachers take up teacher leadership roles and sustain them in their new roles, especially when they are capable but hesitant (Rallis & Goldring, 2000). Thus, teacher leadership demands a distribution of leadership from the school leaders.

However, I also believe that delegation and support required for teacher leadership is possible only through well-defined education policies. Policies give directives for desired practices in an organization. Teaching and learning that happens in schools is an outcome of the concerted efforts of all the teachers and other stakeholders because only one leader cannot perform every task effectively to ensure the best possible outcomes in a school. For this to realize, policies must be such that encourage and empower teachers to assume leadership whenever an opportunity presents itself. In the 21st century schools, teacher leadership can be inspired and promoted through delegation and support which are not only promoted informally but also spelled out clearly and specifically in education policies and guidelines. I think in this way because I understand that when education policies aim at “striking a balance between creating teacher leadership opportunities and building capacity” (ASCD, 2015, p. 27), by default teacher leadership becomes the major ingredient of the leadership practices of a school. I understand by the idea of building capacity that teacher leadership is possible only when great teachers with great performance within their classroom are given leadership opportunities, not as an administrator of course, but as a teacher in classroom through mentoring and training on a regular basis to enable them to deal with the complexities in a school or the community around it.

From my personal experiences and understanding of the present educational scenario of Nepal, I would like to contend that teacher leadership is undeveloped, and argue that discussion about and promotion of teacher leadership opportunities in today’s Nepal is a must, and I, as a student of educational leadership as well as a teacher myself, chose to study about teacher leadership to contribute to this scenario.

Encounters, Perceptions and the Issue of Study

As I went on developing my understanding of teacher leadership, I also reflected on a number of encounters and different situations of my own life which made me feel that teacher leadership seems to be absent in the government/ government schools of Nepal. I remembered often coming across news in the national dailies of Nepal regarding the degrading results of the students of government schools whose performance is deteriorating in spite of a huge amount of investment from the government and such news always allege the teachers for this due to their failure to take their responsibility seriously (Shrestha, 2016, p.1). Even the *School Sector Development Plan, Nepal, 2016-2023* (SSDP), the latest educational plan for Nepal, alleges that "insufficiently prepared teachers" in government schools, are one of the major reasons for the poor learning outcomes of the students (Ministry of Education [MoE], 2016, p. 7). To me this clearly indicates a lack of teacher leadership. How can the teachers who are not even properly prepared for their subjects to teach in class take leadership to solve other problems in students and education?

Moreover, I have also heard people complaining about irresponsibility of teachers in government schools . Although I have worked as a teacher only in private schools and colleges, I did study in government schools in my school days. From my school days I have often heard people saying that teachers in government schools do not work well and with complete dedication to their responsibilities. My friends and relatives have often said that I should have tried to get into a government school. In their view, if I had got a job in a government school, my life would have become easier and secure. I would not have had to work very hard and nobody would be

much concerned about how well I taught. I would not be held accountable even if my students did not score well in their studies.

When I reflected on these details as a teacher myself, a question often haunted my mind regarding why the SSDP alleges that teachers are not prepared sufficiently. Is it a person problem on the teachers' part or the system problem? What kind of education policies do we have to ensure the highest level of quality possible? With these questions I remember the concept of teacher leadership which has been discussed so widely in other parts of the world, and I also think it is necessary that this concept gets as much attention in Nepali education scene today. My vision is if teacher leaders can bring real positive changes in student achievement and all other aspects of a school, wouldn't it be beneficial for our government schools to have more and more teacher leaders? Since teacher leaders are developed in real working conditions, can teachers become teacher leaders in our government schools? But as things stand today, it is obvious that there is lack of teacher leadership in the government school teachers, excepting a few may be. While pondering over these questions I happened to remember that in every organization practices are guided by a number of factors and if there are problems in practices then a probable place to begin examination is the policy framework that guides practices. A school is also an organization and the same applies in its case, too. So, how are our education policies? Aren't there provisions that facilitate fostering of teacher leadership through training and education and encourage teachers to work more efficiently? If there are such provisions, how are they? And if there are such provisions why are they not effective? These questions require a scrutiny of the existing education policies that guide education sector in Nepal.

All these questions instigated me to conduct a study to find the answers and set the backdrop. Therefore, I have conducted this research on whether there is a teacher leadership vision in the education policies of Nepal.

The Need to Study this Issue: Rationale

This study was carried out not only to satisfy my whim, but also to make a useful contribution to a broader educational scenario of Nepal. Today, we are at a crucial juncture in the history of Nepal, where the nation has recently institutionalized the federal democratic republican system of governance by promoting local autonomy and decentralization of the state power. Now, the state (province) and local level have been given the sole authority to plan, manage and budget for education keeping in view the local and individual needs of the students (Ministry of Law, Justice and Parliamentary Affairs [MoLJPA], 2016; MoE, 2016). The Constitution has guaranteed that every citizen, able or differently able (needing Braille or sign language), shall have the right to free and compulsory basic education and free secondary education as well as education in mother tongue. Similarly, the SSDP emphasizes that accommodation of the decentralization of the education system under the federal system is impossible without a strong ownership of SSDP's programme by teacher professional organizations (MoE, 2016). This scenario establishes a strong need for empowerment of teachers for teacher leadership more than ever before, and I strongly argue that this empowerment is impossible until and unless our education policies carry the vision of teacher leadership. This is an important field to conduct a study in as teachers form a considerable body of the workforce which has a greater level of direct interaction with students and, hence, can exert tremendous impact on their learning and lives. By this I mean that teacher leadership is more concerned

with improving pedagogical practices, but at the same time it also gets affected by the management and other broader policy aspects around education.

However, I did not see much studied and written about the present status of teacher leadership vision in the education policies of Nepal. As established earlier, the need of teacher leadership is very great in today's world. Therefore, this research was an essential one to bring forth significant knowledge regarding teacher leadership and its vision in education policies of Nepal. Besides, not only the unfamiliar, but also the familiar need interpretation at times (Denzin & Lincoln, 2005). These policies have been around for quite some time so they are familiar. But at the same time they have undergone a number of amendments and changes in the changing contexts of the nation. I, as a teacher as well as a student of educational leadership, saw an immense need to interpret the education policies so as to find a new meaning in a new context. It was, without a doubt, only a timely endeavour.

Problem Statement

Teacher leadership can be promoted through teacher leadership friendly policies as policies officially bind people to perform certain actions to achieve certain “set of goals and values” (Bush, 2011, p. 107). Policies offer a road map for people to act in certain ways. I came to think of so many countries doing an exemplary progress in student learning and overall education scenario by developing policies that carry the vision for change. These policies could never have been successful if they had not enabled teachers to lead change from their classrooms. I saw a deep connection between teacher leadership and education policies. In other words, teacher leadership and policies are inextricably connected.

I looked for recent researches in the field of teacher leadership in Nepal and came across one about the lived experiences of educational leaders in Nepali

institutional schools conducted by Kafle (2013). In this research, he has studied about teachers as leaders as well and has opined that in present day school settings (though he conducted his study in private institutions, he confesses having had exactly the same experience as his participants during his teaching career as a teacher leader in government schools) the situation is such that a teacher may feel very much "caged" and "teacher-not-a-leader" because the supervisors are the leaders and teachers only followers (Kafle, 2013, p. 184). Moreover, on one hand, he has further maintained that policy documents are quite confusing regarding leadership roles in private schools, on the other hand, he has also claimed that policies do contain clear information regarding leadership roles for community school teachers and leaders (Kafle, 2013, p. 58). This instigated me to delve deeper into the question how leadership has been envisioned for teachers in government schools to promote teacher leadership.

As I have clarified earlier, the SSDP has articulated that many teachers in government schools who teach subjects like Science, Math and English do not even have the required capabilities for teaching effectively, let alone taking on other leadership roles; and contends that it is due to the existing system that requires certification and training for appointment rather than the demonstration of competencies (MoE, 2016). A teacher in any school must be a leader of learning, but how can that be possible if the teacher is not capable to take responsibility of his/her class in his/her very subject to be taught? At this juncture I also felt that it is equally necessary to study the core courses that are taught in university to prepare teachers before allowing them to enter the government services as a teacher. I wanted to focus on the core courses because they are supposed to be studied by all those who studied education in university although they studied different specialized subjects. This

seemed appropriate as teacher leaders could come from any subject specialization. I only wanted to see what typical knowledge is taught through those core courses to prepare aspiring teachers for teacher leadership roles.

The SSDP further suggests that there is an increased need for head teacher's instructional leadership (MoE, 2016). Instructional leadership is undoubtedly essential for any school in order to enhance the quality of education delivered there. But the idea of head teacher's leadership has been criticized in recent times. It is believed that though students' achievement, school effectiveness and school improvement, get significantly affected by the role of the head teacher or the principal leadership, the role of that of teacher leadership is far more important (Leithwood & Jantzi, 2003; Wallace, 2002, as cited in Harris & Muijs, 2005). Anyway, instructional leadership of head teacher also calls for teacher leadership as the main aim of teacher leadership is to improve student learning. Moreover, it has been proven by research that developing systems of tests and trying to make teachers accountable for the results cannot boost student improvement, but it can be obtained by “investing in teachers and their learning” (Katzenmeyer & Moller, 2011, p. 3). The SSDP thus made me view the lack of focus of our education policies on one of the major area of education that should receive the attention of all stakeholders the most but that has not been acknowledged fully; namely teacher leadership and its promotion.

Therefore, after understanding clearly that teacher leadership is very much desirable in today's Nepal and that it has to be promoted through well-defined education policies, I directed my study towards the education policies of Nepal. At this point I must clarify that by education policies I mean the policies that affect teacher education, training and professional development as a teacher leader. However, no in depth study of the education policies of Nepal looking into how

teacher leadership has been envisioned in them has yet come into existence. In lieu of this situation, I decided to fill this significant knowledge gap through this research.

Purpose of the Study

The purpose of this research was to explore the vision of teacher leadership in education policies of Nepal. This study aims at analyzing how the teachers are prepared, selected and assigned different roles through education/teacher education policies and other relevant provisions so as to promote and facilitate the practice of teacher leadership in government schools .

Research Question/s

It was really challenging for me to form research questions for this research as I had a number of questions on my mind with regards to the issue of this study. However, after much deliberation and shaping and reshaping questions during this research, I thought it best to adhere to one simple question to keep this research in an acceptable structure and within a doable scope. The overarching question that guided this study is: How have the existing educational policies of Nepal articulated the ways for preparation and promotion of teacher leadership in and beyond school settings?

Significance of This Research

In this research, the roles prescribed for teachers in community school setting were studied, analyzed and interpreted to look for the promotion of teacher leadership. This was beneficial to bring out new knowledge regarding teacher leadership roles as prescribed by the educational policies of Nepal.

Apart from satiating my own queries, this research will be equally benefiting any scholar looking for information regarding teacher's roles in the educational policies of Nepal. Teachers and prospective teachers who wish to understand the notion of teacher leadership will find something worthwhile to study in it and they

may also use the knowledge herein to self-reflect on their own practices and enhance their own faculties to become professionally better.

Similarly, it will definitely pave way for future researchers to delve deeper into the studies about education policies of Nepal and different domains of teacher leadership roles. Since this research involved an analysis of the existing policies, it may also have useful policy implications for the policy makers for future references for amending the existing policies or developing new ones regarding teachers' roles as teacher leaders. Moreover, this research will also of use for shaping teacher preparation programs, which in turn, will definitely help improve the teaching learning practices and other diverse aspects of school improvement.

Finally, I would like to add that if this research was not carried out, the knowledge mentioned above would not have come out until someone else had come across the questions that I did and the knowledge building in this area would have been delayed.

Delimitation

This study set out to explore the vision of teacher leadership in the education policies of Nepal. But education policies include a wide range of documents like the Constitution, Sustainable Development Goals (SDGs), periodic plans, acts, regulations, annual plans, bylaws and directives. It is hard to study all of these in such a study. However for the purpose of this research, I decided to cover the policies formed in the recent decade and I scrutinized the legally binding educational policies, namely the Education Act, 2028; the Teacher Service Commission Rule, 2057; and the Education Regulation, 2059 and looked for the vision of teacher leadership in them. I focused on the process of teacher selection for government schools , roles defined for them within school, the community and beyond, and rules regarding their

promotion and professional development. However, other relevant policy documents were also read for reference as and when required to facilitate the knowledge building in this study.

Additionally, I also studied the core courses of B. Ed. and M. Ed. offered by TU as well as the core courses of M. Ed. offered by KU as I found these universities to be world renowned and popular ones and their courses more popular than others.

Chapter Summary

In shaping this chapter, I first explicated my positionality as a teacher who has worked in private schools and colleges, but has studied in government schools. I also detailed my understanding of teacher leadership and raised the issue that brought me to this study. Then, I clarified the problem that I attempted to address through this study. Purpose of the study followed along with the research questions that guided this study. After that, the rationale, significance of the study, and the delimitation of the study also appeared in this chapter.

CHAPTER II

ENCOUNTERING LITERATURE TO FIND MY WAY

In this chapter, I present my understanding of the philosophical dimension of the phenomenon of my study. I begin by elaborating on my understanding of the idea of leadership and the philosophical bases of leadership. Then I move on to explain my understanding of the notion of teacher leadership and different aspects through my studies of pertinent literature like the Teacher Leader Model Standards and studies and researches on different aspects of teacher leadership. I have tried to clarify the importance of teacher leadership in the present context of education in Nepal and how policy can ensure promotion of teacher leadership practices in school settings. I have also specified the philosophical and theoretical referents that guided this study, namely democratic leadership philosophy with transformational leadership theory and the seven domains of teacher leadership specified in the document developed by the Teacher Leadership Exploratory Consortium (TLEC, 2011).

The Idea of Leadership: A Brief History

Leadership is a vast concept and therefore hard to pin down in one definition (Kippenberger, 2002). This means that it is really hard to determine when the idea of leadership actually originated. There might have been some form of leadership among humans right from their origin. But in scholarly arena the idea of leadership is thought to have begun only after this notion got reflected in the recorded history of man. Taking into account the saying that history is always written by the winners, we can understand that the victors like Alexander the Great and Julius Caesar have always been considered the classic examples of leaders, and though there might have

been leaders among those who lost to these great figures, they were bound to get lost in oblivion (Grint, 2011). Therefore, it is hard to learn about the leadership of those who lost and this means the understanding of leadership is never going to be complete.

In spite of this scenario, a look at the recorded history of leadership illuminates to us that the idea of leadership has been discussed in some widely accepted classic examples of leadership books. To name the most prominent ones are: Kutilya's *The Arthashastra* (with practical tips for the Mourya Dynasty in what today is part of India); Sun Tzu's *The Art of War* (with prescriptions for the military leaders in the then China); Palto's *Republic* (warning against how democratic model of leadership could lead to the destruction of Greek civilization as the mob would choose corrupts as their leaders); Aristotle's *Rhetorica* (explicating how the misleading rhetoric of the leadership was corrupting the lives of the Athenians) all written around the same time, i.e. c.400-320 BC (Grint, 2011). Another notable book that prescribed the way leadership should be practiced was Machiavelli's *The Prince* which was written during the Renaissance period (early sixteenth century). It was a descriptive treatise on the way rulers should rule, but was condemned for prescribing the rulers not to be virtuous while ruling those who are far from virtuous themselves (Grint, 2011). In all of these books the idea of leadership emerges as something reserved for politics and military. Thus, we can understand that the idea of leadership originated from the philosophy that there is one ruler in a state/nation/ country and he/she should rule in certain way (mostly tyrannically or as an autocrat) in order to maintain proper law and order in his/her land. Indeed leadership is essential to these areas, but that is not all.

As the time passed and human society entered what we call modern times, leadership, as a concept, was directly linked to industrial revolution (Kippenberger, 2002). The philosophical aspect of leadership has been shifting again and again in modern times. Now, the idea of leadership has become something that is far from situated in one person; it is rather something all pervasive. In an attempt to understand and define what leadership actually means, a number of studies and researches have been conducted. These led to the development of a number of leadership theories and models which have originated from years of studies and researches into the leadership behaviours in different parts of the world.

Around the time of late 1940s, it was believed that leaders were born which was reflected in great man theories and trait theories of leadership. These theories emphasized on the inborn leadership capabilities like intelligence, appearance and communication skills (Bolden et al., 2003). These theories reflect a philosophy that to become a leader, one has to have certain inborn traits from birth and that there was no chance of others without those traits to assume leadership ever. These theories advocated that the traits associated with leadership qualities should be identified in people before deciding on who was to become leader for a particular purpose and ruled out some other people from the consideration of assigning leadership roles. I personally do not find this philosophy of leadership particularly appealing. My view is that anyone can become a leader in different situations irrespective of their particular traits.

Later, during the late 1940s to 1960s the focus shifted to the behaviours of the leaders as the major determinants of the success of the leadership and behavioural theories emerged (Bolden et al., 2003). After a while, contingency theories came into existence and these claimed that not all leaders can be good leaders at all times, and

that different situations make different leaders suitable for them (Bolden et al., 2003). More recent philosophies of leadership believe in charismatic qualities of the leaders as determinants of successful leadership. Transactional, transformational and transcendental leadership philosophies are the examples of the latest ones (Hoy & Miskel, 2001). With the passage of time, the concept of leadership as practiced by a heroic single leader is moving to more collaborative, distributed and democratic leadership philosophy (Hoy & Miskel, 2001; Dereli, 2003). The emphasis is shifting from single leader as carrying all the necessary qualities of leadership to people never being perfect in anything, not even leadership capabilities, with recognition of the fact that everyone can become a leader when time comes and when one can get proper conditioning. I also see eye to eye with this shift which is moving towards the philosophy that leaders are not born but made.

My Philosophy of Leadership

As the Oxford Advanced Learner's Dictionary 9th edition defines, philosophy is "a set or system of beliefs or attitudes...that guides somebody's behavior" (philosophy, n. d.). I believe that we all have some form of philosophy in our outlook of the world. This particular philosophy, whether we are aware of it or not, is the worldview that makes us look at the world in a particular way, and also guides our action. It is something internal to people in any given situation. I, too, carry a belief system within me, and this belief system is the worldview that guides my thinking and behavior. My worldview is the outcome of my situatedness in society, history, and culture that I grew up in, of my academic and professional life as a teacher, and my observations of things. When it comes to leadership, I believe my philosophy refers to the belief system that makes me look at the notion of leadership in certain way; also it refers to my belief regarding how a leader behaves/should behave with his/her

followers in a given situation. In my opinion, all understanding of leadership boils down to one of the two philosophies: a) leaders are born, and b) leaders are made. The first philosophy is closer to the idea behind the trait theories of leadership which believes that leaders are born with some inherent leadership qualities and are more suited for leadership; whereas the second philosophy is more inclined towards more situational and contingency leadership theories which believe that anyone can become a leader when a situation demands or forces one to.

I believe in the philosophy that leaders are made. I don't think that leadership is something found in leaders only. It does not refer to a list of inborn traits or a passive state but a complex and socially constructed phenomenon existing among the leader, the followers, and the situation (Ladkin, 2010; Northouse, 2011; Hughes, Ginnett & Curphy, 2015). Here, idea of the interaction between the leader, followers and the situation is worth noting. This notion clarifies that leadership is a socially constructed phenomenon and it obviously means that there can be different leaders at different times and situations. Here I see a pluralistic ideal (Kafle, 2013, p. 24) in this definition and I believe this requires me to look at leadership from a pluralist ontology as a process of influencing one another in a group, with certain goal or collective task in focus through formal and rigid or informal and flexible hierarchy within the group (Nahavandi, 2006; Yukl, 2014). I believe that a hierarchical system with inflexible leadership framework especially in a school organization is really harmful for the overall organizational achievement. The aim of leadership should always be to get people working with an accepted vision and to achieve a desired outcome. While working towards achieving that common objective, different people might be required to assume leadership role in different situations. In a school setting there might be situations when the expertise of different people are required. This calls for a more

democratic leadership style which allows different people to exhibit leadership in different situations. In other words, I believe that leadership can occur anywhere and in anyone. Hence, my philosophy of leadership is that leaders are made, not born.

As a student of leadership, I understand that leaders are made only when they are prepared, mentored, and given proper opportunities. This can only be done when the leaders of an organization follow a suitable leadership style. Though there are a number of leadership styles, I personally find Blake and Mouton's (1985) managerial grid useful in conceptualizing different types of leadership styles and I believe that all of those leadership styles that we study about fall somewhere between the authoritarian/ autocratic leadership, democratic/ participative leadership and laissez-faire/delegation leadership.

Authoritarian leaders are autocratic leaders with sheer discipline and clear focus. They only care about getting the job done to the best of their satisfaction and give only necessary information about what is to be done and how without any regard for the views of their followers while making any decision. I personally have never liked this kind of leadership as it makes the followers feel somewhat less valued in decision making and expertise of different kinds. This kind of leadership, for me, fails to leverage diverse types of the expertise in the people working in an organization.

Democratic leaders, on the other hand are the ones who believe that everyone has something to contribute to every organizational endeavour and decision making; and that no organizational goal can be reached without a concerted effort of all involved. Hence, they seek participation of their followers in following their vision and they encourage collaboration and idea sharing among their followers. I personally believe in this kind of leadership because it can get everyone together with

a feeling of mutual respect and value for everyone. I find this philosophy in keeping with my personal philosophy of leadership that is leaders are made not born. This is the leadership philosophy which guides my own leadership as a teacher leader.

Laissez-faire leaders are even more liberal than the democratic ones in that they believe in the capabilities of their followers and allow them to work with even higher level of autonomy. In other words, they believe in finding capable people to construct a strong team, communicating their vision to them and then delegating responsibilities to their subordinates to let them attain that vision with as creative efforts as practicable. In my view, this kind of leadership has pitfalls which might produce more damaging effect than desired ones as it might confuse people about what they should do and how they must deal with the complexities that they come across while working in a group but all scattered separately due to an excessive level of autonomy.

I reflect on these theories and realize that being a person with the philosophy that leaders are made, I personally believe in (and also prefer practicing) a more democratic and distributed leadership. As far as teacher leadership is concerned, I contend that teacher leadership is the type of leadership that requires collaboration and teamwork among teachers and other stakeholders and also some degree of autonomy for the teachers. Therefore, teacher leadership results when the leadership practices in a school follow a democratic philosophy. To me this means that teachers can be made teacher leaders when they are valued as individuals with knowledge and given proper environment for leadership. I believe in the notion that leadership is not a one man thing because that is simply impossible due to human limitations. As a teacher who has worked in different school organizations, I personally feel all the time a readiness to contribute to the organization; but of course, for me to actually make some contribution, I need encouragement, inspiration and respect as an

important asset for the organization from the higher authorities, my colleagues and everyone involved. I believe same is the case with all the other teachers working in any school. Thus, anyone can become a leader if provided with proper opportunities. In other words, teacher leaders are made, not born.

Here, I have explicated my philosophy of leadership and its connection to teacher leadership. In order to look deeper into the idea of teacher leadership I would like to delve deeper into different aspects of teacher leadership.

Teacher Leadership: Concept, Meaning and Philosophy

As a concept, teacher leadership is hard to understand as it is difficult to bind it in one simple straightforward definition. Some understand it in relation to some formal positions while others do not believe it to be so. As a concept which generally does not refer to a title or a formal position, rather understood as a process that may comprise diverse forms of behaviours and characteristics, it is really difficult to pin down (Pounder, 2006). Thus, teacher leadership may mean different things for people from different fronts. From teacher unions fighting for teachers' rights to principals seeking support in administrative jobs, teachers focused on career advancement, and teachers aspiring to build a professional community, may understand it differently as it is still evolving as a solution for school reform (Murphy, 2005, p. 11). The idea of Teacher leadership incorporates the basic philosophy of leadership that leadership is not a static and fixed list of characteristics or traits but rather a "fluid and emergent" phenomenon that originates from "social interactions" and "purposeful collaboration" in school settings which sometimes blurs the definition of the leader and the followers and demands teachers and other stakeholders to act as leaders of change (Harris & Muijs, 2005, p. 7). Thus, teacher leadership is something that happens when teachers work collaboratively and lead change in their schools. We may also look at it as a

process in which teachers transform from a novice to a more experienced problem solver while working in teams and learning from one another. At this point teacher leadership appears to me something that has multiple facets to it, and thus is close to the idea of multiple realities. In other words, I find my philosophy of leadership that ‘leaders are made, not born’ reflected here.

Teacher Leader: A Collaborator and a Servant Leader

Teacher leaders do a number of things and perform diverse roles. In York-Barr and Duke’s (2004) words teacher leadership is “the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement” (pp.287-288). This definition explicates the notion that teacher leadership happens when teachers work either alone or in collaboration and teams. Of course individual initiative and effort is necessary, but the teacher leaders understand that the aim of improving student learning cannot be achieved by solo effort only. All the stakeholders have an important role in this job. Therefore they try to achieve this aim by influencing all the stakeholders around.

Moreover, teacher leaders are the leaders who are completely given to “serving the needs of students, schools and the teaching profession” (TLEC, 2011, p. 8). They are professionals, ‘skilled classroom educators’ who are constantly engaged in ‘honing their craft, mentoring others, and growing professionally’ with their ‘one foot firmly inside the classroom’ (ASCD, 2015, p. 10). By this I understand that teacher leaders are leaders within their classrooms as well as outside. Teacher leaders’ foremost priority is their students and their learning achievements. They are all for the school and their professional glory. They have no ulterior motive than serving the students and the profession. Thus teacher leaders are servant leaders to a

great extent who are thoroughly concerned about serving those they are supposed to lead.

Teacher Leadership: No Craving for Titles

Teacher leadership behavior is definitely reflected by titles, but to a great extent it is motivated by dedication to the profession. A teacher leader may not only hold formal titles such as coordinator, coach, specialist, lead teacher, department chair, and mentor teacher (Mangin & Stoelinga, 2008; Neumerski, 2012, as cited in Wenner & Campbell, 2017), department chair, master teacher, or instructional coach, but also assume informal commitment through their initiatives to solve some school wide problem or through their knowledge, skills, and values for inspiring and working in collaboration with their colleagues (Danielson, 2007). Teacher leadership might incorporate diverse roles, formal or informal, but it is mostly informal and voluntary, and teachers earn it through their professional commitment to their students while working with their students and colleagues with an aim of improving not only students' learning outcomes but also the whole school community (Danielson, 2006). Teacher leaders are leaders of positive change. They are leaders made by situation and need.

Thus, the scope of teacher leadership spreads far and wide and is hard to be limited within one final definition. Due to its diverse facets a study in any area of leadership demands an ontological worldview of multiple realities. For now, I prefer to understand it as something formal or informal but aiming at enabling teachers to exert tremendous impact on almost everything that goes on in a school and beyond to ensure enhancement in student learning. Therefore, keeping in view the idea of “pluralist ontology” of Kafle (2013, p. 24), I, too, understand that philosophically my study of teacher leadership in this research must follow an ontological orientation

towards multiple realities. My philosophy of leadership is embodied in the quote ‘leaders are made, not born’ which is also the philosophical base for teacher leadership.

Teacher Leader Model Standards: A Framework to Study Teacher Leadership

As I have established earlier, teacher leadership is a broad concept and it includes diverse roles taken up by teachers in diverse situations and contexts within and outside the classroom. There is a considerable number of researches and publications that lists out a teacher leader’s roles, but I found that in recent times the document (brochure) titled *Teacher Leader Model Standards* (TLMS) developed by Teacher Leadership Exploratory Consortium (TLEC, 2011) through collaboration with a wide community of “education organizations, state education agencies, teacher leaders, principals, superintendents, and institutions of higher education” in the year 2008 (TLEC, 2011, p.3) has been serving as a framework to the scholars engaged in studies of what a teacher leader should do. I feel it is necessary to pay a closer look to this document in this study as it is an authentic document today that guides any discussion regarding teacher leadership.

The consortium has listed out a comprehensive outline of seven domains of teacher leadership roles in order to “create a dynamic teaching profession for the 21st century” (TLEC, 2011, p. 3). These domains and roles as spelled out in the TLMS are listed below.

Domain I: Fostering a Collaborative Culture to Support Educator

Development and Student Learning

Domain II: Accessing and Using Research to Improve Practice and

Student Achievement

Domain III: Promoting Professional Learning for Continuous Improvement

Domain IV: Facilitating Improvements in Instruction and Student Learning

Domain V: Using Assessments and Data for School and District Improvement

Domain VI: Improving Outreach and Collaboration with Families and Community

Domain VII: Advocating for Student Learning and the Profession
(TLMS, n.d., p. 9)

All of the above domains consist of a number of further roles in them and a teacher leader may perform one or several of them at a time in a given context. Here I clearly see that teachers' roles go well beyond teaching within classroom. I strongly believe that they are the true leaders of learning with diverse roles to perform with the aim of improving schools keeping in view the demands of the 21st century.

The TLMS (TLEC, 2011) also clarifies that teacher leadership is different from school leadership as teacher leaders may lead from their classes with formal or informal leadership. I clearly see that collaboration is their key principle. Due to their knowledge, expertise and readiness to help anyone regarding student learning, they can provide other teachers with professional advice and guidance and their views are important to others in a school setting (Danielson, 2006). I argue that teacher leaders' role is beneficial for the principal also because they are helping their peers in their classroom practices on a regular basis. Therefore, this in turn requires support from the principal as well. I understand here that teacher leadership is a mutual process and is largely shaped and guided by the school culture of collaboration and

teamwork. For teacher leadership to materialize school-wide goals should be clearly articulated, the principals as well as the teachers should be trained, and everyone should work in teams for the betterment of all students. I see the emphasis is on collaboration and I also understand that this is the need of the 21st century.

Teacher Leadership: History, Evolution and Practice in the 21st Century

Teacher leadership might be a new development in the field of education to some, but teaching and leadership are inseparable qualities, and a deeper study of history of Plato's dialogues of Socrates, and of scholars like Diderot, Kant and so on can enlighten anyone of the fact that teacher leadership has been around for a very long time (Bass, 1985; Reeves, 2008). However, the idea of teacher leadership has been gathering momentum in recent times. In today's changing global scenario when every walk of life is undergoing rapid changes, the roles of teachers cannot be an exception and need to be redefined constantly (Lieberman & Miller, 2005). Hence, the idea of teacher leadership is one that always attracts attention of scholars as a phenomenon to be studied as per the ever changing contexts. Right now it is a 21st century thing (TLMS, n.d., p. 10). It has been around for quite some time now and it has its roots deep into history that needs to be studied.

The Genesis

According to Smylie, Conley and Marks (2011), teacher leadership as a definite idea has been given the center stage of discussion in education scenario for quite some time. It began in the early 1900s and since then it has been practiced, advocated for, and studied about in school reform literature. In its evolution, the idea of teacher leadership has also undergone a tremendous amount of change. It started as a reaction to a hierarchical leadership system and culture in schools where it was believed that “the only job of teachers is to teach students and to consider the

classroom, at best, as the legitimate extent of their influence” (Urbanski & Nickolaou, 1997, p. 244, as cited in Murphy, 2005). In such schools, leadership was entrusted to the head teacher or the principal of the school and teachers were limited within classrooms. They were simply the receivers of the policies dictated to them and were required to follow the lead of the school leaders without any room for having a say in decision making.

In the US, the movements for the idea of workplace democracy in schools that started in the early 1900s with an aim of shaping a democratic society later led to the dismantling of the bureaucratic structure of schools, and shifted the emphasis from the leadership of a single school leader as the primary source of all school problem-solving, decision-making and improvement. The focus was on the teachers as the closest source of influence to solve all the school problems and towards every educational reform instead of an educational bureaucracy that took decisions somewhere far away from the school completely oblivious to the specific needs of a particular school or school-district, and thus, was incapable of producing a desired effect.

From the Front Marcher to a Fellow Walker

Later on it was concluded that the teacher leader as someone with a formal position was just another individual, the “great man” that assisted the principal as an administrator higher in rank than other teachers, a new member of the bureaucratic ladder (Smylie, Conley & Marks, 2011, p. 267). With a number of lessons learned with years the emphasis shifted to working in teams in collaborations with other stakeholders. Today leadership in education scenario does not only mean firm, management oriented leadership but also participatory leadership approach that focuses on improving methods, materials, the curriculum, and monitoring of pupils’

progress (Murtimore, 1988, as cited in Amatya et al., 2004). I find an implication here for the school leaders and other leaders in a school who are working in different capacities, to understand the need of letting the teachers participate as leaders in every activity of the school as far as practicable to let them have direct impact in every aspect of students' learning and overall school environment. In the present context of Nepal where the condition of government schools is still considerably below the desired level, the need for teacher leadership is extremely essential.

A Closer Look at the Importance of Teacher Leadership

Anyone studying about teacher leadership is bound to confront a large body of literature that advocates for the importance of teacher leadership and I did, too. As discussed earlier, teacher leadership is important for the improvement in students' learning achievement. But this cannot be achieved by the school leaders' sole efforts simply because they are limited in numbers when compared to the number of teachers in a school.

Danielson (2007) lists out four reasons for teacher leadership's importance. Firstly, teaching is a flat profession where a teacher may teach for decades but still remain within their classrooms. Such teachers may feel frustrated if they are not given opportunities to use their knowledge and expertise to mentor and guide novice teachers. Secondly, teachers serve much longer than those in administrative positions. These teachers have "institutional memories" which gives them an advantage over the school leaders and enables them to function as "custodians of school culture". Thirdly, the school leaders are required to work closely with the district, state, and the central agencies, and all the stakeholders (parents, students, the community, and so on) within and beyond school setting. Lastly, Even though school leaders may have knowledge, expertise and qualifications to lead their schools, their knowledge alone

cannot suffice to deal with the everyday issues and difficulties that may arise in school settings. But a group of teachers with their knowledge in diverse subjects and other expertise can perform a number of leadership tasks more effectively with lesser effort. So the school leaders cannot perform an effective role in school improvement without help from teachers. Moreover, teacher leadership, as an influence and not a “role or formal responsibility”, goes beyond formal classroom roles to let others know how practice can be changed by developing pedagogical excellence within classroom and beyond (Harris & Jones, 2019, p.124). Teacher leaders are not limited by their formal titles or by the expanse of their roles. They are ready to serve whenever opportunity presents itself.

From the discussion above, I conclude that teacher leadership is an essential part of leadership practices in any school today as no education system is perfect in a world that is changing every moment, and schools are run not only by the expertise of an individual but a network of people with diverse forms of knowledge and capabilities all committed to bring academic upliftment and reforms. Without teacher leadership every education reform initiative is “doomed to failure” (Thornton, 2010, p. 36). Thus, I strongly believe that all reforms in schools demand the central role of teachers.

Studying the Studies on Teacher Leadership and Its Impact

A great deal has been written and studied about the practices and impacts of teacher leadership in the past few decades. During my studies I came across some seminal works by some researchers that have been regarded as works of high quality and rigor. York-Barr and Duke (2004) have presented an extensive study of literature on teacher leadership published from 1980 to 2004. Their major focus was literature dealing with shared decision making and teacher professionalism and roles and

responsibilities of teachers beyond classroom instruction. Through this extensive study they have managed to elucidate diverse areas of teacher leadership and its impacts. They have pointed out that there is lack of evidence based study that can prove that teacher leadership has a significantly positive impact on student achievement. However, they have also found that the most prominent impact of teacher leadership is on teacher leaders themselves as they develop better understanding of the instructional, professional and organizational practices in their leadership endeavours.

As lots of things have changed since 2004, Wenner and Campbell (2017) have conducted another literature review on teacher leadership incorporating the latest researches on different aspects of teacher leadership completed after 2004 following the footsteps of York-Barr and Duke (2004). They have focused on how people define teacher leadership, the preparation of teacher leaders, the impact teacher leadership has and the factors that promote or hinder teacher leadership. They have also looked into the range of theories that have been used in the studies of teacher leadership and among other things, the teacher leaders' roles in social justice and equity. Their prominent findings show that teacher leadership is all about roles extending beyond the classroom, fostering professional learning among colleagues, having an influence on policy/decision making with utmost focus on improving student learning, though it is hardly well-defined. They have also concluded that theories do not always guide researches in the area of teacher leadership; that teacher leaders are directly impacted by principals, school structures, and norms of the school; and that there is lack of extensive teacher leadership researches that directly study social justice and equity issues.

Harris and Jones (2019) opine that these two works are exemplary in the field of teacher leadership studies. By looking at these I realized that it is hard to generate a fixed definition of teacher leadership and its scope since there is a lot that teachers can do through their efforts as leaders of learning within and far beyond the classroom. Nevertheless, these studies strongly emphasize on the growing need for teacher leadership. Since the times are constantly changing and so are the needs of the students and the whole society, the need for the studies on teacher leadership and its diverse aspects is aptly justified. In the present context of Nepal when a lot of changes are taking place rapidly in the areas of political restructuring of the nation; reframing of education policies; redefining of the teachers' roles; redesigning of the curriculum; and so on, I strongly contend that teacher leadership must be promoted and encouraged at all times to solve diverse forms of problems prevailing in this land of unity in diversity.

Teacher Leadership and Policy Connection

I strongly believe that teacher leadership is greatly affected by education policies as policies guide practices. Teacher leadership can become successful “on a systemic level” only when education policies “intentionally” foster it and help “prepare both teachers and principals for their new roles”; and this happens only when policymakers are mindful of teacher leadership and craft policies keeping in view the benefit it brings to the profession as well as its challenges (ASCD, 2015, p. 27). Therefore it is absolutely imperative that education policies of a nation should be in alignment with the goal the education aims at reaching. Education is what should give a strong foundation to people of a country on which they can live their lives, and to impart good quality education teachers must also be of high quality. In other

words, teachers must be able to take leadership to improve students' learning achievement. But how is the situation in Nepal?

In Nepal apparently the situation of education is really problematic. When it comes to student learning, I often come across people and publications that blame the present education system in Nepal as something that only stresses on passing the exams without giving proper knowledge (Ghimire, 2019). The educational institutions of Nepal are regarded by many as *shikshit berojgar utpadan garne karkhana* (factories that produce educated people with no jobs). Even the SSDP accepts that in spite of progressing in the field of education, the learning in students in Nepal is still poor, and holds the "insufficiently prepared teachers" in government schools responsible for deteriorating learning in the students (MoE, 2016, p. 7, Shrestha, 2016).

A reflection on this scenario makes me think that the problem in students' learning and achievements starts much earlier than these levels as evidenced by the yearly reports by Education Review Office established that assess the learning achievements of the students in different grades which have always reflected deteriorating students' learning in different subjects in different grades; and the teachers are to be blamed for all this (Ghimire, 2019, p. 16). The list of problems is long and not all could be studied here, but the problems in education of any nation cannot be solved without clear education policies. If there are problems in education then there might be problems in education policies, too, requiring serious and immediate reforms.

But when it comes to education reforms, there is no such thing as "silver bullet" policies that can solve all problems at once, rather it takes real investment and reform directed towards "classroom teacher" and not simply holding the teachers

accountable for students' outcomes in large number of tests because they are the ones who create the greatest impact in students' learning (Katzenmeyer & Moller, 2011).

Blaming teachers is only an easy escape without acknowledging the real problem.

I understand at this point that this is the need of today's Nepal. As this nation endeavours to institutionalize the federal democratic republic model of governance with an aim of empowering the local level even to the root, a lot of changes are to be made in education scenario, too. Now traditional roles of teacher as a job holder with certain degrees and certificates limited within classes must give way to a more capable, dynamic and empowered leader of learning and change agent so that this nation no longer has to suffer the burden of educated people with no jobs. I argue that the change has to start at the very root and teacher leadership is to be fostered through policies.

I have already clarified my belief that teacher leadership is extremely essential for the present education scenario of Nepal. In order to foster teacher leadership, policies need to have a vision for teacher education, training and development as well as strengthening systems that promote teacher leadership, but among these professional development trainings and university education are the most important pathways to build teacher leaders (ASCD, 2015; Wenner & Campbell, 2017). This is what I wanted to find in the education policies of Nepal when I said vision of teacher leadership; how the education policy provisions articulate the vision that prepares and fosters teacher leadership in Nepal.

At this juncture, I think it is a worthwhile endeavor to look at the historic development of education in Nepal to understand if there has been room for development of teachers for teacher leadership.

The History of Education in Nepal and Teacher Leadership

When it comes to education, the term teacher leadership has not been given much space in any discussion in the history of education in Nepal; at least not the way it is understood today. However, the idea that teachers are leaders of society has always been there. Since Nepal has a long history of following Hindu religious philosophy, and in fact it was the only Hindu kingdom of the world until King Gyanendra had to step down in 2008 and the new constitution of Nepal of 2015 officially declared Nepal as a secular state, the people here have always been guided by the greatest reverence for teachers as preached by the sacred Hindu scriptures for centuries. A closer look at the historical development of education is necessary in this regard as this can help us understand the place of teachers in the existing education system and also in society and thus lead to an understanding of teacher leadership vision inherent in the education system of Nepal. In this regard I have focused more on how education has been perceived in different eras of history to get an understanding of evolution of education as well as teacher's roles in them. Also I have focused on the teacher training and teacher education aspect in this part of the thesis as education and training play an important role in promoting continuous development of teachers as teacher leaders (ASCD, 2015; Wenner & Campbell, 2017; TLEC, 2011).

Education Based on Ancient *Gurukul* System in Nepal

The education system was based on *gurukul* system of education in ancient Nepal. A remnant of this system of education is still found in Nepal today in the use of the Sanskrit word *guru* even in Nepali language which is equivalent to the English word teacher (Wood, 1965; Bista, 1991). The word *guru* in Sanskrit language is made up of two morphemes: *gu* - meaning darkness (referring to ignorance and lack

of knowledge), and *ru* - meaning light (associated with knowledge and learning) (*Shreeguruvakya*, 2007, p. 10). In this way a teacher is worshipped in our culture as a godly person who can lead his disciples and pupils from the darkness of ignorance to the light of knowledge. This clearly defines teacher as a leader who bestows light of knowledge on his pupils, and thus ultimately leads the whole society on the path of enlightenment.

Moreover, Nepali people use verses from ancient scriptures to offer their homage to their teachers. At this point I am thinking of the *gurumnatra* (verse dedicated to guru/teacher) in the ancient book called *Guru Vakya (Guru Geeta)*, which goes-

गुरुर्ब्रह्मा गुरुर्विष्णुर्गुरुर्देवो महेश्वरः । (*Gururbrahma gururvishnu gurudevo Maheshvarah*)

गुरुरेव परं ब्रह्म तस्मै श्रीगुरवे नमः ॥२५॥ (*Gurureva param brahma tasmai shreegurave*

namah); and which means that guru/teacher is the spiritual guide who is Brahma (the

creator), Vishnu (the protector) and Mahesh (the destroyer) all in one; who is the

supreme consciousness; and therefore, I salute the sacred teacher (*Shreeguruvakya*,

2007, p. 14). I understand by this verse that a teacher creates love for learning in the

hearts of his students (the creator like Brahma), he always tries to protect his pupils

from every kind of evil (the protector like Vishnu), and he destroys the darkness of

ignorance and the bad qualities of his students (the destroyer like Maheshvarah).

There are many such verses in the Hindu religious scriptures dedicated to the

greatness of *gurus* and teachers and depicting the tremendous reverence of people

towards their teachers, but this one is the most offered one. I have always paid my

highest respect to my teachers using this mantra and also I have always received the

same mantra from my students on *guru purnima* (teacher's day celebrated by the

Hindus). This particular mantra and the meaning of the word *guru* discussed above clearly present teachers as leaders.

This highest reverence towards one's teacher or guru comes from *guru-shishya parampara* (the tradition of a spiritual relationship between a teacher and a disciple to transmit knowledge) evidenced in the oral tradition of the Upanishads (c. 2000 BCE) which is regarded as one of the forms of leadership practiced in the Hindu tradition (Hindu Leadership, n. d.). In this tradition, a person was regarded *anatha* (without a teacher; nowadays it refers to an orphan), if he did not have an *acharya* (a teacher) who could give him *gyan* (knowledge), *shiksha* (instruction), and *diksha* (spiritual awakening) to enable him to make progress on the path of divinity (Hindu Leadership, n. d.). I understand at this juncture that according to the Hindu tradition education was looked upon as means to get enlightenment and a spiritual awakening, and the role of a teacher was not only to preach and make the students learn by rote the facts in a book, but also to help the students attain a higher spiritual awakening. At this juncture, I see a great emphasis on morality and higher social values to transform an individual spiritually through education. The idea of Burns's (1978) that people can be inspired to transcend their petty selfishness through moral and social values; and that transformational leadership is a process that enables both the leader and followers to engage in a mutual upliftment of morality and motivation by modeling the desired values by themselves is reflected here. The Hindu philosophy has always guided the education scenario in Nepal and teachers have always been regarded so highly as spiritual leaders; and this fact, in my view, establishes teachers as the guides that lead their pupils on the path of righteousness and self-discovery. Thus a teacher has always been given the utmost reverence.

Education and learning have always been highly valued in this part of the world, but getting education was a task reserved for the children (particularly boys) from the royalties and the so called higher caste families (Duwadi, 2018; Sharma, 1990). In other words, the ‘Sanskritic tradition’ has always viewed education as ‘a privilege’, ‘a prerogative’ of the upper class of society and is a significant indicator of status (Bista, 1991, p. 5). I grew up listening to and reading the stories of *the Ramayana* and *the Mahabharata* in which the princes from the ruling (mostly kshathriya) families (like *Rama* and his brothers; the *Kaurawas* and *Pandawas*) and also the boys from the brahamin families were sent to the *ashrams* of gurus and *rishis* (sages) to live an ascetic life away from the comforts of their homes in a hermitage in some secluded forests. The point was to inspire the students to renounce all bodily pleasures and seek deeper enlightenment. The guru was the epitome of some form of learning and skill which he could teach his pupils to master. Most of the disciples were would be kings or rulers of their kingdoms. This aspect of education can be viewed as an evidence of teacher leadership as the *guru* was forging them into leaders of the future through his guidance and mentorship as envisioned in the TLMS (TLEC, 2011). Many of the references in these ancient books also link to Nepal, and therefore, it can be argued that the same practice of reserving education for the elites of the then society was prevalent in the ancient times in this part of the world, too. Though this indicates a partial system of education, teacher still remains the leader.

A closer look at the history of ancient Nepal also brings forth the fact that not only the Hindu value system but also the Buddhist philosophy has guided people’s lives here, evidenced in the legendary traditions that are prevalent in the indigenous Newar community of Kathmandu valley and also in the references that indicate the 2500 year old connection of this part of the world with Gangatic plains of today’s

India (History, n. d.; Wood, 1965). Buddha was born here around 2500 year ago, and Emperor Ashoka, who was deeply influenced by the philosophy and teachings of Buddha, and who renounced his life of conquests through bloodshed of countless people, came to Nepal to pay his homage to the Buddha, and erected a pillar in 3rd century BCE in Lumbini, the birthplace of Buddha, to commemorate it. Also the presence of some ancient Buddhist shrines in the Kathmandu valley clearly indicates the influence of the Buddhist philosophy on the Nepali way of life. The connection between the Hindu and the Buddhist philosophy in this country has been such that they are often accepted as parts of the same way of life here and often find their way into the education of all levels. No matter whichever philosophy one lives by, the respect for the teacher is always the highest as discussed earlier.

The history of educational system in Nepal is not very clear during the Kirati dynasty (c. 3rd century), Lichhavi dynasty (4th- 7th century), Malla dynasty (10th- 18th century) and even during the modern era that started with the conquest of the three kingdoms of the Kathmandu Valley in the late 18th century; but it was based on the previously discussed system of *guru-shishya* tradition where a Brahmin guru or a Buddhist monk would teach the boys from the royal, noble or higher caste families while the children from the underprivileged families would engage in farming and other practical skills (History, n. d.; Sharma, 1990; Duwadi, 2018). During the Licchavi period the idea of education was more on learning arts, crafts, architecture, medicine and so on, under both Hindu and Buddhist patronage, reserved only to the privileged elites of the society funded by the rulers under *guthis* (trusts) (Sharma, 1990; Poudel, 2020). During the time of the then prime minister Amsuvarman a number of reforms were made and among them composition of a new grammar indicates that there was a development of language and learning (NNEPC, 1956, p.

10). Similarly, education during the Malla period was emphasized as preparation for life, especially by the rulers like King Jayasthiti Malla (Sharma, 1990). Medieval and later medieval eras of Nepal were characterized by the development in the art, literature, architecture (such as the famous pagoda style of architecture for which Nepal is known world-wide) thanks to a well-developed education system (Poudel, 2020). Later during the unification of Nepal under King Prithivi Narayan Shah and his sons, education did not get much attention due to their constant engagement in wars to expand and consolidate the territory of the kingdom. However whatever little education was imparted through the already existing system, focused on the development of art, literature and architecture the of the country based on the indigenous knowledge, and the guru would be highly respected and would be very influential in society which ran on the Hindu and Buddhist value systems.

Education during the Rana Rule (1846-1950)

The year 1846 marks a significant turning point in the history of Nepal. This is the year in which Jung Bahadur Rana rose to power through a series of conspiracies, bloodshed, and a coupe through the bloody Kot Massacre. After this incident the Shah Kings were dominated by the Ranas who adopted the 'hereditary Prime Ministership' and controlled the army, government offices and even education (Caddell, 2007, p. 2). Education development during his rule simply ceased to be. But after his visit to Britain he was highly influenced by the British education system, and when he returned, Jung Bahadur Rana established an English elementary school in his residence by bringing teachers from Britain and India (Sharma, 1990). Later on this school became well known as the Durbar High School of today. The teachers thus brought catered to the Rana family's children only. But this very school marked the dawning of modern education in Nepal based on the British education system

(Poudel, 2020), though limited to the Rana family only. Some commoners, on the other hand relied on the traditional Sanskrit education given by their family *pundits* (priests) only. People from the lower social stratum were virtually without any formal education.

Jung Bahadur Rana believed that an educated populace could be a threat to his rule, and thus must always be kept ignorant. This philosophy of ‘selective exclusion’ started by Jung Bahadur Rana to adopt and allow foreign influence within the kingdom to their own advantage (Caddell, 2007, p. 2) was also followed by his successors for a long time. The education system was only limited to the Rana and other elite children who had close ties with Rana rulers in the then Durbar school, and there was no chance of education for the general people outside this system (Duwadi, 2018, Caddell, 2007). It was the prerogative of the elites. The Rana rulers made sure that the influence of the British India and other non Hindu countries never entered Nepal to their political disadvantage. There were some Rana rulers who tried to ensure this by walking a deviant path. For example Dev Shumsher Rana established 200 primary schools across the kingdom to give education to the common people in Nepali Medium. Though he was attempting to set Nepali education apart from the British Indian influence to consolidate a pure nationalist ideology that would ensure the commoners didn’t rise up against them, he was seen as a threat to the regime and was ousted from his post within four months and many of the schools were closed down (Caddell, 2007, p. 5). Education was not simply for all in a despotic Rana rule. Thus, for the Rana rulers, education meant a means to maintain power and control over the people; and allowing it to reach the masses was seen as a sure threat to their tyrannical rule. In this kind of system, it can easily be understood that teachers didn’t have any influence outside the ordinances of the Ranas. They were only the servants,

not the leaders at all. The Ranas strictly prohibited and penalized any kind of teaching by anyone not sanctioned by the rulers to teach.

However, this could not be forever. To the commoners who were bound to remain outside the modern education system and within the traditional Sanskrit education, education was a means to salvation and spiritual awakening. Many of the youths of the day left Nepal to get higher education in India and became part of the Indian nationalist movement, which, for the Rana rulers, was dangerous, as they got a glimpse of what was happening outside Nepal and could see what miserable conditions they were forced to live in by the despotic Ranas. The Rana rulers tried to check this mass movement of youth to India by establishing Trichandra College affiliated to Patna University and had some success in their interest, but not for long (Poudel, 2020). The movement of people across the open border between Nepal and India to escape harsh Rana rule or for employment opportunities gave them a glimpse of a different world of knowledge and enlightenment. After the World War II, many soldiers who had served as British Gurkha soldiers brought home alternative ways of life (Caddell, 2007). These people engaged in secret teaching and learning behind curtains and closed doors. These informal teachers were the teacher leaders of the day. The secret and informal teachings from these people who had seen the world opened people's eyes to a whole new perspective to what their lives should be like. Education for the common people was perceived as a weapon to make possible the dream of freedom from the Rana despots. The aspirations of people expanded towards more liberal state rule and the ideology of rigid and pure Hindu kingdom of the Ranas was challenged and began to crumble, and ultimately King Tribhuvan was able to regain state power by overthrowing the century old Rana regime (Wood, 1965). With the advent of a new democratic era in Nepal the education scenario also

changed soon and the schooling system as we know today started with the downfall of the Rana regime and establishment of democracy in Nepal in the year 1951.

Education in Nepal after the Downfall of the Rana Rule

With the Rana oligarchy gone, people of Nepal could breathe in the fresh air of freedom. Now new avenues for development in every sector were visible to people. Education sector also came to get the center stage of the debate of development of the nation. After all education is the infrastructure that makes all the other infrastructures possible. Therefore, various plans were made and implemented after the downfall of the Rana rule which shaped the historical peregrination of the education system of Nepal as it stands today. Some of the major plans and policies are discussed henceforward.

Nepal National Education Planning Commission (NNEPC), 1956

The fall of the Rana rule in Nepal heralded a new age in its history and it drew the attention from other developed nations of the world. In the field of education America extended a helping hand through technical as well as financial support starting from 1954 (Bista, 1991). America, by that time had already been discussing roles for teachers' leadership, which are now called as teacher leadership, for around half a century (Smylie, Conley & Marks, 2011). It was therefore given that their help would recognize the fact that the newly born democratic Nepal would also require some reforms in which teachers had to be given special attention. This is evident in the statement made by Dr. Hugh B. Wood, the then Professor of Education from the University of Oregon who was appointed as the educational consultant to the Nepal National Education Planning Commission (NNEPC) deputed to carry out a survey to assess the existing conditions of education in the then Nepal and recommend a plan to develop a national education system for this nation. In his view, education was

‘essential to democracy’ and it was essential to train a large number of teachers in order to develop education on ‘national lines’ in this very young democracy to ensure the highest achievement of the objective of education, and also because the role of teachers was paramount in ‘the new scheme of things’ (NNEPC, 1956, p. 3). The meaning of education at this point came forward as a tool and means to make democracy strong and the concept of teacher leadership ideologically entered in the education policies of Nepal right at the dawning of democracy with this commission.

The report of the NNEPC identified the then problems of Nepal in terms of education development and pointed out that there were only two percent literate people, only about 300 people completed high school, only about 100 people completed college education while the country needed 1000 teachers to meet the plan’s objectives; and there were no technical or engineering colleges, no medical or dental colleges, no teacher’s colleges, no business administration colleges, and no university in addition to the problems like poverty, political transition, lack of transportation and communication, disease, and a backward feudal society in this Kingdom of Nepal (NNEPC, 1956, pp. 23-24). These were looked upon as major hindrances for the development of education in Nepal. Moreover, only 3.5% of the total school-going children (72,291 children) were going to schools of some sort (1320 schools), and only 0.2% of the college age group was at college and also the major concentration of the students in schools was mostly in towns and densely populated areas leaving most of the population outside the access of education (NNEPC, 1956, p. 35). Another major concern for the committee was the absence of a university within the country to produce professionals for all areas of life, including education. It was immediately recognized that ‘So long as there is no university,

Nepal will always suffer from a dearth of leaders in various walks of life' (NNEPC, 1956, p. 122). This shows the bleak situation of education in Nepal at that time.

Not only were there few students, but also the number of teachers was insufficient to carry out an extensive education reform mission. As teacher leadership Domain III: Promoting Professional Learning for Continuous Improvement (TLEC, 2011, p. 16) emphasizes the need for teacher education and training, in order to educate others, educating teachers was necessary. Therefore, As discussed earlier, the importance of teacher preparation was immediately recognized, the assistance from America in education led to the establishment of the first education college along with a demonstration school for the training of teachers and some mobile schools for training the primary level teachers; and they also allowed many Nepali people to American universities to get higher education (Bista, 1991). It was indeed a glorious beginning for education and teacher leadership with recognition of the fact that Nepal required a large number of teachers to be educated, trained, and deputed to deal with the hindrances in the then educational scenario of Nepal.

Preparing teachers to deal with the educational problems was a challenging task. Educating people through university education in foreign lands, especially Indian education system, made them 'out of tune' with the realities of their own nation as the foreign systems functioned from ideals and aims suited to their own national realities; and therefore the need for a centralized university system with colleges centrally located as well as outlying, and with a strong emphasis on research was felt (NNEPC, 1956, p. 123) and this fact paved way for the founding of the first university of Nepal, Tribhuvan University, in 1956.

In order to materialize the vision of preparing teachers through university education, in Chapter X of the report, the commission proposed establishment of a

special teacher college with foreign aid from USOM that could give short-term trainings for primary school teachers; degree courses of B. Ed. degree; a post-graduate course of M. Ed.; and other extension courses and field services as per the need (NNEPC, 1956, p. 139). It also specified that the courses designed for teacher preparation would borrow from the liberal arts and Science College to form general courses of education for B. Ed. as much as practicable and would serve only 250 students per year apart from some more teacher students prepared through short term training at a normal school level (NNEPC, 1956, p. 139). But it was necessary first to establish the university that would be fully equipped to help materialize this vision. Regarding this, the report stated that at the center of this whole operation would be a team of five personnel including a Registrar, Business Manager, Dean of Student Personnel, and Dean of Instruction nominated by a Vice-Chancellor who would be appointed by a special Board of Higher Education; and with foreign aid grants this team would be sent to modern universities in America to study about structure, organization, curricula, student personnel administration, finance, general administration, staffing, building and grounds maintenance and a multitude of other problems associated with the operation of a university (NNEPC, 1956, p. 142). Thus this commission had a detailed vision for the establishment of the university to prepare the necessary manpower for the upliftment of the educational scenario of the contemporary Nepal with a clear understanding of the fact that it is teachers who would lead the change.

Moreover, in Chapter XII of the report, the commission details the plan for teachers' training. The very beginning of the chapter states- 'The keystone of education is the teacher. Education can be no better than the teacher makes it. The educational environment is largely shaped by the teacher.' (NNEPC, 1956, p. 154).

This clearly rings to me a vision of teacher leadership as it recognizes that a teacher is not only someone who delivers the course of study to students, but someone who is the carrier of the education system and can help shape the overall educational environment. This chapter emphasizes the fact that teaching is both an art and a science, and that while a great teacher might have some inborn character traits, training plays an important role in shaping teachers lacking in those traits, especially in a country like Nepal where a large number of teachers had no proper training for teaching (NNEPC, 1956, p. 154). Moreover, with only one person in the whole kingdom with a M. Ed. degree, about only half a dozen with a B. T. or B. Ed., and only about a dozen with special training for basic education and that too from Indian institutions and thus not well attuned to the education scenario of Nepal (NNEPC, 1956, p. 154), the situation was really bleak and called for mass training of teachers not only from those who made it through high school (only about 300 candidates a year) but also from those who could not make it through high school but could be trained to teach children (NNEPC, 1956, p. 155). At this point the emphasis on the training of would be teachers is also an indicative of teacher leadership vision where the commission even proposed training those who were not high school graduates because they wanted to achieve a broader vision of education even in those desperate times.

Some of the major principles that guided this commission also were in line with the teacher leadership vision such as - the teacher was expected to be 'the architect of the human soul' and therefore he/she must be a humanitarian with a true motif of 'serving society'; education must serve the most significant instrument for the preservation of culture and democracy by originating from the needs, ambitions and aspirations of the people; it is a never ending process as it goes on within and

outside school with a person's experiences; and teacher is the 'keystone' of the success of education (NNEPC, 1956, p. 156). Similarly, the objectives of education also clearly reflect teacher leadership vision. They recognize the fact that a teacher's character, physique and social behavior must reflect leadership characteristics. A teacher must be competent not only as a teacher in classroom by being in tune with the needs of the students during teaching and learning, but also have equilibrium of mind, tolerance towards religions, and highest professional ethics as 'a person, a civic leader, a foster guardian, and so on (NNEPC, 1956, p. 158). With these ideals the commission proposed a four-year training program to leading to B. Ed. degree, a graduate program to award the highest professional degree of M. Ed. at that time; extensive programmes that could be equivalent to B. Ed. or M. Ed. but would not be certified as that and that aimed at upgrading the teachers on the job; and short term courses of about a year aimed at undergraduate or high school graduates to fill the post of classroom teachers with a teaching certificate (NNEPC, 1956, pp. 161-162).

I think the vision of education here was based on the importance of teachers' roles for strengthening the new-born democracy in Nepal. The whole plan was not just to prepare teachers to run schools of different levels, but to help materialize a larger national vision of a nation attempting to make a fresh start to become part of the modern world which it was lagging far behind in at that time. This rings the idea of the leadership aiming at inspiring the people to go beyond their own interests by establishing high moral and social values and by appealing to higher motivations to uplift the followers through a team effort (Burns, 1978). Also this vision reflects the idea that people get motivation from their awareness of the task; and focusing on team or organizational effort produces more rewarding results (Bass 1982). I see this vision in this way because the teachers who would be produced by it would have the

clear awareness of the unique reality of their country and also were aware of the gravity of the task they would be assigned as teachers in order to transform the community they were going to serve. They were supposed to be the teacher leaders for the students' learning as well as leaders in their communities (TLEC, 2011).

The NNEPC report thus had a clear vision for teacher leadership requirement for the then Nepal with its emphasis on preparing teachers through education and trainings. However, the scheme of things could not live up to the expectation raised by the NNEPC in all aspects. Although more and more colleges and schools were opened with American assistance and also through the efforts of the local Nepali community, and wider range of communities were allowed in the school system in the late fifties; the Ministry of education was centralized with small regional offices that could not work effectively, education still remained as a status symbol, and people collected college diplomas and degrees only to show off (Bista, 1991). This led to the continuation of *afno manchhe* (nepotism) and *chakari* (sycophancy) system to get things done, and because of this people lost faith in the education system and the desired change could not come in society (Bista, 1991, p. 124). Some people started feeling that only a strong technical education system could generate the desired manpower for the development of the country and this belief led to the birth of the National Education System Plan (NESP).

National Education System Plan (1971-76)

After the demise of King Tribhuvan, his son King Mahendra became the king in 1956. As a king he dismissed the newly formed democratic government and established the autocratic Partyless Panchayat System in the year 1960 with the sole aim of keeping the power in the palace. There was very little development in education sector during the 50s and 60s due to immediate political change from

democracy to panchayat. The plan of NNEPC had not borne noteworthy effects to the general people and people were skeptical of the overall education system (Bista, 1991, NESP, 1971). The education during the panchayat system was attempting to construct a shared nationalist image among the people by singing of great deeds of 'national heroes' in the school books irrespective of diversity in the kingdom (Caddell, 2007). It claimed to eradicate the shortcomings in the education scenario that had emerged after the NNEPC. In this scenario the National Education System Plan (NESP) was introduced in the year 1971.

In its preface the NESP claims that this plan aims at developing a 'unifying' education system that crumbles the 'elitist' biased and 'the inherited system of education' which only taught one to aim for a white collar jobs; and develop a new kind of education system which recognizes education as an investment in the human resource for the development of the country (NESP, 1971, p. 3). It alleged that there had been an expansion of education without well defined objectives that had only wasted all the investment; and the education system had failed to attract highly qualified and talented people into teaching as the wages for teachers were low, and because any incentive or promotion were given on the basis of seniority and not on the abilities and performance of an individual (NESP, 1971).

Therefore, education in this document was envisioned as a weapon 'to wage a war against inherent ignorance and poverty' and a means 'to transform subsistence economy into a dynamic one' with the aim of developing manpower needed for 'immediate gains and future developments' (NESP, 1971, p. 8). The vision of education here seems to be aiming for a radical change and it particularly emphasizes the creation of skilled human resource for the country. Definitely to achieve that it would be necessary to mobilize teachers with special focus on the aims and objectives

of the plan. For that to happen, it would be necessary to prepare teachers through education and extensive training that was in alignment with the vision of education.

Regarding education, the plan specified the course curriculums for the primary to higher level education had different aims to complement each other. The plan specified that the primary education curriculum would teach children some rudimentary skills and elementary knowledge about agriculture; lower secondary level would focus on character building; secondary level would aim at giving vocational knowledge; and higher education would aim for building professionals needed for the country (NESP, 1971, p. 33). Moreover, regarding the teacher training, the NESP envisioned producing more numbers of trained teachers by including teacher training in the arts courses with special focus on the upgrading of the curriculum and textbooks and also on subject teaching and teaching methods (NESP, 1971). In order to encourage teachers in their service, it also assured that the pay scale of teachers would be similar or equivalent to that of other professionals with similar qualifications and teachers would be promoted on the basis of their 'academic qualifications, experience, special performance, health and services rendered in remote areas' (NESP, 1971, p. 5). The trainings would also include in-service trainings and vocational trainings for teachers and would be encouraged through training scholarships for teachers with economic problems or those from remote areas (NESP, 1971, p. 45). The overall system actually was well planned and started gathering some momentum. In order to ensure high quality education at the college level, the candidates were required to work hard in a semester system and, unlike in the previous system of annual examinations where the participants expected to pass easily by cheating, now the candidates had to go to work in rural areas for a year with local Panchayat or other development organizations or even teach in a school to get a

post-graduate degree (Bista, 1991, p. 126). This system was so effective that it even drew the attention of other third world countries.

The above discussion indicates that there is a teacher leadership vision in the NESP which recognized that teachers were the carriers of the change needed in the country at that time. It has vision for the continuous learning and development of teachers through education and professional trainings (TELMS, n.d.) of various sorts. Also, by giving a clearly stated national vision of education the plan seems to be calling for a heightened sense of moral as well as professional standard and obligation for the teachers which would require them to set aside their own personal interests, and thus urging them to perform their job as teacher leaders (Burns, 1978; Bass 1982). I think there is presence of teacher leadership vision as the NESP encourages teachers to lead the change that the nation is planning to achieve, that is to produce more and more manpower to uplift the nation, and for which they need to keep learning and growing all the time.

However, this plan, though carried out very strategically, was prematurely threatened by the elites of the then society who were also the '*chakaribaz*' (sycophant) who sought easy success of their relatives in examinations but could not get it due to a well-functioning system that required students to work really hard at university level (Bista, 1991, p. 125). Though, the intentions of King Mahendra and Crown Prince Birendra were pure, the people started protesting against the panchayat system and the NESP from 1972; and the NESP collapsed in the year 1979 when the then King Birendra had to call for a referendum to address the protests (Bista, 1991; Kunwar, 2016). The people were against the NESP mainly because it urged people to be loyal to the crown and the panchayat system (NESP, 1971). Though at the core, the protesting people were against the elites of the society who exploited the

panchayat system to gain benefits for themselves and still dominated the masses, the NESP also became their target in the process and some great reforms were dismantled prematurely and there was a big void in the planned development in Education in Nepal.

Primary Education Development Plan (PEDP) and Basic Primary Education Plan (BPEP) (1991-2002)

While the turbulence during the panchayat system was going on, the world was changing rapidly, too. Organizations like the UN and the World Bank were attempting to understand how they could develop a connection of development between the west and the Third World countries and education was one of their greatest priorities. As a result, when the panchayat system finally gave way to the system of Multi Party Democracy with Constitutional Monarchy in the 1990s, these agencies came forward to invest enormous amount of money in education in Nepal through two major programs- the Primary Education Development Plan (PEDP), 1992, with aid from the Asian Development Bank (ADB); and the Basic and Primary Education (BPEP), 1999, with aid from the World Bank (BPEP, 1999; Kunwar, 2016). Both of these projects worked to improve infrastructure as well as curricular structure of the primary education which ensured that a large number of children could gain access to primary school education with an improved classroom environment.

The PEDP established the National Center for Education Development and also developed a structure for coordination between the center and the Ministry of Education. The major achievements by the PEDP were to train over 20,000 teachers from all over the country; and providing furniture, additional classroom materials and toilet facilities to schools in the country (BPEP, 1999; Kunwar, 2016). Moreover, BPEP was initiated to achieve a number of strategic aims related with the basic

education of 5 to 8 years in three different phases. According to the World Bank Document, 'Government recognizes that education is key to poverty alleviation and in recent years has given a high priority to provision of education services' (World Bank, 1999, p. 4). The meaning of education at this point in the history of education in Nepal is education is a key to alleviate poverty.

In order to achieve this end, in the first phase, this program aimed to develop institutional capacity for both qualitative and quantitative improvement of the primary education system; in the second phase to strengthen institutional capacity at national, district, and school level by assessing human and physical requirements to universalize basic education of eight years, and by supporting the basic education cycle of five to eight years by setting in place teacher development policies (World Bank, 1999, p. 3). More specifically, it aimed at improving teacher quality and support by giving ten days school training to all the teachers every year with focus on curriculum requirements of grades 1-3; by providing professional support to teachers through school development programs, demand based trainings at the resource center, and school supervision to improve learning of the students from 1 to 3 grades, multigrade teaching and classrooms of non-Nepali speaking children; by expanding the school cluster based professional support system to an additional 35 districts including the construction of about 200 multipurpose rooms at resource center schools; by piloting a pre-service teacher training certificate program with a classroom based approach; and by developing a distance education teacher upgrading program (World Bank, 1999, p. 32). It also gave trainings of various types such as 2.5 month, 180 hr., grade teaching, multi grade teaching and recurrent trainings for in-service teachers through resource centers to thousands of teachers throughout the country (BPEP, 1997). With so much emphasis on training and teacher support, it

would appear that these plans were clearly attempting to promote teacher leadership among teachers ultimately leading to the increased student learning achievements (TLEC, 2011).

But when a national assessment of class three students was carried out in 2001, a completely disheartening picture came forward. A statistical analysis of the assessment results showed that students had not been learning much better than before. The researchers analyzed the outcomes of the three subjects and discovered that in two of the three students were hardly learning ‘a little more than they did before’ (Khaniya & Williams, 2004, p. 332). This led them to conclude that though BPEP and PEDP had increased the access of more Nepali students to schools, but they had failed to raise their learning standards which raised ‘serious questions’ about the whole programme (Khaniya & Williams, 2004, p. 324). Among various reasons for the poor achievement of the projects, they believed that the training had not fully equipped the teachers to deal with the changed curricula and new teaching materials; and the supervisory visits to schools failed to support the new system fully. Other problems like the logistic problems due to political instability of the country and the Maoist insurgency caused hindrance to the proper implementation of the projects (Khaniya & Williams, 2004). In fact, they even pointed out the problem of borrowing externally readymade reform packages that render any the programme well customized for the context of the nation one of the setbacks of the PEDP and the BPEP. In this way, the BPEP and PEDP also failed to meet their expected outcomes fully and left some implications for the coming programs.

Education for All (EFA), 2004-2015

After the BPEP and PEDP, the next plan that guided the education system in Nepal was the Education for All (EFA) 2004-2015. The EFA 2004-2009 came as a

five-year strategic plan within the EFA 2015 framework. It built on the experiences and achievements of the BPEP and it carried three core objectives: i) Ensuring access and equity in primary education, ii) Enhancing quality and relevance of primary education, and iii) Improving efficiency and institutional capacity (EFA, 2003, p. 6). Moreover, it also drew from the goals of the Dakar Framework of Action and focused on expanding and improving early childhood development, ensuring education for all children (including indigenous and linguistic minorities), reducing adult illiteracy, and eliminating gender and social disparities, and improving all aspects of quality education (EFA, 2003, p. 6). Moreover, it also envisioned that the children of 6-10 would have easy access to quality primary education which they would complete without any discrimination in safe, conducive and challenging environment of fully-equipped classrooms and schools (EFA, 2003). This clarifies that Nepal had made a commitment to imparting basic and primary education as the basic right of every child as per the concept of the international community. The meaning of education here appears to have been envisioned as the basic right of every child in Nepal with a special focus on education as means to reduce poverty by producing competent human resources (EFA, 2003).

The EFA envisioned two types of early childhood development (ECD) programmes—school based and community based. It aimed to achieve its goals through pro-poor approach; decentralization to local communities through institutional support from DEOs, DDCs and VDCs to ensure increased access to school education; and gender equality in planning educational programmes (EFA, 2003). Schools were envisioned to have safe, conducive and pleasant environment for the learning of the children esp. in the primary education level. The teachers would be mobilized by the school management committee (SMC) through concerted School

Improvement Plans (SIPs) with the District Education Committee (DEC), District Development Committees (DDCs), Village Development Committees (VDCs) and Municipalities. The role of community in the whole process would also be active.

Moreover, the emphasis was on the capacity building especially at the school, community and district levels. Human resource development (HRD) were believed to be essential for enhancing the capacity for school-based planning and management, supervision and monitoring focused on providing pedagogical support to teachers for effective curricular transactions and tracking the progress for ensuring efficient delivery of education services, and for preparing and implementing village and district education plans. The idea of capacity building aimed at improving the capacity of teachers, head teachers, resource persons and school supervisors as professional leaders for overall school development. Improving the capacity of HTs, RPs, SMCs, PTAs and local bodies was deemed equally important.

In this entire plan, the role of teachers would definitely be paramount. The EFA program envisioned that the teachers would be highly qualified, well-trained with complete dedication to the profession, innovative, capable of single as well as multi-grade teaching, and who would also get complete professional support from peers, mentor teachers, the teachers' union, resource persons, as well as the whole community (EFA, 2003). This vision is clearly a vision of teacher leadership which matches the teacher leadership vision in the TLMS (TLEC, 2011). But it was equally challenging task to achieve as the times were still fairly turbulent when this plan came into existence.

Among other problems Nepal was still under the Maoist insurgency which had been creating a lot of political and social upheavals at the time. Though, Nepal had managed to achieve its access and equity targets, increased the number of students

form disadvantaged groups enrolling in primary education, obtained gender parity; and also had an improved overall learning environment, scholarships, parental awareness, and community involvement which helped it achieve an improved access to education; it hadn't improved the problem of student attendance (esp. poorer students), learning outcomes, institutional capacity, and hence was still unsatisfactory ("What the Education For all," 2016). This to me means that another vision of teacher leadership in a broader scheme of things gone out of its way.

School Sector Reform Plan (2009-2016)

School Sector Reform Plan (SSRP) (2009-2016) was a continuation of the EFA as well as the Secondary Education Support Program (SESP), Community School Support Program (CSSP), and Teacher Education Project (TEP) (SSRP, 2009). This program recognized that though there had been relative political stability in Nepal and a large number of children now came to school, but still many of them dropped out without completing their education; and hence this plan aimed at bringing reforms in school programs to improve the quality and relevance of the education. This plan aspired to achieve a number of things expressed by 15 indicators, and among them were the indicators like enrolment rate, teacher training and qualifications, survival, pass, learning achievement, and literacy rate (SSRP, 2009, pp. 2-3). It aimed at improving Early Childhood Education and Development (ECED), through school education up to 12 grades with focus on technical and vocational education and life skills too. It appears that it recognized education as an activity that promotes technical and vocational as well as life skills.

In order to achieve its vision of education it also envisioned teachers' professional development in its Chapter 6. Teachers have been trained through both private as well as government run organizations. The major organization in Nepal

dedicated to giving different recurrent trainings to teachers in the National Center for Education Development (NCED). The SSRP gave highest priority to teacher training and it also proposed that the minimum teacher qualification for the profession be increased (SSRP, 2009, p. 37). The objective stated in this chapter is to improve teacher's qualifications and professional competencies in order to enhance students learning process (SSRP, 2009, p. 38). Moreover, the plan clearly states that teachers would be offered career paths of two types- basic level teachers and secondary level teachers. Basic level teachers would always be given opportunities to upgrade to secondary level teaching with their proper qualifications (SSRP, 2009, p. 39). Also, the teachers would be categorized on the basis of their professional experience as beginner, experienced, master and expert. For both basic and secondary level teachers, the parameters such as time on task, seniority, qualification, training and students' achievement in their respective subjects would also be used to upgrade them. Any teacher with additional academic qualifications would be given opportunity to upgrade to a suitable level.

The qualifications required for the basic level would be higher secondary or equivalent education with relevant teacher preparation courses; and M. Ed. or equivalent for the secondary level; and the head teacher's qualifications would be minimum B. Ed. and M. Ed. with head-teacher preparation courses for basic and secondary schools respectively (SSRP, 2009, pp. 39-40). Moreover, the provision for teacher development envisioned different courses for teacher development. The teachers would be required to take a one-year Teacher Preparation Course (TPC) in addition to their minimum academic qualifications to be able to teach all subjects at the foundational grades (grades 1-3); at least three subjects of the basic education (grades 4-8); and at least two subjects of the secondary education (grades 9-12); and

with special provisions for preparing specialized, multi-grade and special needs education teachers (SSRP, 2009, p. 40). There is also provision for a compulsory one month in-service training at least once in every five years. These trainings would also be linked with teacher career development on both long and short term basis. The plan had an empowering vision regarding decision making about academic activities and materials and the role of the SMCs and the head-teachers in teacher management (teacher assignment and professional supervision, teacher deployment as well as teacher appraisal).

With all this emphasis on academic qualification and trainings of different kinds for teachers as well as the head teachers, I could see that the SSRP reflects a teacher leadership vision especially of continuous professional development of teachers that corresponds to the third domain of teacher leadership, i. e. 'Promoting Professional Learning for Continuous Improvement' (TLEC, 2011, p. 9). The roles of the HTs and the SMCs have been envisioned in a way that promotes a culture of collaboration necessary for the teachers to perform as leaders of change and learning in teams. From a transformational leadership perspective the SSRP did aspire to transform all the teachers teaching in government schools of Nepal in to teacher leaders through continuous and rigorous training and education and by attempting to boost their morale for their responsibility as teachers. The emphasis of technical and vocational skills as well as life skills is a big vision to be achieved through the concerted efforts of all the stakeholders in education system which requires all the people (esp. teachers) to forego their own interests to achieve high moral and social values and engage in the upliftment of students and the school community as a team (Burns, 1978). The motivation of the teachers and other stakeholders was supposed to function from their awareness of the task and they were expected to function in teams

and also organizational effort was required to produce more rewarding results (Bass 1982). Thus the vision of teacher leadership is there.

However, the vision seems to have been partially realized. I mean to say there some desired effect has been found but not to the extent that the program aimed to get. There has been an increase in access and equity in most levels of education, notably in ECED, primary, basic, secondary and non-formal education; disparity however remains; some success has been noted in non-formal education and literacy programs; however teacher trainings in content and method delivered under SSRP have not been effective in the transfer of new learning methods to the classrooms (Poyck, Koirala, Aryal, & Sharma, 2016). Moreover, there are a number of problems among which I found particular impediment for teacher leadership is that teacher development was weak and there was a lack of intrinsic motivation due to the low social value of the teacher profession which led to high absenteeism, low performance and strong political interference (Poyck, Koirala, Aryal, & Sharma, 2016). From a transformational leadership perspective it indicates that the leadership vision in the SSRP failed to take teachers high up in Maslow's hierarchy of needs as is expected of transformational leadership (Bass 1982), and they got stuck at the most basic ones, i. e. just have the job to get salary to live.

Also, there was a problem of weak supervision within the school management system exacerbated by the low frequency of the school visits by the resource person (RP) and the lack of pedagogical advice given to teachers (Poyck, Koirala, Aryal, & Sharma, 2016). This, in my view rendered the professional performance of teachers null as they did not get the mentorship of the superiors and could not feel to be the part of a team with a broader vision to achieve. The teacher leadership vision thus got

undermined by the SSRP due to a number of reasons. And this called for a newer plan with a new focus and School Sector Development Plan (SSDP) came into the scene.

School Sector Development Plan, 2016/17-2022/23

School Sector Development Plan (SSDP) is the latest plan that has been guiding the education sector in Nepal at present. It came as a plan that aimed at bringing socioeconomic development and reducing disparity in the country by continuous and inclusive development of the competitive, self-sustained, innovative and value oriented human resources needed for the country with special attention to the diversity in this land in accordance with the newly promulgated constitution of the Federal Republic of Nepal that promised education as the fundamental right of all of its citizens (SSDP, 2016). As a plan that came into effect not long after the devastating earthquake that hit Nepal in April, 2015, and while the world was moving towards the Sustainable Development Goals (SDGs), this seven-year plan and five-year program aimed at uplifting the country from the status of the least developed country to a middle income country by 2030 by improving the access and quality of education (SSDP, 2016). At this juncture, I see that the SSDP has envisioned education as a tool to prepare skilled workforce for the economic and social transformation of the country and it aims at achieving more equitable and quality education to all the children to fulfill the commitment of the constitution that everyone is entitled to the free and compulsory basic education and free secondary education.

Keeping an eye on the achievement, lessons learned and unfinished agenda of the EFA and the SSRP under Education for All National Plan of Action (2001-2015), it recognized the fact that in the new federal structure of the nation, it was necessary to strengthen the institutional capacity and empower the teachers by enhancing their

skill and commitment for a more performance based management system at school (SSDP, 2016). In order to achieve this vision of education the SSDP has envisioned that teachers need professional development to fit and function well in the new decentralized and performance based education system in the federal system that is attempting to reform government schools by ranking them on the basis of various performance indicators; to focus more on the skill and learner rather than the content in both formative and summative assessment systems; to produce global citizens suited for the world today by including information and communication technology (ICT) in education; to ensure safe and sound learning environment for the students through a proactive disaster risk reduction and recovery system for the reconstruction after the devastating earthquake; and to maintain proper facilities for the nutrition needs of the students and health and sanitation of all the students as well as teachers in all the schools (SSDP, 2016). The plan in this way aims at a systematic development of education sector which requires it to focus on a number of areas of concern.

The SSDP (2016) recognizes a number of challenges to the program as well. The challenges include- major portion (about 70%) of the education budget consumed by teachers' salaries; uneven distribution of teachers in the country; teacher absenteeism and lack of monitoring to ensure their time on task duty; lack of transfer of teacher's training skills in the classroom; and ineffective performance management system and lack of teacher career paths and rewards for effective teaching leading to lack of motivation in teacher and resultant public opposition (SSDP, 2016, p. 25). However, it strongly asserts its commitment to achieve highest level of professionalism in teachers through its interventions. These include strengthening of the Teacher Service Commission (TSC) to ensure licensing of the teachers based on their educational qualifications, full one year professional development training and

exhibition of their professional standard through performance to enter the profession; encouraging the continuous professional development through pre-service and in-service professional development courses and enhancing pedagogical and subject skills through training course attendance, mentoring by peers and head teachers, and their own class room practices; developing training courses based on the subject knowledge, child centered and active learning, inclusive education, formative assessment and differentiation to address every student's needs through need based and customized training designed by the NCED; and recruiting and redeploying teachers to meet the needs of every school especially in the subjects like science, mathematics and English (SSDP, 2016, p. 26).

At this juncture, I could see the teacher leadership vision as these plans consist of the ideas such as continuous professional development, mentoring and coaching, need based training, and improvement in student learning which clearly correspond to the teacher leadership domains in the TLMS (TLEC, 2011). From transformational leadership perspective, these plans are aiming at transforming teachers into teacher leaders as these set higher moral grounds for teachers to engage in the upliftment of the learning of their students as well as working in collaboration to create a bigger impact (Burns, 1978; Bass 1982). The plan aims at establishing the importance and magnitude of the task which is supposed to create a desire and motivation in the teachers to engage in their job to achieve the vision elaborated by the plan.

A midterm review (MTR) of the SSDP was carried out from February to June in 2019 by some national and international experts following the criteria for evaluation adopted by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development (OECD) to evaluate development assistance interventions: relevance, effectiveness, efficiency,

sustainability and impact (SSDPMTR, 2019, p. 2). The report contends that the SSDP design is relevant to the needs and priorities of the Federal Democratic Republic of Nepal; however the program is partially effective in some areas such as: survival rate of grade 8 and completion rate of basic education which are increasing but are still below the initial targets of the plan; survival and completion rates of grade 10 and 12 have increased but the enrollment rate is still much lower caused by low completion rate of the basic education; student's learning achievements have remained low evidenced by different assessments in early grades as well as the poor performance in Science and Mathematics in Secondary Education Examination (SEE) examination results; the reforms that the SSDP aims at bringing to ensure quality education have been impeded by high number of reforms targeted at the same time, lack of technical expertise for the reforms, the high number of stakeholders needed to engage in the reforms, and limited availability of human and financial resources (SSDPMTR, 2019). Similarly, the factors like the lack of human and financial resources; the transition to federalism; and the limited time frame for a large number of reform targets have also hindered the efficiency of the program (SSDPMTR, 2019).

Regarding the impact and sustainability of the plan the report claims that the transition to federalism has resulted in confusion regarding the reforms aimed at by the plan among the stakeholders and they are unable to support the reforms, which ultimately makes everything uncertain and threatens the possibility of service delivery of the plan (SSDPMTR, 2019). I understand at this point that though the SSDP has a vision of education sector reform and development, it has not been able to deliver the optimum results due to a number of problems and the major hindrance happens to be the transition to federalism which has caused problems through restructuring of the education systems and entities and has lead to the problems of uneven distribution of

human resources with uneven capacities, an unrealistic timeframe for the reforms, and lack of financial and technical resources for the reforms. Definitely all of these have had impact on the vision of teacher leadership as well since teachers are also part of a broader system that has been adversely affected by the setbacks of this plan.

The 15th Plan (2019/20 – 2023/24)

The 15th Plan is the latest development plan of Nepal. It has been launched with the lofty slogan "Prosperous Nepal, Happy Nepali" by transforming Nepal into a high-income country by the year 2043 (National Planning Commission [NPC], 2020). This plan recognizes the constitutional promise of education as a fundamental right to all. It also acknowledges the problems like inability to ensure proper access to education to all, lack of resources, brain drain and so on. Moreover, the problem of subject wise teachers in all schools is also among the problems. This is going to have a far reaching impact on the economy of the country in the long run. Therefore, this plan has a vision of developing human resources for socioeconomic transformation of the nation with the goal "To develop creative, skilled, competitive, productive, and innovative human resources through quality education" (NPC, 2020, p.230).

For this vision to become true, teachers' role as the leaders of education is undeniable. According to this plan, a revision of minimum educational qualification and training period of teachers from early childhood development as well as a system of periodic qualification assessment and professional development programs is proposed to ensure high quality service delivery (NPC, 2020, pp.231-233). Similarly, attracting the students securing the highest marks in the university to teaching profession is also a vision for teacher leadership (NPC, 2020, p. 235). Emphasis is on both general as well as technical education teachers' training.

Another very important point in his plan is the provision of National Occupational Competency and for providing “Skill Passport” to the human resource who have learned different skills and competency through technical and vocational education and trainings and through university education (NPC, 2020, p. 236- 237).

The idea of lifelong learning and promotion of traditional and local knowledge, skills and technology through scientific research (NPC, 2020, p. 239) is also a step towards developing teacher leadership in the long run as it will also transform teachers into teacher leaders.

Transformational Leadership Theory: The Theoretical Lens

Teacher leadership can be fostered through transformational leadership. I understand transformation simply as a change, and a positive one at that. In the context of a school and the community around it, transformation is always essential to keep up with the changes in time and requirements of the stake holders and the society around a school. Transformational leadership theory carries the core value that leadership is all about successfully turning followers into leaders (Bass, 1985). When it comes to transformational leadership, teacher leadership can also be transformational in nature; teacher leaders transform their students and enhance their learning outcomes. On the other hand, teachers are inspired by transformational leadership to become teacher leaders. Keeping this understanding in mind, I found the transformational leadership theory to lend a suitable theoretical lens to use in this study.

Transformational Leadership Theory: Meaning, Concept and Development

Transformational leadership was first brought to discussion by Downton (1973) (Bass, 1995; Antonakis, 2012) but as a leadership theory, transformational leadership theory has had a widespread popularity, as evidenced by its share of

approximately one third of all the researches in the field of leadership (Lowe & Gardner, 2001), ever since its inception in 1978 in the seminal book called *Leadership* written by James MacGregor Burns in which he forwarded his distinction of transactional leadership and transformational leadership (Kippenberger, 2002). In his attempt to explain the leadership in political arena, Burns distinguished transactional leadership as the kind of leadership in which the leader approaches others (followers) with the purpose of an exchange (Kuhnert & Lewis, 1987, p. 648). In such leadership practice both the leader and the follower have an influence on each other as they both have something valuable to exchange. The relationship between them is one of give and take. We have seen this clearly in relationship between the political leaders who try to lure their voters or followers with the prospect of some benefit for them if they help them rise in power (jobs or other benefits for the votes they want to get to win an election).

On the other hand transformational leadership occurs when the leader attempts not just to gain the followers' compliance, but to change 'the beliefs, the needs, and the values of followers' which might elevate the followers to leaders and leaders to agents who inspire higher moral values (Kuhnert & Lewis, 1987, p. 648).

Transformational leadership comes with the inherent aim of turning followers into leaders by trusting the subordinates and their capabilities, skill, dedication and commitment and allowing them freedom and thus empowering them to assume leadership. We rarely see such leaders in politics where almost always everyone is power hungry.

Transformational Leadership: Burns's Theory

Transformational leadership theory borrows from both Burns' theory of transactional and transforming leadership as well as House's charismatic leadership

(Winkler, 2010). Burns (1978) follows two assumptions that a higher moral position gives motivation to the followers to follow the leadership; and that working in collaboration is more rewarding than working independently. There is a clear emphasis on the importance of moral height and also on collaboration. To some degree this paints the leader as a great man. The belief in transforming leadership is greater in Burns's (1978) view because transactional leadership is more motivated by selfish drives. He believes that people can be inspired to transcend their petty selfishness through moral and social values and to work in collaboration rather than competing with one another.

I found this in line with the ideals of teacher leadership which emphasizes on collaboration through inspiration by the leader among teachers to achieve better student outcomes. In Burns's (1978) view, transformational leadership is a process that enables both the leader and followers to engage in a mutual upliftment of morality and motivation by modeling the desired values by themselves. This allows their charismatic qualities inspire the followers as per the contingency and guide them towards achieving desired goals by well defined roles and tasks and thus enable them transcend their own self-interest for broader organizational interest. I find this ideal of Burns matching with exactly what a teacher leader does and also understand that not only teachers need transformational leadership but also they are themselves transformational leaders for their students.

Transformational Leadership: Coming to Bass

Bass (1985) later brought the idea of transactional and transforming leadership to explain organizational management. He changed the term transforming used by Burns (1978) into transformational and combined the idea of both transactional as well as transformational leadership into a kind of continuum. A transactional leader is

one that believes in hierarchical structure and processes and aims at achieving certain organizational goals through strict codes of rewards and punishments in which the leader controls the followers and subordinates. The idea of reward and punishment in exchange for the performance is what makes this kind of leadership transactional. The leader who follows this kind of philosophy does not trust the followers and their capabilities, but rather keeps them in his control. This kind of leadership philosophy is found in traditional leadership practices where the leader is supposed to be the one with supreme authority and decision making capacity.

A transformational leader looks for leadership in everyone. Such a leader remembers that everyone comes to an organization with diverse religious, cultural, or professional backgrounds and experiences which form the base of their expertise, and encourages them to bring out their hidden leadership capabilities. In doing so, the leader transforms them from followers into leaders by influencing their attitude towards the mission, objective and strategies of an organization (Kippenberger, 2002). Here I see an emphasis on a clearly democratic and distributed leadership which is essential for teacher leadership to flourish in any school. Also I find it clearly corresponding to my philosophy that 'leaders are made, not born' as transformational leadership is the kind of leadership that can transform ordinary teachers into teacher leaders. I agree with the idea that 'the real movers and shakers of the world are transformational leaders' (Bass, 1982, p. 147) who recognize that leadership is there in everyone which only needs proper conditions and conducive environment to flourish. In the context of education, all the stakeholders have some kind of expertise or knowledge that they can use for the good of all. Teachers have different motivations and skills which can turn them into leaders if they are given proper opportunities and support. This scenario can be ensured by education policies that are

teacher friendly and that aim at transforming them to leaders. Therefore, I see transformational theory apt for this study.

Two underlying assumptions of Bass's transformational leadership are people get motivation from their awareness of the task; and focusing on team or organizational effort produces more rewarding results (Bass 1982). Here the emphasis is on task importance and team efforts which is similar to Burns's (1978) idea of collaboration. The major components that make leadership transformational are the four 'I's': individual consideration, intellectual stimulation, inspirational motivation, and idealized influence.

Individual consideration refers to the leader's tendency to pay heed to each subordinate's needs. As a coach or mentor the leader listens to the followers and through open communication, empathy, support and respect for individual capabilities, inspires them to forego themselves and live up to the challenges that he sets in front of them. In other words, he inspires them for self development.

Intellectual stimulation is the quality of the leader to inspire the followers to be more creative in their endeavours. He is ready to challenge the set assumptions so as to stimulate the followers to look at the challenges as opportunities, think critically and independently and in turn to come up with novel ways of dealing with their tasks.

Inspirational motivation is the leader's capacity to articulate a vision that inspires the followers to act in group with an unwavering sense of purpose. This requires the leader to have strong and lucid communication skills to engage the attention of the followers so that they can see and understand the vision being articulated and engage in achieving the vision with utmost dedication and optimism.

Idealized influence is the quality of the leader to present himself as a role model with an exceptional ethical and moral behavior which makes the follower hold him in great reverence and makes them feel proud in working under him.

A transformational leader inspires the followers to be more aware of the task's value and importance; forego their personal interests for serving broader team or organizational goals; and also activates their high-order needs on a scale of Maslow (Bass 1982). As a component of charisma, the leader evokes strong emotions to cause the followers identify with the leader by acting as mentor or coach. Here, I find the ideals of morality and the value to serve a broader team or organizational goals (Winkler, 2010) reflecting the ideals of teacher leadership which also functions from the same principles. Moreover, the role of a transformational leadership for mentoring or coaching is also congruent to the ideals of teacher leadership (TLEC, 2011). I also find my philosophy of leadership that 'leaders are made, not born' reflected in the theory of transformational leadership. Here I understand that teacher leadership itself can be a transformational leadership in classroom as well as the school community; and at the same time requires transformational leadership to flourish itself (Anderson, 2008). The most important aspect of transformational leadership is its focus on the goal which is often unimagined by others in the team. With his/her vision, skills in problem-solving and the ability to inspire the followers, a transformational leader is able to instill in his/her followers' creativity, novelty and a greater vision than they generally have towards themselves and their responsibilities. They are inspired to go beyond their own personal interests and, with changed attitude, exhibit greater commitment towards organization and help reform the norms of the institutions to achieve the goal and vision of the organization. This kind of leadership can clearly inspire teachers to become teacher leaders.

In this study, my focus was on the education policy documents in an attempt to find teacher leadership vision in them using the TLMS as a framework for my study. Therefore, I read the policy provisions with the understanding of the idea of transformational leadership which was embedded in the policy provisions and hence lent me a theoretical lens to look at the policy provisions and to understand how teacher leadership is reflected in them. In other words, I understood transformational leadership as the kind of leadership that aims at preparing conducive conditions for inspiring teachers to become leaders in a school organization and thus serve the purpose of inspiring teacher leadership among teachers. Hence, I found the importance of transformational leadership theory for this study and I used it as a theoretical lens along with the framework of the TLMS (TLEC, 2011).

Chapter Summary

In this chapter I have illustrated my understanding of the idea of teacher leadership and its various aspects. I have tried to clarify what I mean by vision of teacher leadership, and I have also presented my understanding of the theoretical referents, namely transformational leadership in unison with the TLMS, that gave me a direction as I conducted my present study. In doing so, I have attempted to assert that as a desk study I conducted this research as a thoroughly interpretive endeavour in itself.

CHAPTER III

METHODOLOGY

I dedicate this chapter to detailing the research methodology that I exploited for this study. I articulate my ontological, epistemological as well as axiological orientation that demanded me to conduct this study in interpretive research paradigm. I detail my research procedure and also specify my rhetorical strategy followed by the quality standards and ethical considerations that I observed during this study.

Research Methodology

It is essential to have a methodological base for any study that claims to be a scientific endeavour. As a student of social science, I understand methodology as the way research is conducted (Taylor & Bogdan, 1998). Harding (1987) clarifies that methodology refers to the theory of knowledge and the interpretive framework which guides a research project; it is also the intersection of methodical practice, substantive theory and epistemological underpinnings. Here methodology appears to be a broad concept that constitutes method, theory and epistemology combined to engage in a direct investigation into a social phenomenon. In other words, methodology also refers to the presuppositions that form as the base of the knowledge generated by the inquiry.

Similarly, Kumar (2013, p. 3) defines methodology in the light of all the steps that researchers take to shape their entire research project which includes the identification of the research problem, research questions formulation, data collection, interpretation and coming to a conclusion. All the questions; i. e. the questions of

why, what, and how; raised to make decisions about a research endeavour and its particular design make up methodology.

To reiterate my understanding of the idea of methodology, I would like to say that it refers to a broad idea concerned with the ways to know something the ways to view knowledge. From determining the nature of problems to research about, to research questions formulation, methods of data collection and analysis, everything is part of the research methodology. In case of this particular research, I understand methodology as the actions I have done and the decisions I have made in framing research questions, forming a suitable title, deciding on a suitable interpretive framework (positivism, interpretivism, feminism, etc.), and determining data collection and interpretation methods, analyzing data and forming an understanding of the findings.

Neuman (2014) argues that there are a number of approaches, i. e. methodologies, to doing social sciences research and philosophical assumptions form the base of what approach one deems suitable to do such a research. The two philosophical ideas that guide all scientific research are ontology and epistemology (Neuman, 2014, p. 93). Thus, I have presented information regarding my ontological and epistemological beliefs in the following section.

Ontology

Two fundamental questions concern ontology: what kind of being the human being is and what the nature of reality is (Denzin & Lincoln, 2005; Creswell, 2009, Willis, 2007). In other words, ontology is concerned with ‘the issue of what exists or the fundamental nature of reality’ and with the researcher’s assumptions in every study about what they want to study and what its place in the world is (Neuman, 2014, p. 94). These assumptions lend researchers one of the two basic positions within

ontology, i.e. the realist and nominalist. A realist believes that the world is 'out there' already organized into preexisting categories and it can be accessed as it is independent of humans and their interpretations (Neuman, 2014, p. 94). This idea is in line with the notion that knowledge is discovered (Given, 2008, p. 592). I think a realist ontological position here is the position of a positivist researcher who believes that there is only one reality and that no matter what or whoever approaches it, it is always going to be the same for everyone since there is only one that exists.

On the other hand, nominalists believe that there is no concrete reality 'out there'; rather our experience and interpretation of the world is coloured by our perceptions shaped by a lens or scheme of interpretations, inner subjective-cultural beliefs and our personal 'biography' as these create categories and patterns to organize our experiences (Neuman, 2014, p. 94). We are conditioned not to go far beyond our subjectivity, inner thoughts, and cultural background, and thus our perception is always limited as a nominalist researcher. At this juncture, I understand that a nominalist ontological position is the position of a post positivist researcher who believes that the notion of reality depends upon a researcher's personal point of view, knowledge, socioeconomic background, and everything that forms the bases of his/her prejudices. This idea is in line with the notion that knowledge is something to be constructed (Given, 2008, p. 592). In other words, a nominalist believes that the reality of the same phenomenon appears different to everyone and thus there are multiple realities.

Moreover, while talking about reading of education policy documents of Nepal, I must draw from Ricoeur who claims that a text, once written down, enters into relation with other texts and "transcends the psychological, sociological and historical conditions of its own production" (Langdrige, 2007, p.46). He further

claims there is no clear and visible recipient of the discourse as there is /are face-to-face listener/s in spoken discourse. It is directed to anyone who can read it.

Moreover, interpretation in itself originates from the belief that it is a “productive process that sets forth the multiple meanings of an event, object, experience, or text” (Denzin, 1994, p. 504 as cited in Hatch, 2002). After all, one cannot reject the influence of ‘the role of tradition, prejudice and different subjective horizons’ that hinder any interpretation from becoming the only satisfactory one (Freeman, 2008, as cited in Wernet, 2015, p. 234). One text, event, or artifact may have multiple meanings for different people.

The above discussion clearly establishes that there can be a number of interpretations of a text which neither destroy nor preserve its identity (Sokolowski, 2000). My aim was to study the vision of teacher leadership as reflected in the education policy documents of Nepal. I could not do that without a keen awareness of my own standing because I was not simply excavating what the writers of those documents meant. This means, any other reading of the same documents by someone else might bring out a much different interpretation. This establishes the ontological assumption of multiple realities, in which I believe. Thus I have a nominalist ontological position

Epistemology

Epistemology is the science of knowing (Babbie, 2013). It is concerned with how we know something. What steps are to be taken to know the world or the truth is the major concern of epistemology. Our understanding of the world and our claims about our perception of the world are embedded in our ontological assumptions, but we cannot just go on making any claim in a scientific enquiry. This is the domain of epistemology which requires us to specify how knowledge is produced by our inquiry

and how it is rendered a scientific knowledge to the scientific community (Neuman, 2014, p. 95). If we are acting as realist enquirer, we might claim that knowledge can be produced by a careful observation of a phenomenon or the world; but if we are acting as a nominalist enquirer then our observation is bound to be influenced by our subjective views and interpretations to a great extent (Neuman, 2014, p. 95).

Someone with an ontological orientation towards the nominalist belief needs to engage in an inductive observation, interpretation, and reflection on other people's views and actions in a specific social context with a simultaneous reflection on their own experiences and interpretations (Neuman, 2014, p. 95). I understand at this point that epistemology is the philosophical domain that requires the researcher to specify how he/ she is going to engage in the meaning making process to find the truth or reality of the phenomenon under study.

Since my research aimed at finding the vision of teacher leadership in education policies of Nepal, I had to engage in textual interpretation and documentary analyses of the education policy documents of Nepal. I had to be extensively engaged with the policy documents as the primary texts of my study as well as with the literature on the seven domains of teacher leadership and other pertinent policy documents. In order to get the meaning out of my readings, I had to engage in a hermeneutic procedure with my prior knowledge of the topic and try to holistically blend it with the particular data, relevant literature and my reflexive interplay with my imagination, as Saldana (2015) emphasizes on for an interpretive process to be complete.

Axiology

Axiology is believed to have been derived from two Greek roots- 'axios' (worth or value), and 'logos' (logic or theory) (Arora, 2010). From this point of view,

axiology is the theory of values. In the field of philosophy it is a branch that deals with quality or value; and it is concerned with the study of value judgments in ethics as well as aesthetics (Chopra, 2005). It is a relatively new view of ethics in qualitative research, new in the sense that it is not as widely adopted as ontology and epistemology (Given, 2008, p. 592). It was brought to light by Guba and Lincoln in their revision of their seminal book *The Handbook of Qualitative Research* as a significant fourth addition to the three philosophical questions of ontology, epistemology, and methodology, and this aimed at determining ethical values to be observed and acknowledged by researcher in every research paradigm. They argued that it was essential for a research endeavour to be complete that the researcher's values regarding what is valuable and worthwhile were clearly stated and thoroughly discussed under the heading of axiology rather than left to be obscured within the discussion under epistemology or methodology (Given, 2008, p. 54). Since this research is essentially a qualitative one, and like all the researchers in qualitative tradition I strongly believe that there can be no objective or value free research endeavour (Given, 2008, p. 910), I think it best to articulate my values to answer the axiological question.

As a person belonging to the middle class, I believe that our society must operate through the principles of equity and equality so as to ensure that everyone gets to live their lives with dignity and social security. I am also a teacher who has realized that he has acted as teacher leader at different times and who wishes that there are more and more teacher leaders, especially in the government schools, so that the education offered by these schools can be improved to a great extent. These are the values that guided this study. To me this aspect of axiology is really important because these values can lead the research in a particular direction and shape a ground

for the debate that will determine the 'axiological shape of the future' (Hill, 1984, p. 69). As these values make their way to the world they signify not 'what is or was the case, but what will or may be the case' (Caws, 1967, as cited in Hill, 1984, p. 70). With a particular social situatedness and my personal human values which instigated me to engage in this social inquiry (Lincoln & Guba, 1985, p. 37, as cited in Biber, 2010), this research becomes a value laden one as the very issue under study is the outcome of my being. My whole endeavour is for bringing about some illumination that can reshape the future values in education scenario of Nepal.

Interpretivism and Interpretive Policy Analysis: Research Paradigm

Every research is guided by researcher's feelings and beliefs about the world and his/her desire to understand/interpret it. In that, it can be said that every research is interpretive, and especially in qualitative research, interpretive paradigm is very much central as it aims at understanding and meaning-making and not at simply explaining (Hughes, 2003; Given, 2008). It is believed that interpretivism as a way of engaging in knowledge building has been in existence since the seventeenth century (Carr and Kemmis, 1986, pp. 86-87). The founding of this philosophical framework happened when the seventeenth century protestant theologians in Greece decided to develop a technical method to interpret the meaning of the Bible. This concept of interpretivism gradually gathered momentum and by the eighteenth century, it expanded from the area of Biblical interpretation to the field of interpreting literature, music and other works of art. In the nineteenth century, Max Weber and Wilhelm Dilthey developed the concept of interpretivism with their distinction of the natural science and the human science; Dilthey's emphasis on engaging in the study of people's views, beliefs, and attitude; and Weber's concern for the study of people and institutions in social sciences. They pointed out that human beings always engage in

the sense making process of their world through interpretation, creating, giving meanings describing, justifying, and rationalizing daily activities. They focused on the concept of *verstehen* and emphasized on the subjective meaning assigned by the researcher to social actions of people (Carr & Kemmis, 1986, pp. 86-87; Neuman, 2014, p. 101; Bryman, 2012, p.15). I understand that interpretivism has always been concerned with understanding and meaning making of some human action or human communication and that is why this paradigm is where my enquiry is located.

There are a number of ways policy analysis can be performed:

phenomenology, hermeneutics, critical theory, pragmatism, symbolic interactionism, and ethnomethodology (Yanow, 2007, p. 110). According to Yanow (2007), when it comes to policy analysis and interpretation, we can rely on the 'ontological and epistemological presuppositions of that of interpretive philosophies,' and this kind of study is called interpretive policy analysis and mainly focuses on meaning (p. 110). I wanted to make meaning of the education policies of Nepal to look for the vision of teacher leadership in them. This required me to engage in an interpretive act. Thus, the paradigm or the “basic set of belief that guides actions” (Guba, 1990, p.12, as cited in Denzin & Lincoln, 2005, p.22) for my research is the interpretive paradigm within qualitative research space, and by the same token, this research became an interpretive policy analysis because interpreting the education policy documents of Nepal was central to my research.

Research Methods

This research required me to engage in interpreting education policy documents of Nepal to look for the abstract idea of vision of teacher leadership in them. But to do that, I needed scientifically acceptable methods. Harding (1987 a; & 1987 b) claims that method is the part of methodology consisting of techniques for

gathering evidences. Similarly, Wellington (2005, p. 4) believes that methods are the specific techniques for collecting the data that function as the evidence base in the knowledge construction process. Moreover, Neuman (2014, p. 2) contends that methods are specific techniques used by a researcher for case selection, measurement and observation of social life, gathering and refining data, analyzing it and finally reporting the results. In case of my study, I understand methods as the steps that I followed in gathering data, analyzing them, and then reporting my findings. In fact it refers to the tools that I used to collect data that could answer my research question.

I was trying to find the vision of teacher leadership in the education policies of Nepal and to do that I definitely had to read the education policies of Nepal and also the articles, literature and other documents related with them. In my quest for the answers to my research questions I realized that I also had to study the teacher preparation course of Nepal (at least the most popular ones and the core courses offered by the major universities of Nepal). Therefore reading all of these documents was the basic method for my research since they would enable me to understand the concepts that I was dealing with.

However, I first needed a framework to determine what I meant by teacher leadership and how its vision would look. In other words, I first of all needed a framework that would list out teacher leadership roles, characteristics or things that make a teacher a teacher leader. The Teacher Leader Model Standards (TLMS) served this purpose as this particular document is mainly used to set comprehensive parameters for the concept of teacher leadership assessment in recent times and has also served the same purpose in a number of other researches focusing on document analysis. Reading the TLMS gave me an insight into what constitutes teacher leadership and what categories I should develop in order to group and interpret my

data from the aforementioned education policies and the teacher preparation course documents. This prompted me to engage in document analysis along with content analysis.

Documentary analysis

I needed to study the education policy documents of Nepal along with pertinent literature and other research works to find the vision of teacher leadership in them. Therefore, I had to engage with the study of documents and this method became necessary.

A very simple and generic meaning of document for me is anything that records something in writing. In the same frame of argument McCulloch (2004) defines documents as anything that is a written item. Given (2008, p. 232) opines that documents are text-based files that constitute both primary data (collected by the researcher) and the secondary data (collected and published or archived by others); and other artifacts like photographs, charts, and other visual materials which grant bases for majority of qualitative researches. Nieuwenhuis (2010) finds documents really useful in research as important data collection tools which include all forms of written communications like published and unpublished documents, company reports, memoranda, agendas, administrative documents and so on. Moreover, McCulloch (2004) lists the forms of documents such as policy reports, committee reports, public treaties, and works of fiction, diaries, autobiographies, newspapers, magazines and letters. For this study of mine, I have taken the idea of document as any written material which can give me insight in to the concept of teacher leadership vision in education policies of Nepal and other concepts such as education, teacher, leadership and so on that came forward in the process of conducting this research.

Cohen, Manion and Morrisson (2007) identify various types of documents that fall in the categories of primary and secondary sources of information and which are tremendously useful in educational researches. The primary sources of data are those that are typically related with the issue of study and might be further categorized into two categories. First includes the 'remains' or 'relics' of some past period, namely skeletons, furniture, fossils, tools, buildings, coins, and other artefacts which were not meant to give information but can still do so; second type are those that are directly connected with the events of the past and were created intentionally or unintentionally to give information about the time, and include written and oral testimonies of the witnesses and partakers of the event under study and also a large number of other documents like 'manuscripts, charters, laws, archives of official minutes or records, files, letters, memoranda, memoirs, biography, official publications, wills, newspapers and magazines, maps, diagrams, catalogues, films, paintings, inscriptions, recordings, transcriptions, log books and research reports' (Cohen, Manion & Morrisson, 2007, pp. 193-194). Moreover, the secondary sources of information include 'quoted material, textbooks, encyclopedias, other reproductions of material or information, prints of paintings or replicas of art objects' and the data comes from those who were not present at the time of a particular event or an era, but they are describing some information obtained from another person or source (Cohen, Manion & Morrisson, 2007, p. 194).

From the discussion above I conclude that primary sources refer to any of the information generated firsthand by the authors through their own understanding and interpretation of events and everyday activities of human life. Such documents might include diaries, photographs, personal letters, official documents and records, books, etc. Secondary sources, on the other hand, refer to materials and documents that

originate from someone else's source. In other words secondary sources include second-hand information generated from other's words and writing. An interpretation of primary sources also forms a part of secondary sources. Such sources may include reference books and articles, biographies, cited information from others' works, and so on. In a research both primary as well as secondary sources are important for generating and interpreting data.

Definitely, policy reports are one of the myriad of primary documents, and serve very well to reveal the underlying assumptions in the process of policy reforms, represent an outlook or ideology, and also embody the contradictions and tensions that are inherent in such policies (Cohen et al. 2011, p. 250, cited in Kebende, 2018, p. 72). The same goes for education policy documents as well. In this research, I have attempted to understand and interpret how the vision of teacher leadership is envisioned and articulated by the education policies of Nepal. In order to do that I needed to primarily read the education policy documents and also other literature, news articles and reports, online sources and everything that I felt had to be read in order to understand the vision of teacher leadership in education policies of Nepal.

Content analysis

Content analysis is the name of methods for analyzing research data in both quantitative and qualitative researches. For the purpose of this study I used qualitative content analysis method. Qualitative content analysis is a method for systematically analyzing qualitative data and then developing categories and themes from the studied data (Graneheim and Lundman, 2004; Granheim et al., 2017). We can understand categories as the content that is manifest and requires a low degree of interpretation, whereas a theme is more subtle and latent unifying idea that requires one to look through a number of categories to identify it (Granheim et al., 2017).

Content analysis can be either inductive or deductive (Gläser-Zikuda, Hagenauer & Stephan, 2020). Inductive content analysis is the analysis in which the researcher reads the texts under scrutiny and codes the text openly with notes and headings to develop categories and themes from the selected data. Deductive content analysis, on the other hand, is the analysis in which the researcher reads pertinent texts to find data that fits into the categories that he has predetermined from theories, models, mind maps, and literature reviews (Polit & Beck, 2004; Hsieh & Shannon, 2005, Mayring, 2014). In other words, inductive content analysis is used when there is lack of enough knowledge about a phenomenon; whereas deductive content analysis is performed by exploiting structure of analysis based on the previous knowledge (Kyngas & Vanhanen 1999; Mayring, 2014). I followed the following procedure of content analysis in order for generating data as well as for interpreting the data to develop themes.

Data Generation

Data generation was a really challenging task for me as I did not have a clear idea about how much I had to study and include in the data for the kind of study I was intending to carry out. Therefore, the earliest readings of mine were unstructured readings of literature on teacher leadership, the policy documents, and other literature on theory and research methodology. As I went along, I realized I had to be more organized in my reading and interpretation. Therefore I decided to follow Mayring's seven step deductive content analysis which is denoted by = D (2014, pp. 97-98).

D 1: Research Question

I realized I had started the analysis procedure with the inception of my research question, which is the first step in deductive content analysis. I developed several research questions in the beginning. But as I progressed in my reading of the

pertinent literature, I limited myself to one question. My theoretical referent, i.e. transformational leadership theory also helped me in my analysis of the data I generated.

D 2 : Definition of Categories

For this interpretive research on education policies of Nepal, I first had to identify the excerpts from the aforementioned education policy documents, i.e. the policies formed in the recent decade and I scrutinized the legally binding educational policies, namely the Education Act, 2028; the Teacher Service Commission Rule, 2057; and the Education Regulation, 2059. Then I tried to identify patterns of meanings for generating themes from my data, and after that engage with those themes to assign meanings to them. In order to carryout data generation as well as interpretation, I first of all needed a tool or lens that could enable me to see the policy parts that reflected teacher leadership vision. In other words, I needed a list of teacher leadership qualities so that I could read the policy documents to identify the parts that reflected them. For this purpose I used the Teacher Leader Model Standards (TLEC, 2011) as this document was the first of its kind and has served in many other studies on teacher leadership as a tool to study different documents like course curriculums and education policies. This document gave me a list of teacher leadership qualities as it consists of seven domains of teacher leadership with a comprehensive list of the roles and responsibilities that a teacher leader performs. This step allowed me to have a focused direction in my readings of the policy provisions that I deemed relevant for the study of teacher leadership.

D 3: Coding Guideline

I delimited the scope of policy documents that I needed to study for this research. Following Mayring (2014, p. 98) I read the TLMS and developed six

themes (nominal or qualitative categories that helped me throughout the analysis), namely:

- Teacher Leader as a Collaborator
- Teacher Leader as a Researcher
- Teacher Leader as an Eternal Learner and Mentor
- Teacher Leader as an Investigator
- Teacher Leader as a Leader in the Community
- Teacher Leader as an Advocate.

In doing so, I performed a deductive content analysis which is useful for retesting the existing data in a new context (Catanzaro, 1988). This kind of content analysis is a useful method of testing categories, hypotheses, concepts, and models (Marshall & Rossman, 1995).

By developing the six themes prior to the data, I got a model for identifying the concept of teacher leadership in the education policy documents of Nepal. It was more or less a structured matrix, but I did not develop subcategories to fit the categories because the themes had a central concept that enabled me to identify and code the corresponding data that I found in the selected education policy documents as well as the B. Ed. and M. Ed. courses of TU and KU. Such ideas that guide data generation in a deductive content analysis are called testing categories, models, concepts or hypotheses (Marshall & Rossman, 1995).

D 4 : Coding

After developing the aforementioned six categories, I started marking the text coding with the numbers representing the seven teacher leadership domains. I later grouped those excerpts into the six categories that I had already developed.

D 5 : Revision

During the analytical procedure I checked if I needed to revise the categories and I reread the selected data. I made some changes where I felt the need, but I did not have to make great many changes as I had selected the parts that corresponded with the teacher leadership domains listed in the TLMS document. The six categories served my purpose well.

D 6 : Final Work Through

In this stage I tabulated all the data generated in the process and tabulated them against the already developed categories.

D 7 : Analysis

My analysis was a deductive or qualitative one, so I did not need any statistical analysis. I only relied on the TLMS document and pertinent literature along with transformational leadership theory to analyze my data.

Interpretation

Hatch (2002, p. 180) argues that constructing a model for interpretation is a "tricky business" in itself. For this study, I analyzed the documents under study at the level of clauses based on the six themes and their central concepts. I read and re-read the selected policy and university course documents and openly coded them with the numbers of the seven domains of teacher leadership listed and detailed in the TLMS document. I kept transformational leadership theory in the background while performing this procedure. Later, I tabulated the corresponding data against the six predetermined themes and started writing my interpretation of them in the chapter under the headings of the six themes. The key words or the testing concepts (Marshall & Rossman, 1995) in each theme helped me analyze and interpret the data from the documents under study. For example, the theme 'Teacher Leader as a

Collaborator' has a key word 'collaborator' that I used to identify clauses in the selected documents under study which talk about collaboration among teachers and other stakeholders in schools. Similarly, the theme 'Teacher Leader as a Leader in the Community' prompted me to look up the clauses in the policy documents and the university course documents that corresponded to the idea of teacher performing various roles in the community that surrounds the school.

The problem with content analysis is that it does not follow a linear fashion and is complex and more difficult than quantitative analysis due to lack standard or formulaic methods (Polit & Beck, 2004). My analysis and interpretation of the selected data was based on my understanding of the seven domains of teacher leadership listed in the TLMS document and on the pertinent literature on teacher leadership. I found that the roles of teacher leadership presented in those seven domains of teacher leadership had some overlapping ideas and hence could be better presented with metaphors; I identified some dominant ideas and chose six words and expressions from the seven domains of teacher leadership to use as metaphors.

Rhetorical Strategy

The rhetorical strategy is concerned with how the research is represented in thesis. I developed chapters for my thesis that answer my research question by developing themes which I have presented through metaphors in the six themes I developed. Metaphors are very powerful tropes which have served greatly in qualitative researches in conceptualizing and writing up research findings to challenge the readers to consider the part of the main object which might remain hidden in the plain, day-to-day language (Given, 2008). Moreover, "understanding requires art rather than rule-governed science" (Zimmermann, 2015p. 2). I used metaphorical

representation of my findings to enable my readers to look beyond the apparent and understand the vision of teacher leadership in education policies of Nepal.

Quality Standards

Regarding the quality and validity of an interpretive research as the one proposed here even the philosophers are very much divided. Ricouer believes that using a suitable methodology can generate valid interpretations; Gadamer contends that interpretive act in itself is an experiential one and always brings forth a partial truth which the inquirer agrees to believe as valid, whereas Derrida rejects the idea of interpretive truth altogether because, for him, the relation between the signifier and the signified is always unstable (Willig, 2014). However, what I understand at this juncture is that quality criteria must be followed in order to maintain the quality of a research so as to make it more convincing and worthwhile. Therefore, I have maintained some quality standards.

Decision Trail

I would like to borrow Ricouer's claim that textual interpretation in itself is "a movement from guess to validation and from explanation to comprehension" (Kaplan, 2005, p. 88). This research has been a journey for me from a shadowy understanding of the phenomenon under study to a deeper insight into it. To convince my audience of the rigour of my research I have presented a carefully documented decision trail (account of all the analytic decisions taken) regarding the theoretical referents guiding the research, texts selected for analysis and the reason why they were selected and also regarding the coding, categorizing and interpretation (Given, 2008) of the education policy documents of Nepal.

Immersion

I have provided detailed description of my interpretive journey by clearly illustrating my immersion in the study materials and every significant insights, thoughts and reflective ideas regarding my research that occurred to me with as much detail of the situation as practically possible and how I revisited these notes and the policy document texts time and again to gain further insights into the phenomenon under study.

Trustworthiness

The problem with content analysis is that it does not follow a linear fashion and is complex and more difficult than quantitative analysis due to lack of standard or formulaic methods (Polit & Beck, 2004). My analysis and interpretation of the selected data was based on my understanding of the seven domains of teacher leadership listed in the TLMS document and on the pertinent literature on teacher leadership. I have tried to maintain trustworthiness of the analysis and interpretation by presenting my analysis in detail with authentic citation of the materials that helped me in analysis and interpretation (Elo & Kyngash, 2008). Moreover, I have tried to maintain trustworthiness of my study by detailing carefully the data collection to reporting of the results (Elo et al., 2014).

Ethical Considerations

Moral values guide our actions and behaviours in public and private life whereas ethics guide us in our professional sphere (Gobo, 2008 as cited in Saldana, 2015). Ethical consideration refers to consideration of what is right in a given condition. In my research there were no participants but only the policy documents and texts. Therefore, I tried to see to it that my personal or professional interests or prejudices helped me in gaining deeper understanding of the phenomenon under study

but did not overshadow my research process. Similarly, I saw to it that my research and its findings were not presented in any such way that might indicate attack on any of the stakeholders related with those policies. I have abstained from deliberately distorting any detail or fact presented by the policy documents or the literature I studied for my research.

Chapter Summary

In this chapter I presented my philosophical stance that guided this interpretive policy analysis research. I also detailed the research methods, namely documentary analysis and content analysis that helped me generate data as well as interpret them. I also explicated my rhetorical strategy, quality standards and ethical considerations that I observed during this research.

CHAPTER IV

TEACHER LEADERSHIP IN EDUCATION POLICIES OF NEPAL AT PRESENT

I dedicate this chapter to presenting my findings of the data that I selected for this study after careful reading and re-reading using documentary analysis and content analysis of the education policy documents of Nepal that dictate the overall educational scenario of Nepal, i.e. *Shiksha Ain, 2028* (Education Act, 1971, henceforth referred to as EA); *Shikshak Sewa Ayog Niyamawali, 2057* (Teacher Service Commission Rule, 2000, henceforward referred to as TSCR); and *Shiksha Niyamawali, 2059* (Education Regulation, 2002, henceforward referred to as ER) (MoLJPA, 2018) in an attempt to find the reflection of teacher leadership vision in the policy documents. I present my understanding of the present scenario or status of the vision of teacher leadership as per my readings of the above policy documents so as to build groundwork for a more critical analysis with broader historical as well as social sensibilities which I have presented in the chapter that follows. In all of these endeavours I am guided by my theoretical referent, i. e. transformational leadership theory, as well as content analysis, and documentary analysis along with literature that helped me get a better understanding of the data and thus enabled me to interpret it.

Along with my studies of the aforementioned policy documents, I have critically examined the teacher preparation courses of Nepal, too, as I deemed them as one of the major foundations of teacher leadership in whose absence teachers cannot take on teacher leadership roles when they enter their service. I specifically studied the course curricula of the four year Bachelor of Education (B. Ed.) and the four semester Master of Education (M. Ed.) offered by Tribhuvan University (TU) as well

as the four semester M. Ed. in Educational Leadership offered by Kathmandu University (KU), because these are the full-fledged courses that prepare teachers for their professional careers and also for climbing the professional ladder. In doing so, I have tried to bring to the forefront the vision of teacher leadership that gets reflected in the core courses (the courses other than the specialized courses for a typical subject; the subjects which every student studying in education stream has to study).

Through my interpretive endeavor, in this chapter I have tried to answer the research question for this study: How have the existing policies articulated the ways for preparation and promotion of teacher leadership opportunities and roles for teachers in and beyond school settings?

I present my understanding by beginning things at the very beginning, i.e. looking at how one gets into the service as a teacher according to our education policies.

Teacher Leader: The Genesis

Everything has an origin; some point where it all starts. My quest for the vision of teacher leadership in education policies of Nepal started at some point that I have already explained in the beginning. When I began my enquiry and entered the reading of the education policies of Nepal, I came across a number of questions. One of the initial questions was a simple question - 'Who exactly is a teacher?'

When looked at from a historical and social perspective, in this part of the world, a teacher is referred to as *guru* (Bista, 1991). This term denotes the highest respect to a teacher and hails from the concept of leadership in the Hindu philosophy highly dominant in societies of this part of the world since ancient times (Hindu Leadership, n. d.). However, I needed to look at this concept keeping in mind the education policies of Nepal. According to the EA Section 2 Clause (f) defines that

‘The term teacher refers to the teacher of a school and the same term also includes the Headmaster’ (Ministry of Law, Justice and Parliamentary Affairs [MoLJPA], 2018, p. 4). As an ‘academic and administrative head’ (ER, Chapter 17, Rule 93, Sub-rule [1], MoLJPA, 2018, p. 153) the head teacher in any school is a teacher, administrator as well as a leader. Including teacher and the headmaster in the same definition in a way sets a leadership vision for both the headmaster and the teacher. After all, the head teacher is selected from among the teachers teaching in a school at a given time, and also head teacher/principal support is a must for teacher leadership development. This provision seems to set the scene for teacher leadership from a distributed leadership perspective and also from a transformational leadership perspective as it recognizes that a teacher can transform into a leader in the form of the head teacher.

Moreover, a teacher is someone who understands that his/her responsibility is to engage in teaching and learning as his primary objective with the aim of making every student a capable citizen of the nation (ER, Chapter 22, Rule 133, Sub-rule [1e], MoLJPA, 2018, p.180). I contend at this point that a teacher cannot make every student a capable citizen of the nation as long as he/she is limited within the four walls of the classroom. I resonate with York-Barr and Duke’s (2004) words that teacher leadership is “the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement” (pp.287-288). Here I saw a vision for teacher leadership. This aim emphasizes on a work culture that promotes teacher leadership by giving them a broader perspective and roles to perform in a system of distributed leadership which believes that everyone comes with some form of unique knowledge and thus is a

leader waiting to be approached (Kippenberger, 2002). A teacher's work is never done in isolation or seclusion.

Embarking on the Journey: Preparation, Licensing and Entry

My next query was: How is one deemed suitable to become a teacher? What skills does one have to be considered fit for the teaching profession? How does a teacher get selected to go into service in a community school? TSCR Chapter 3 titled 'Provisions Relating to Teaching license and Recommendations for appointment of Teachers' is dedicated to detailing the procedures for obtaining the teaching license and also how a teacher is recommended to get into service in a community school.

Teacher licensing is deemed extremely necessary for the assurance of the quality of teacher's professionalism and efficiency in teachers who aspire to become teachers (Acosta & Acosta, 2016). Therefore it is an essential step to be completed before getting into profession. In Nepal, the process begins with obtaining a teacher's license. The candidates are required to have certain academic qualifications first to be allowed to participate in the process of selection. Rule 9 titled 'Provisions Relating to Qualification and Training' clearly maps out these qualifications and trainings which are deemed "essential" for a candidate to participate in the TSC examination for the teaching license. The rule spells out the following:

9. Provisions Relating to Qualification and Training: (1) In order for being a candidate in the examinations to be held for teaching license or post of teacher, the following academic qualification and training shall be essential:—

(a) For primary school teacher, secondary education or the equivalent examination must have been passed and at least 10 months training on education or equivalent training must have been acquired or

Education subject of 400 full marks must have been opted and passed in secondary education.

(b) For lower secondary school teachers, proficiency certificate level or equivalent in the concerned subject must have been passed and at least 10 months training on Education must have been acquired.

(c) For the teachers of secondary school, Bachelors level in the concerned subject or equivalent examination must have been passed and at least 10 months training in Education must have been acquired.

(2) Notwithstanding anything contained in Sub-Rule (1), women or persons with disabilities not having acquired training according to that Sub-Rule may become candidate for the first examination to be held after the commencement of this Sub-Rule for teaching license or for the post of a teacher.

(3) Notwithstanding anything contained in Sub-Rule (1), if a person has acquired the qualification in education referred to in the same Sub-Rule, it shall be deemed to have acquired training for the purpose of this Rule.

(4) In case a teacher of lower level school has obtained training of superior level, it shall be deemed to have obtained training for the purpose of this Rule. (MoLJPA, 2018, pp. 57-58)

In addition to the above, Sub-rule (6) clarifies that if a candidate completes the Proficiency Certificate Level (equivalent to the +2 level) with subjects related with education weighing 200 marks, he/she will not have to take any training (MoLJPA, 2018, p. 58). Also, individuals with a Bachelor's degree in subjects like, science, mathematics, English, accounting, computer, civil engineering, electrical engineering,

horticulture or crop science will be allowed to participate in the examination for the teaching license or even the post of a secondary teacher, but in case such a candidate is selected as a teacher, he/she will have to complete the training of ten months or equivalent in education subject within five years (Sub-rule [6], [7], [8], MoLJPA, 2018, p. 58).

I think the emphasis on teacher's training, both pre-service and in-service, can be deemed as corresponding to the concept of teacher leadership. According to Domain III of the TLMS, teacher leaders are supposed to be engaged in designing and disseminating professional growth trainings in order to bring improvements in school and teaching practices (TLEC, 2011, p. 16), but before they do that they need to be trained themselves. In Nepal, these kinds of trainings are designed and delivered by the National Center for Education Development (NCED) for in-service teachers for Early Child Development (ECD), primary, secondary and head teacher trainings (NCED, n. d.).

This chapter further clarifies that candidates with proper qualifications and a teaching license are selected as suitable for the teacher's job through written examinations in case of the new aspirant teachers (Rule 6A, MoLJPA, 2018, p. 53) and through class observation or other practical examination in case of those already in service by the District Education Officer or someone nominated by him/her (Rule 6B, MoLJPA, 2018, p. 54). However, in case of lack of teachers in rural areas for subjects such as science, mathematics, and English, Rule 6F specifies that they can be given a temporary teaching license to get into the job if they have achieved the minimum qualifications for a particular level (MoLJPA, 2018, p. 56). I understand that here the focus is on ensuring the entry of the best possible candidate among the aspiring teachers through examinations and practical observations. But there is also

problem of competent teachers in rural areas of Nepal as most of the people prefer living in the facilities of the cities to struggling in the remote areas of the country.

Rule 7 states that the teachers shall be selected through open competition examination for the third class position in all primary, lower secondary, as well as the secondary levels, but the second and first class positions shall be fulfilled through promotion of the candidates that meet the requirements specified in the Chapter – 4 (MoLJPA, 2018, pp. 68-78) which enlists all the qualities and specialties that a teacher has to attain through hard work and continuous learning and improvement in order to prove him/herself worthy of promotion. These include factors like seniority in service; educational qualification; training; and work performance judged on the basis of students' achievement in the subjects taught, research on education, special responsibility and the evaluation of the superintendent and the review committee (Chapter – 4, Rule- 2, MoLJPA, 2018, pp. 68-69). I think these provisions aim at fostering teacher leadership as they give emphasis on an incessant development of teachers as they continue in their profession as permanent teachers. This seems to take into account that people tend to get into a rut when they are well into the profession after becoming permanent as their job is secure. This, in my opinion, can encourage teacher leadership from people.

Selection process of the teachers for government schools is indeed a rigorous one. In fact, before even the applications for the teachers' job vacancies are called, an elaborate procedure of preparing details of the number of the teachers required in government schools in the country, an inclusive approach to calling the application, determining the number of posts to be fulfilled through open competition, internal competition, or through evaluation of the efficiency, advertising competition for the

posts, collecting the applications, and so on are to be completed (Rules 8-26, MoLJPA, 2018, pp. 57-68).

These are mostly administrative details and do not seem to correspond to any teacher leadership domains per se. But these might warrant that the ones thus selected are on the way to becoming teacher leaders as they progress in their careers. At this point, I was reminded of the Nepali saying, '*Ki padhera janinchha, ki parepra janinchha*' (Either you learn by studying, or you learn through experience of life.). This saying stresses that whether one goes to an educational institution or not, one is always learning. In other words, one can find teachers in persons as well as in the situations of life, and that learning is a never-ending process. To begin one's career as a teacher in a government school, one is deemed suitable on the basis of one's educational qualification and training. Which means by default, one has yet to learn a lot through one's professional experiences. The emphasis on suitable qualification, trainings, and experience for getting license is an indication that the quality of the teachers thus selected is expected to be on par with the requirements for being suitable candidates for entering teaching profession. Special emphasis is evidently on the study of education related subjects to be suitable candidate for getting a license or competing for the post of a teacher. It is assumed that these qualifications, trainings and experiences furnish teachers not only with knowledge of the content of a particular subject/s, but also with skills, commitment, and desired amount of dedication for the teaching profession and professionalism. The expectation is definitely that these teachers can be the future leaders of learning.

At this point I saw it necessary to study not only the education policy documents mentioned at the beginning of this chapter but also the teacher preparation courses offered by major universities of Nepal so as to ensure that I have got a

complete picture of not only what teacher leadership opportunities are envisioned in the above policies of Nepal but also of whether the aspirant teachers are equipped with the skills and competencies required for the teacher leadership vision in the policy documents. I decided to look at the course outlines prepared for the aspirant teachers in the courses, particularly the core courses of B. Ed. and M. Ed from (TU) as it is the oldest university of Nepal; and M. Ed. in Educational Leadership from Kathmandu University (KU) as it is the most popular university that prepares teachers through its popular course delivered at the School of Education. I did not find any B. Ed. courses on its website. I particularly focused on these two universities as I found that these two universities have been ranked as the top two universities of Nepal by a number of websites. I found that an international university ranking website called Scimago Institutions Ranking has ranked TU as the top university of Nepal and KU as the second after TU (Scimago Institutions Ranking, n.d.). Also I decided to look at the particular core courses only because these are studied by all the students of education stream in addition to their major and minor courses of their specialized subjects. I thought it wise to look at only the core courses as teacher leaders may come from any subject specialization area. It is for the same reason that I skipped the courses offered to the students aiming to become school leaders as they are more oriented towards administrative roles than teacher leadership.

Having looked into the selection process, I shifted my focus to see how leadership opportunities have been envisioned for teachers in the education policies of Nepal. To keep my study focused, I studied the seven domains of teacher leadership specified in the TLMS and I developed six themes from the domains as I felt the domains had some overlapping ideas about teacher leadership roles but at least one idea was dominant in each one. I came up with a metaphor to represent a particular

teacher leadership role so as to facilitate a deeper understanding of the teacher leadership role under discussion. In other words, I derived the metaphors from the teacher leadership roles presented in the very domains. The following is a presentation of my findings and understanding of the teacher leadership visions in the education policies of Nepal.

Teacher Leader as a Collaborator: Meaning and Concept

A teacher cannot perform his/her professional responsibilities in isolation. By nature the diverse roles that teachers perform in addition to teaching in classrooms require them to interact and work in teams with other stakeholders and professionals. This clearly casts them in the role of collaborators. This is an important trait as the researches on school improvement have time and again pointed towards a lasting effect of teacher collaboration on student learning and schools (Harris, 2002). Collaboration here simply refers to teachers' engagement with other teachers and professional learning communities to strengthen their teaching through creative and innovative methods.

Domain I of TLMS states the role of a teacher leader is 'Fostering a Collaborative Culture to Support Educator Development and Student Learning' (n.d., p. 9). The aim of a teacher leader is to work as a facilitator with effective listening, speaking and mediating skills and with respect for diversity and an understanding of the principles of adult learning; to create trust and collaborative culture among his/her colleagues; and to promote collective problem solving, decision making, conflict management, and meaningful change in order to facilitate student learning (TLEC, 2011, p. 14, ASCD, 2015). Hence, a teacher leader is a collaborator.

Findings from the Policies and My Understanding

When I looked through the education policies of Nepal, I deemed that such a role has been envisioned for the headmaster as a teacher in a special responsibility. A headmaster does not only perform administrative tasks but also has to ensure the academic and extra-curricular learning of the students. Rule 93 titled ‘Provision regarding the Head Teacher’ Sub-rule (1) defines the headmaster as “the academic and administrative head of the school” (MoLJPA, 2018, p. 153). I think this clearly sets the headmaster as the leader of learning in a school. Regarding the roles of the headmaster, ER specifies a diverse number of administrative as well as academic roles in Chapter 17 titled ‘Appointment of Headmaster and Teacher and Their Work, Responsibility and Rights’. I found the following corresponding to ‘Domain I’:

94. (b) creating an environment of mutual cooperation among teachers, other employees, students, and guardians by coordinating with teachers and employees of school,

94. (d) preparing programme for running classes in school through consultation with teachers and inspecting whether the classes are run as per the programme,

94. (o) calling meeting of teachers at least once a month in order to discuss about the subjects concerning school and documenting the discussions

94. (r) preparing the annual plan of the school and getting it approved by the management committee and implementing it,...

(MoLJPA, 2018, pp. 155-158)

I understand that a collaborator is someone who works with other people to achieve a common goal. The words and phrases in the above provisions such as

‘mutual cooperation, coordinating, in consultation with, meeting, discussions, and getting it approved by’ clearly illuminated to me that a headmaster is a collaborator who works with all the other stakeholders for the achievement of the common goal of improvement in students’ learning. Also this is reflective of a transformational leadership on the head teacher’s part as this reflects the need to exhibit authenticity and also puts a responsibility on the head teacher to communicate a particular vision regarding their school and any issue at hand, and thus engaging the teachers in decision making which in turn enables the teachers to articulate their best views and raise questions regarding the desired future states and outcomes (Avolio & Gardner, 2005). While working with the headmaster in this way, the teachers and other stakeholders are bound to exhibit their leadership in everyday work of school. After all teacher leadership is ensured by “social interactions” and “purposeful collaboration” among the teachers and other stakeholders in school settings which, on the one hand dismantles the definition of the leader and the followers and encourages teachers and other stakeholders to act as leaders of change (Harris & Muijs, 2005, p. 7). When teachers work in such an environment of collaboration, they learn a lot on the job. The longer they serve in their positions the more the learning. This helps them not only to improve their teaching, and hence student achievement, but also enables them to aspire to rise in career ladder on the basis of their experience, expertise and special contribution while performing their duties as teachers. This understanding prompted me to look at the provision regarding promotion, Chapter -4 ‘Provisions Relating to Promotion’ in the TSCR.

Rule 28 Sub-rule (2) specifies the criteria for recommendation for promotion of teachers by the TSC on the basis of the work efficiency of the teacher. The maximum marks for the evaluation are 100 marks and according to Sub-rule (2) (d)

(3), 5 marks shall be given for special responsibility out of the 35 marks allocated for work performance evaluation (MoLJPA, 2018, pp. 68-69). Schedule -1, Guideline (3) of the TSCR specifies a list of special responsibilities, namely, headmaster; assistant-headmaster; special education teacher; grade teacher; multi-grade teacher; student-counseling and advice service coordinator; music, singing and dance coordinator; sports coordinator; extra-activities coordinator; examination and student assessment coordinator; school-community relation coordinator; and other (MoLJPA, 2018, p. 83). These provisions exhibit the notion that a teacher has to perform a diverse number of roles not only within their classrooms but also inside or outside school premises in collaboration with colleagues, students and even the community members (Mangin & Stoelinga, 2008; Danielson, 2007). In all of the above roles a teacher's aim is improvement in all areas of learning in students. In other words, they are working as transformational leaders themselves aiming at bringing positive changes in students. For example: a special education teacher caters to the needs of the students with special needs and disabilities to enhance their learning. As a student-counseling and advice service coordinator, a teacher tries to bring positive changes in students with problematic behavior and shows them a better path through effective and continuous communication with both the student and the guardians. Music, singing and dance coordinator, sports coordinator, and extra-activities coordinator all try to bring out and enhance the hidden talents of students in a number of sports and extra activities. The teachers who perform these roles are teacher leaders working collaboratively with all the other stake holders in a school community.

When I studied the teacher preparation courses, I found that one of the core courses titled 'Philosophical and Sociological Foundations of Education' with course no. Ed. 412 taught in the first year course of four year B. Ed. by TU consists of a unit

(Unit IV) called ‘School and Society’ which is dedicated to teaching a number of things related with society and community (Tribhuvan University Faculty of Education [TU FoE], n.d., p. 24). This unit aims at teaching a student of education about the meaning, importance, agencies, modes, and patterns of socialization (TU FoE, n.d., p. 24). The emphasis on ‘socialization’ to me means that this chapter attempts to enlighten the students on how school as a component of society requires the teacher to work in collaboration with others in the school setting. It presents school as one of the agencies of socialization. So, to me, it indicates that anyone who studies B. Ed. of TU is going to see clearly how he/she needs to work with others (superiors, colleagues, students, others in community) to achieve school improvement and therefore, is expected to work in collaboration with utmost respect for the ‘collective wisdom’ (TLEC, 2011, p. 14) of everyone around in a school setting. This is very much in line with the transformational leadership as well as the distributed leadership model of leadership which is necessary for teacher leadership in any school. Such a teacher can become a transformational teacher leader and can also foster development of other teachers as teacher leaders keeping in mind not only his/her needs but also the needs of others (TLEC, 2011, p. 14;).

This paper also teaches the aspiring teachers the meaning of education; what is required of one to pursue teaching as a profession; innovations of teaching; education, social policy and social justice; philosophical aspects of education; history of education development in Nepal; and planning, projects and programs for education in Nepal (TU FoE, n.d., pp. 23-26). I think knowledge in these areas can equip a teacher with qualities to become a teacher leader in class as well as beyond by giving them an overview of the professional, philosophical, and historical aspects of education in Nepal. Moreover, when I read the M. Ed. course curriculum, I found the

continuity of the same content with a wider expansion in the core course of M. Ed. by TU titled Ed. 511 'Foundation of Education' which aims at expanding the theoretical knowledge of the students about different philosophical schools from eastern to western traditions, sociological and power perspectives in education, and role of state in education (TU FoE b, n.d., pp. 1-3). I think the knowledge of the philosophical traditions of education from eastern to western can enable the students to see the deeper meaning of education and thus equip them with an insight into what sort of education is needed in the present context of Nepal. Similarly, the knowledge given by this course regarding the sociological and power perspective of education and the role of state can illuminate to the students how sociological and power relations work in the area of education. This can enlighten them about how important it is to work with diverse kinds of people and stakeholders in collaboration and function in a network of sociological and power relations in order to ensure better education for their students. Hence, this course might help in broadening the perspective of students regarding philosophies, sociological and political aspects of education and how they as the members of a school have to function in those social and power dynamics with others.

On the other hand, Kathmandu University School of Education (KUSOED) offers two core courses in all of its Master of Education (M.Ed.) both 1 year and 2 year programs. One of the programs titled EDUC 508 'Theory and Practice in Education' aims at teaching about politics and social values through educational theories to link these theories with practice (KUSOED, 2018). This in my view can give the students some idea about how they have to deal with different issues and problems related with educational scenario in Nepal and they may understand the

need to work in collaboration with others while dealing with those issues and problems.

In all of the above courses I found the idea of transformational leadership reflected as is characterized by the 'individualized consideration' factor of transformational leadership. This factor of transformational leadership aims at developing a more participative leadership in which the leaders take into account the individual needs and characteristics of followers and treat them with respect with complete understanding of their concerns and needs (Avolio & Bass, 1987; Bass and Avolio 1990). I see here a teacher leadership vision since the idea of distributed and participative leadership is present.

Teacher Leader as a Researcher: Meaning and Concept

Being a teacher I do not function from the perennial concept of education which is completely teacher centered and as a philosophy believes in the absolute nature of knowledge. This school of thought believes in the unchanging nature of knowledge. I do not find this very appealing to me. I personally prefer looking for new knowledge and strongly believe that this becomes extremely necessary for a teacher to do so all the time. One place to look for such new knowledge can be enquiring into our own practices and the issues that we face as teachers. We must know how to look into the matter in a scientific way. In other words, we must learn from other scholars as well as be able to conduct scientific enquiry as teachers on our own in order to bring innovation in teaching and learning in today's rapidly changing and evolving world (Pring, 2005). If I may say so, my own endeavor of studying M. Phil. in educational leadership and thereby coming to conduct this very research is the outcome of the same philosophy of mine. I really wanted to learn about research techniques so that I could conduct scientific enquiry into my own practices and any

other issue that I encountered as a teacher. In other words, I believe that a teacher leader must be a researcher.

I found the similar ideology reflected in the Domain II of TLMS which states the role of a teacher leader as ‘Accessing and using research to improve practice and student learning’ (n.d., p. 9). A teacher leader is supposed to constantly engage in learning about new knowledge created by research which helps in improving policies, practices and also teaching and learning. A teacher leader uses this knowledge in his/her teaching to demonstrate to the colleagues how systematic and scientific enquiry can be used for improving student achievement and also for their professional growth. In other words, a teacher leader constantly engages in learning and improving his/her pedagogy. New knowledge can be generated and learned through engaging in and studying researches in concerned areas of interest. Therefore a teacher leader knows how to conduct and use research to improve his/her teaching and students’ learning.

Findings from the Policies and My Understanding

When I studied the education policies of Nepal regarding this quality of a teacher leader, the TSCR states in its Chapter -4 ‘Provisions Relating to Promotion’ that the Commission shall award a teacher marks out of 5 marks for his/her research in subjects related with education while evaluating his/her work efficiency and performance for recommending for promotion (Rule 28 Sub-rule (2) (d) (2), (MoLJPA, 2018, pp. 68-69). Rule 32b, Sub-rule (1) and (2) elaborate that the teacher shall be awarded marks for research at the rate of 1 mark each year without exceeding 5 marks for presenting a research report to prove improvement in his/her teaching of the subjects taught, and that ‘The report pursuant sub-rule (1) shall be approved in case of a teacher by the head teacher and the school inspector, and in case of a head

teacher, by the concerned resource person and the school inspector' (MoLJPA, 2018, p. 72). Here, the vision of teacher as a researcher is evident. Both the teacher and the headmaster are encouraged to perform deeper inquiry into their teaching so as to enhance their capacity to work well for better student learning achievement.

I also studied the courses offered by the universities of Nepal and my studies of the core courses of B. Ed. from TU revealed that there is no core course for the students of this level to teach about research except in some major courses for those who opt for English Education (the course titled Eng. Ed. 445 'Research Methodology in English Education'), Nepali Education (the course titled Nep. Ed. 445 '*Anusandhan Bidhi*'/ Research Methodology), History Education (the course titled Hist. Ed. 446 'Research Methodology of History and History Writing'), and Economics Education (the course titled Eco. Ed. 445 'Managerial Economics and Research in Economics Education') (TU FoE, n.d.) in their fourth year. All of these courses aim at introducing and acquainting the students with general ideas about research, its designs, review of literature, research methodology, data analysis and research report writing (TU FoE, n.d.). All of these are the essential parts of a scientific enquiry and I think this is a good thing that students are familiarized with different aspects of scientific enquiry at this stage and this in the long run could make them independent researcher.

Moreover, the M. Ed. course titled Ed. 532 'Research Methodology in Education' offered by TU is a comprehensive course that aims at equipping the students with an in-depth knowledge of qualitative, quantitative and mixed-methods research designs, sampling techniques, data analysis and validation, ethical considerations and other aspects of research such as developing proposals, conducting researches using appropriate methodologies and also producing a well-written

research reports (TU FoE b, n. d., pp. 1-3). This course thus seems to equip the students with competencies to become a researcher, and hence fit them into the role of a teacher leader as a researcher. Similarly, the core course titled EDUC 509 'Research Methodology' offered by KUSOED aims at introducing social science research methodologies with a focus on both qualitative and quantitative approaches (KUSOED, 2018). These courses seem to prepare students with an understanding about how to approach an idea, issue, or an area of knowledge using numerical calculations or an in-depth understanding of a phenomenon without resorting to calculations and statistical analysis depending on the requirement of the subject matter of study in a research. Thus, this might make the students familiar with the fine details of research in the field of education.

When I reflect on my readings of the policies and teacher preparation courses discussed above from transformational leadership perspective, I think the emphasis on research is necessary because transformational leadership is all about encouraging the followers for new learning and working towards change and a positive one at that (Kippenberger, 2002). However, at this point, I also felt that there is a lack of emphasis on research by all the students. It would have been really useful if all the students who came to study B. Ed of TU had a course that taught them about research, and thus enabled them to develop themselves as teacher leaders through research on the issues they faced and also to use the data from their studies to improve their teaching and learning activities as specified in the Domain II of TLMS (n. d., p. 15). I think if there is lack of knowledge about research in the teachers then it might pose problems regarding their promotion for which they are awarded marks based on their publication of research articles as specified in the TSCR Chapter -4 'Provisions Relating to Promotion' (MoLJPA, 2018, pp. 68-69). Here I found limitation for a

teacher leadership vision from the courses of B. Ed. from TU. As a teacher of bachelor's level myself, I also get reminded of the general tendency of students who do study about research but hate research work and tend to put up with copy and paste research about any topic. I doubt if all the students who study B. Ed. of TU are going to engage in ethical research practices at this level. I do not want to sound too negative, but I remember my experience as a 1 year B. Ed. student a few years ago when I was told by the college where I went to study that there would not be any classes for 1 year B.Ed. students and I also saw (and participated!) in copying and pasting the research report that we had to write as our course work. I saw this practice was rampant even in 4 year B. Ed. at that time. I hope things have changed now!

Moreover, the research that I conducted as a master's student (M. A. in English from TU, though somewhat better than many others) was not on par with the quality that I should have maintained. Probably this is only my dissatisfaction with my own work as a student at master's level as I delve deeper into the research and its nuances as an M. Phil. scholar at KUSOED, but I feel that the research work done at this level only introduces the students with superficial understanding of research and they might not be well-developed independent researchers by just studying M. Ed. either. As a student of KUSOED, I feel that when it comes to research, the practices are comparatively better here when compared to TU as my encounters with other students have also revealed at times. As a student at KUSOED myself, I believe that with a course that is constantly updated and a strong support system and rigorous guidance offered at KUOSED can enable students of master's level to become independent researchers. So this course can be said to prepare teacher leaders with sound knowledge of research which can make them a researcher to study more closely the educational issues and problems. They can serve as teacher leaders.

Teacher Leader as an Eternal Learner and a Mentor: Meaning and Concept

I have discussed earlier that new knowledge is created every day in every field including education. In order to keep up with all the new dynamics of knowledge and to continuously improve oneself, a teacher must engage in incessant learning. A teacher leader would always endeavour to keep broadening his/her mental horizons through academic and professional learning. Keeping in mind what Dewey has said regarding learning- 'all education proceeds by the participation of the individual in the social consciousness'(Dewey, 1897 as cited in Rogers, 2002, p. 4), a teacher leader understands that he/she must engage in learning new developments in education through formal as well as informal learning opportunities. This will not only enhance his knowledge base but also enable him to encourage other colleagues to do the same. In this regard, I found domains III and IV similar and complementary in their ideas of continuous learning and mentorship qualities of a teacher leader.

Domain III of the TLMS envisions the role of a teacher leader as the one 'Promoting Professional Learning for Continuous Improvement' (n.d., p. 9). A teacher leader is the one who always updates himself about the new trends in education; economics and social sciences that help him plan and facilitate professional learning of his/her colleagues. Similarly, Domain IV presents the teacher leader as the one 'Facilitating improvements in instruction and student learning' (TLEC, 2011, p. 9). According to this domain, a teacher leader keeps learning him/herself all the time about how best teaching learning activities can be done and models his/her teaching to facilitate professional learning of his/her colleagues in order to enhance the instructional practices to match the vision, mission and goals shared by all in school and beyond (TLEC, 2011, p. 17). Here, the teacher leader is clearly presented as an eternal learner and a mentor and coach.

Findings from the Policies and My Understanding

Keeping the above discussion in mind, when I studied the education policy documents of Nepal, I happened to see the following picture.

Academic horizon. The TSCR Chapter -4 'Provisions Relating to Promotion' Rule 28, Sub-rule (2) (b) specifies that a teacher shall be awarded 20 marks for academic qualifications and (c) specifies that 10 marks shall be awarded for training which, as already clarified, can be equivalenced by academic qualifications in education subjects (see TSC Rule 9, Sub-rule (6) under 'Provisions Relating to Qualification and Training'); and also Sub-rule (d) (4) states that the evaluation of work performance by the supervisor and the reviewing authority can fetch as high as 10 marks to a teacher (MoLJPA, 2018, pp. 68-69). It must be noted at this point that the supervisor for a teacher shall be the headmaster and reviewing authority shall be the concerned school inspector, the headmaster and the resource person; but when a teacher is of the same class as the headmaster or even higher than the headmaster, in case of such a teacher of primary or lower secondary level the resource person shall be the supervisor and in case of a teacher of secondary level concerned school inspector shall be the supervisor (Rule 32d. Sub-rule [2], MoLJPA, 2018, p. 72). I think a headmaster acts as a teacher leader according to these provisions as he/she indirectly promotes professional learning for continuous improvement of a teacher as a supervisor of his/her evaluation. The assumption here is that the headmaster is/ has to be more knowledgeable than the teacher he/she evaluates. However, the headmasters of lower secondary and secondary schools shall be evaluated by the concerned school inspector as the supervisor; and DEO, President of the school management committee, and concerned school inspector as the reviewing authority; and the headmasters of primary school shall be evaluated by the concerned resource

person as the supervisor and the concerned school inspector, the Chair of school management committee and the concerned resource person as the reviewing authority (Rule 32d, Sub-rule [3], MoLJPA, 2018, p. 72).

Another area that corresponds to the Domain III of teacher leadership role is Rule 30 ‘Academic qualification.’ Rule 30, Sub-rule (1) specifies that a teacher shall get 15 marks, 13 marks and 11 marks for the first, second and third division of the minimum qualification prescribed for entry into the service respectively; but in case of a degree above the minimum prescribed, 5 marks, 4 marks and 3 marks shall be given for the first, second and third division respectively for only one of such degrees (Sub-rule 2) chosen by a teacher if he/she has achieved more than one such degrees (Sub-rule 3); and if the division is not clear for an academic achievement, marks equal to that of the second division shall be given (Sub-rule [4], MoLJPA, 2018, p. 70).

This, I think, reflects the transformational leadership ideology as it is the job of a transformational leader to encourage people to look for opportunities of new learning for change and improvement (Kippenberger, 2002). A background for teacher leadership is established as the performances of both the teachers as well as head teachers are to be evaluated. Being an evaluator of teachers’ performance will encourage the head teacher to be a constant learner him/herself in order to be able to judge the performance of teachers and the same goes for others concerned, too. After evaluation, of course there is formal or informal feedback for those evaluated. This feedback can foster a culture of learning among teachers and thus help them develop themselves into teacher leaders.

Professional learning through training. A teacher leader is constantly learning and one cannot deny the importance of trainings for continuous learning. In

this regard a closer scrutiny brought out the following scenario in education policies of Nepal.

ER Rule 94 titled ‘The duties, responsibilities and rights of the Head teacher’ lists out a comprehensive list of the headmaster’s duties, responsibilities and authorities. These cover diverse roles as an administrator as well as a teacher leader in different domains. As I went along reading I found that it talks about trainings and specifically states that a headmaster’s responsibility is to determine the teachers to send for training and then get approval from the management committee about the teachers, and then send the information to district education office (Rule 94[t], MoLJPA, 2018, pp. 155-158). Here, the headmaster is acting as the one responsible for the professional learning of deserving teachers to help them become teacher leaders who after getting the training can facilitate in the professional learning of their colleagues by sharing their expertise.

TSCR also entail a vision of continuous learning and improvement in teachers through training and education. Rule 31 titled ‘Training’ Sub-rule (1) spells out that teachers who have taken training of ten months or more on education and teaching at their concerned or higher level; or in case of a primary level teacher who has passed secondary level with education subject of 400 marks, 7 marks, 6 marks and 5 marks shall be given for the first second and third division respectively (MoLJPA, 2018, p. 70). Also for training without a clear division, the marks equal to the second division shall be given; and teachers having completed the Proficiency Certificate Level, Bachelors Level or Masters Level in education or equivalent shall be given the marks for the minimum qualification and trainings as well, but not exceeding 7 marks (Sub-rule [2] & [3], MoLJPA, 2018, p. 70). There is also provision for allocating marks for on-the-job professional development training of at least one month on the basis of the

teacher's performance and grade (Sub-rule 4); and a teacher is selected for such training on the basis of seniority (Sub-rule [5], MoLJPA, 2018, p. 70).

As the leader of a school, the role of the head teacher is really broad. Therefore, not everyone can do justice to this role. Someone with much experience, qualification and knowledge can only take such a huge responsibility. For the same reason ER Rule 93 lists out 'Provision regarding the Head Teacher' with diverse roles that reflect different teacher leadership roles. My readings of the ER brought me to the understanding that the following rules are in line with Domain IV of teacher leadership. Rule 93, Sub-rule (1) defines the head teacher as 'the academic and administrative head of the school' and according to Sub-rule (2) a vacant post for the head teacher is fulfilled by the management committee through open competition among the permanent teachers on the basis of education (proficiency level or equivalent in education for the head teacher of the primary level, bachelor's level or equivalent in education for the head teacher of lower-secondary level, and master's or equivalent in education for the head teacher of secondary level); and experience (a teacher with ten years' teaching experience as a permanent teacher and bachelor's level or equivalent graduate in education can compete as a candidate for the head teacher of secondary level) (MoLJPA, 2018, p. 153). A vision for continuous learning is reflected in these provisions, too.

When teacher leaders work together to improve student learning in school, their efforts get reflected in students' achievement in examination, and on the basis of students' achievement, according to the TSCR, teachers are awarded 15 marks while being recommended for promotion for the achievement of the students in the concerned subject (Rule 28, Sub-rule [2] [d] [1], MoLJPA, 2018, p. 68). This, in my view, encourages teachers to continuously upgrade themselves and their

teaching/pedagogical practices and look for ways to improve their students' outcomes. I find this all completely congruent to the transformational leadership as transformational leaders are optimistic and always oriented towards development (Bass, 1998). The emphasis is on continuous learning of the teachers so that they can facilitate in the improvement of the learning of their students, too. They are required to become teacher leaders.

The data facilitator. The use of school wide data facilitates improvement in instruction and student learning. The EA, Section 12, Sub-section 6, Clause (C) specifies that one of the duties of the SMC shall be to maintain and update the records of the academic, physical and financial data and details of the school (MoLJPA, 2018, p. 29). As a member of the management committee, the head teacher not only has to prepare plans and programs, maintain well-disciplined and conducive educational environment in school (ER Rule 94. a) (without which teaching –learning cannot be possible); prepare and implement the annual plan, monthly, half-yearly and yearly programs related with teaching and learning in school (Rule 94. [r] [s], MoLJPA, 2018, p. 153) (to guide the overall academic and extra-curricular activities); but also to keep a clear update of different types of data as specified in the above clause. This data can be of utmost importance to the teacher leader who can get essential information regarding the academic performance of the students and he/she may also engage in reflection and dialogue with other stakeholders about how to bring positive changes in students' learning achievements.

My study of the B. Ed. core courses brought me to the conclusion that the course titled Ed. 442 'Classroom Instruction' incorporates teaching of diverse subjects that can equip the aspiring teachers with the teacher leadership qualities discussed in TLMS Domains III and IV. This course aims at teaching the students everything

from the concepts of pedagogy; roles of teacher, learner, and the classroom to improve teaching learning; planning lessons; to using the ICT with the knowledge and applications of web-based instruction, e-learning, multimedia and virtual reality in teaching (TU FoE, n.d., n. p.). In fact, the focus of this course is very much congruent with the main thrust of Domain IV of TLMS which is also regarded as ‘the very definition of teacher leadership’ (Berg, Carver, & Mangin, 2014, p. 204). In this way, this particular core course can be said to prepare all the student teachers studying B. Ed. offered by TU for teacher leadership in the future.

Another compulsory course called Ed. 443 ‘ICT in Education’ seems to equip the student teachers with the some capabilities that can be useful in their professional lives as teachers. Since this course aims at practically teaching the students to engage in project works, laboratory works and other assignments with the use of ICT in real life, and thus preparing them to be able to use the ICT in educational administration as well as delivery (TU FoE, n.d., n. p.), it appears to help them become teacher leaders as per Domain IV of TLMS. According to this domain, a teacher leader knows about and facilitates collection, analysis and use of classroom and school-based data to help improve curriculum, instruction, assessment, school organization, and school culture (TLEC, 2011, p. 17). Also, this domain emphasizes that a teacher leader knows about the existing and emerging technologies and guides his/her colleagues to use this knowledge to foster learning through collaboration by facilitating their students ‘navigate the universe of knowledge on the internet... and social media’ by connecting with ‘the people and resources around the globe’ (TLEC, 2011, p. 17). With knowledge about the ICT, its uses in education context with a number of competencies in using the suitable websites and social media for instructional support, and also preparing blogs and audio visual content for teaching purposes (TU FoE, n.d.,

n. p.), this course can prepare teacher leaders who constantly engage in learning new things and also facilitate others in doing the same.

Moreover, the course titled Ed. 431 ‘Curriculum and Evaluation’ which aims at teaching students about the concepts and sources of curriculum; process and design of curriculum development; how it is implemented; practices of curriculum development in Nepal; and also teaching them the concepts of measurement, assessment, and evaluation; how tests are constructed, administered and scored; and how they are analyzed (TU FoE, n.d., n. p.). With the knowledge of these areas, the students can be expected to work for the improvement of ‘curriculum, teaching learning activities, assessment and overall school organization and culture’ just as expected by Domain IV of TLMS (TLEC, 2011, p. 17).

In addition to the above courses, the course titled Ed. 440 ‘Teaching Practice’, which aims at providing the students with ‘a hands-on experiences in the area of their profession for enabling them to become better teachers/professionals’ by creating ‘enabling conditions ... for bringing professionalism through rigorous practice’ (TU FoE, n.d., n. p.) is congruent to the idea of TLMS Domains III and IV. With the prescribed theoretical understanding of teaching and learning activities, prospective teachers also need some experiences of professional learning. In my view this gets fostered by this course as it requires student teachers to engage in practical and professional activities such as preparing calendars and lesson plans for teaching in actual classrooms; micro teaching and peer teaching; teaching at an actual school; test construction; analysis of curriculum and textbooks; construction, administration and analysis of test results; analysis of school records; and finally preparing a report in a prescribed format for their final evaluation (TU FoE, n.d., n. p.). Throughout this entire process, the student teachers are working under the supervision of their

teachers/faculties of the university or campus. This gives them the experience of not only teaching in real life but also helps them learn firsthand the importance of mentoring, coaching and continuous learning to get the best out of their teaching and learning activities. The aim is of course the best possible performance from the students that these student teachers teach. This experience might show them clearly how it is necessary for continuous professional learning to engage in dialogue with their peer and facilitators and to utilize the feedback from their superiors, colleagues and mentors to enhance themselves professionally. The teachers thus prepared can become teacher leaders as they go along in their profession and mentor their peers for professional growth.

I also looked into the M. Ed. core courses of TU and discovered that the core course of M. Ed. by TU called Ed. 541 'Contemporary Educational Issues' aims at giving students an insight into how they can 'identify, explore and understand' issues related to school education in Nepal by reviewing 'educational policies, research reports and theoretical literature' and be able to write and present their conceptual understandings through seminar papers (TU FoE b, n.d., n. p.). They are taught about a wide range of the issues from language as medium of instruction; access, equity and inclusion affected by caste, gender, social class, geography; teacher professional development, career development, and management; ICT in education; and so on. I think this could help students see that they need to keep looking for issues related with diverse areas related with education to expand their intellectual horizons and present their learning to others through seminar papers. Hence this course can facilitate students become eternal learners, mentors and coaches whenever they see that they can share their learning with their colleagues in a school setting.

Similarly, KUSOED M.Ed. core course which aims at teaching students about the concepts of pedagogy, andragogy, teaching, and so on in fact teaches them the principles of learning in children as well as adults (KUSOED, 2018). The idea of andragogy is clearly aligned with the idea that the teacher leader understands the principles of adult learning as specified in the Domain I of the TLMS, too. In my view this can foster an understanding of the importance of continuous learning and how this learning can be achieved. This seems to equip the students with the capacity to perform as a teacher leader with the love of learning and teaching.

Teacher Leader as an Investigator: Meaning and Concept

A teacher leader is always concerned about improving student achievements and learning outcomes. In order to do that he/she must engage in close studies of grades and scores of students in their tests and examinations because the data of their scores reflect how well the students are performing in their studies. The awareness of the students' performance can help the teacher leaders decide what kind of remedial actions should be taken to improve student achievement. For this leadership role they need to act as investigators into the data that emerges from student results.

Domain V of teacher leadership 'Promoting the use of assessment and data for school and district improvement' (TLMS, n.d., p. 9) recommends that a teacher leader should have sound knowledge about the latest researches on data concerned with classroom and school and also know well about different types of formative and summative assessment tools. As a knowledgeable collaborator, he/she shares this knowledge with the colleagues and uses different assessment and other data to bring positive changes in student learning and overall school improvement.

Findings from the Policies and My Understanding

In my quest of finding the teacher leadership vision in the fifth domain, I came across some provisions and rules that reflected this domain partly. ER Rule 39 ‘Provision regarding the evaluation of the Primary Education Learning Achievement’ Sub-rule (1) states:

There shall be a learning achievement evaluation committee in each resource center to evaluate the learning achievements of the students of grade three and five of the primary level consisting of members as follows:

(a) The head teacher of the school in which the resource center is located – Chair

(b) Three members nominated by the concerned school inspector on the recommendation of the president as well as the member-secretary of the learning achievement evaluation center consisting of at least one female to represent all the teachers teaching in the schools under a particular resource center – Member

(c) The resource person – Member-Secretary (MoLJPA, 2018, pp. 127-128).

All of the members of the above committee have the authority to do the needful for the evaluation of the learning achievements of the students in the primary level with complete and compulsory cooperation from the concerned schools and their teachers (Sub-rules [3], [4], MoLJPA, 2018, p. 128). This provision implies that head teachers and teachers have to engage actively in evaluation of their students’ learning achievements and to do that effectively they have to have knowledge about assessment.

In addition to the above rules, I also found that teachers are expected to involve as members in the committee that conducts and controls the lower secondary education exam according to Rule 40, Sub-rule (1)(b) (MoLJPA, 2018, p. 128). However, the direct presence of teachers in the Secondary Education Pass Examination Committee is not envisioned in the ER. It is noteworthy at this point that the procedures for the above mentioned examinations is mostly fixed and though teachers are also involved in the examination process, they only have to work as per the rulebook without much freedom to design and modify examination even if they have really good knowledge about different ways of assessment.

When I studied the TSCR Chapter 4 ‘Provision Relating to Promotion’ Rule 32(a) titled ‘Students’ Achievement in the Subject Taught’ Sub-rule (1), I understood that this rule does require teachers to perform as per the roles in the fifth domain of teacher leadership. This rule clarifies that a teacher shall be awarded maximum 3 marks for a year not to exceed 15 marks in the past five years for the achievement of students in his/her subject taught on the basis of a formula (MoLJPA, 2018, p. 71):

$$\frac{\text{average pass percentage of the class in the subject taught}}{\text{average pass percentage of the concerned geographical unit (the resource center)}} \times 3.$$

Moreover, rule 32(a) sub-rule (6) specifies that Regarding the teacher deputed to work as the resource person, the yearly marks shall be determined by calculating the total average marks of the schools in his/her area in the grades 3, 5, 8, SEE or higher secondary examination and dividing it by 50 and then multiplying the outcome by 3 (MoLJPA, 2018, p. 71). The pass percentage in the above rule refers to the final examination of a level and a teacher is evaluated on the basis of the students’ achievement in the same. But before students reach that examination, a teacher can administer different types of tests and assessment formats to enable students to

enhance their learning so that they can perform well in the finals. This rule gives enough room to a teacher to use assessment and data for bringing improvement in his/her class and school. If a teacher does exemplary work with his/her students, he/she could exert considerable effect on the improvement of overall school cluster.

Keeping in mind the above role of teacher leader, I looked at the core courses of B. Ed. of TU and found that the course titled Ed. 431 'Curriculum and Evaluation' is concerned with teaching students curriculum; its process and designs of curriculum development and implementation; practices of curriculum development in Nepal; and also about the concepts of measurement, assessment, and evaluation; how tests are constructed, administered and scored; and how they are analyzed (TU FoE, n.d., n. p.). This kind of knowledge can enable the students to work as teacher leaders who can facilitate the use of assessments of different types, use the student data emerged from assessments to improve instructional practices by constantly engaging with colleagues in critical reflection and dialogue as suggested by Domain V of TLMS (TLEC, 2011, p. 18).

Moreover, Unit 5 titled 'Basic Digital Literacy for Teachers- Word processor, spread sheet and presentation' in the course titled Ed. 443 'ICT in Education' prepares students to present data in spread sheets and to analyze them. It requires them to learn spreadsheet package to keep student record, publish results and analyze and present student achievement data (TU FoE, n.d., n. p.) which is congruent with the teacher leader's role as an investigator.

Similarly, the core course of M. Ed. by TU titled Ed. 533 'Measurement and Evaluation in Education' expands on the B. Ed. course 'Curriculum and Evaluation', and aims at broadening students' understanding of the measurement and evaluation in education; their problems in the Nepali scenario; reliability and validity of tests;

designing and presenting standardized achievement test; and so on (TUFOE b, n.d., p. 6). With such knowledge students can be expected to become teacher leaders and perform the role of teacher as an investigator.

The course EDUC 508 ‘Theory and Practice in Education’ as well as EDUC 509 ‘Research Methodology’ might also give students some insight into how they can deal with and investigate into different problems in their students or other area of teaching learning practices (KUSOED, 2018) and thus enable them to become teacher leaders with investigating and problem solving skills.

Studying all the above policy provisions and the courses offered by the universities of Nepal for teacher preparation, I realized that the role of teacher as an investigator is evident in them. As an investigator the teacher leader inquires into the students’ learning achievements through different types of assessment tools and looks deep into the problems of particular students and decides upon suitable intervention regarding their particular needs. As a transformational leader, a teacher leader works optimistically and with the mentality of development (Bass, 1998) in his students.

Teacher Leader as a Leader in the Community: Meaning and Concept

A school is not only an organization where students are taught but also an inseparable component of the community that surrounds it. By default, it can exert tremendous effect in emancipating the community it belongs to through education (Clarke, Ainscow, & West, 2006, p. 101). Therefore, a teacher is not only a job holder in an organization but also a leader in the community that surrounds the school.

As a leader in the community, a teacher must take into account the significant effect of the forces beyond school, such as community, families, ethnicity, language and culture, on the learning outcomes of students. According to Domain VI

‘Improving outreach and collaboration with families and community’ (TLMS, n.d., p. 9), a teacher leader can never forget that a student has all of the above factors behind him/her and that his/her background shapes him/her to a great extent. Therefore, it is necessary that a teacher leader remembers these factors and works with his/her colleagues and all the stakeholders beyond school setting to improve student learning and overall education system through proper communication and collaboration. This process requires a teacher leader to self-evaluate his/her dealing with students and the wider community as well as to encourage and facilitate colleagues to do the same. In other words, a teacher leader understands diversity in the needs of different communities and inspires his/her colleagues to think in the same terms.

Findings from the Policies and My Understanding

My studies of the education policy documents revealed that there are provisions that require teachers to work in the community around the school and thus creating opportunities for them to work as teacher leaders in the community. The EA Section 11 Sub-section (l) states that ‘Government of Nepal may operate Mobile Schools in the remote mountainous (Himalayan) regions as recommended’ and Section 11(l)1 states that ‘Government of Nepal may operate Community Learning Centers to promote literacy, skill development, and continuous learning as recommended (MoLJPA, 2018, p. 26). To me this implied the sixth domain of teacher leadership in that the concepts of a mobile school as well as a community learning center cannot materialize without teachers’ active involvement with the wider community outside the school setting. Also these rules entail teachers’ active participation in imparting knowledge to suit the needs of the community.

In addition to the above rules, Section 12 ‘School Management Committee’ also gave a glimpse of the sixth domain. Sub-section (1) defines a school

management committee is a committee to ‘operate, supervise and manage every community school’ (MoLJPA, 2018, p. 29). The presence of ‘one person selected by the concerned school teachers from amongst themselves’ as a member (Sub-section 1d) and the Headmaster of the school as member-secretary (Sub-section 1e) in the committee is an evidence of the sixth domain as the headmaster works with the teachers as well as guardians, local government representatives, and the patrons of education and the school (MoLJPA, 2018, p. 29) ‘to prevent the environment of the school from polluting on the grounds of politics, religion, communality in order to maintain the academic environment of the school conducive’ (Section 12, Sub-section 6 e, MoLJPA, 2018, p. 31).

Similarly, ER Rule 30 ‘Provision regarding Teacher-Guardian Organization’ Sub-rule (1) clarifies that ‘A Teacher-Guardian Organization shall be made consisting of all the teachers and the guardians of a community school’ and Sub-rule (2) clarifies that it is the duty of the management committee to form a’ Teacher-Guardian Organization consisting of maximum eleven members including the committee president, the head teacher, and minimum one teacher and one guardian by calling a meeting of the guardians’ (MoLJPA, 2018, p. 122). The purpose of this committee is to work for maintaining the quality of education in school and monitoring the overall educational activities of the school (Subrule 5 a, c, MoLJPA, 2018, p. 31).

B. Ed. course titled Ed. 412 ‘Philosophical and Sociological Foundations of Education’ has a unit called ‘School and Society’ which aims at teaching students about how school is connected with society and community around it as a sub-system of society and how socialization occurs through social interaction (TUFOE, n.d., p. 24). They have to study about the agencies of socialization which include family; peer group; school; community; media; political, religious and economical groups

(TU FoE, n.d., p. 24). This is an indication that the students get familiar with the idea how they get connected with the community that surrounds the school right after getting into service as a teacher in a school. This seems to be in line with the idea of teacher as a leader in community to some extent. Moreover, the core course of M. Ed. by TU titled Ed. 541 'Contemporary Educational Issues', which deals with a number of sectors in which educational issues might arise, also requires students to study about 'School governance and community participation' (TU FoE b, n.d., p. 24). Here, the idea of community participation I school governance resonates the idea that as a member of a school, a teacher is also involved in the community around it. I think the students can get an insight into the importance of community in school governance and how they, as teacher leaders, can create an impact on addressing the issues that might arise in this area.

Similarly, all the general ideas incorporated in the KUSOED course EDUC 508 'Theory and Practice in Education' seem to prepare students as leaders in the community. But I found the ideas such as social values, leadership and culture (KUSOED, 2018) particularly in line with the Domain VI of the TLMS. Knowing about the connection of social values and culture with idea of leadership (that cannot function in isolation) can probably prepare teachers to work not only inside their classrooms but also in wider community as leaders. Hence this course also has a leadership vision for leadership in community.

Upon considering all the above factors form policy provisions to the course outlines form major universities of Nepal, I realize that there is a teacher leadership vision for teachers and the head teachers. As members of the SMCs they might get an opportunity to participate in discussions regarding the development of their schools or issues surrounding them, and they might be able to exert a broader impact in final

decision making through proper communication and collaboration (TLEC, 2011, p. 9). While working with a large number of people in community as well as in the SMCs, they are bound to come across situations where some people might want to have the decisions made as per their own personal or group interests. In such situations, teachers and head teachers might be able to illustrate to a wider community their vision as transformational leaders of what is really worthwhile for the students, the people as well as the whole community around the school and encourage people to see the wider picture and forgo their own self interests for a greater achievement for all (Bass, 1982). Although this sounds very theoretical, but there is a vision nonetheless.

Teacher Leader as an Advocate: Meaning and Concept

Teachers are knowledge workers. Their job involves continuous learning not only of facts and things related with the subjects they teach but also about a number of things related with education and its different dimensions. Using this knowledge they can speak for the students as well as their profession as and when required. Burgess and Bates (2009) present a number of case studies and prescribe how teacher leaders can act as advocates for the students who need encouragement as well as for the practical requirements of their profession that many a times are overlooked by the policies and administration.

Domain VII 'Advocating for student learning and the profession' (TLEC, 2011, p. 9) emphasizes that a teacher leader should know how education policies are formed at local, state and national level, and that he/she should use this knowledge to speak for what the students need through education in order to promote effective teaching learning to enhance students' achievements. In doing so he/she becomes highly respectable in school, community and profession (TLEC, 2011, p. 20).

According to this domain, a teacher leader is required to speak in different forums to advocate for the students' needs and the profession itself. These might include the management within school, the community around it, or a wider professional or political arena. A teacher leader acts as an advocate whenever it becomes necessary.

Findings from the Policies and My Understanding

Looking at the policies for the provisions that envision teachers as advocates I came across the EA Clause 16 (e) which has envisioned a Confederation of Nepalese Teacher, and also, it lists out the provisions regarding teachers' conduct. Sub-clause (1) clarifies that the Confederation is expected to promote the professional rights and welfares of the teachers (MOLJPA, 2018, p. 39) who are members of this organization. This implies that teachers can be members of the confederation as professionals to be professionally secure, and they have to abide by its rules in order to maintain the dignity of the profession. However, different leaders of the confederation are also expected to serve more teacher leadership roles that reflect domain VII of the TLMS.

Clause 7 (a) specifies a National Education Council to advise the government about making education policies and Sub-clause (2) (j) puts the President of the Confederation of Nepalese Teacher as the member of this council (MOLJPA, 2018, p. 14). Similarly, Clause 11 Sub-clause (1) envisions a District Education Committee constituted in each district to supervise and manage the schools within the district, and Sub-clause (2) In the District Education Committee composed as per the Sub-clause (1) (i), constitutes the President of the District Confederation of Nepalese Teacher as one of the members (MOLJPA, 2018, p. 17). These provisions clearly put teacher members of the confederation in positions of teacher leaders and enable them to

advocate for not only their profession but also about how best students can be served through the existing education policies by actively being part of the policy making bodies at different levels.

On the other hand, the ER Rule 32 regarding National Curriculum Development and Evaluation Center Sub-rule (1) (m) deposes a representative of the Teachers' Union, Central Committee as a member of the National Curriculum Development and Evaluation Center which is entrusted with making policies regarding preparation and evaluation of the curriculum. Similarly, Rule 72 regarding Educational Manpower Development Council, Sub-rule (1) (n) also puts a representative from Teachers' Union as member of the council that is assigned the duty of constructing and managing policies for the development of education by improving the work skills of teachers, employees under the ministry, and the people involved in the educational community. Here again I see Domain VII reflected as the teachers are given an opportunity to give voice to the demands of their profession as professionals, and also to engage in a tremendously important task of constructing and designing the curriculum keeping an eye on the needs of the students of today.

When I studied the teacher education courses of major universities of Nepal I came across the unit called 'Education and Social Policy' in B. Ed. course titled Ed. 412 'Philosophical and Sociological Foundations of Education' which aims at teaching students about social policy and its meaning in education; the concept of equal opportunity; the idea of social justice for children and concepts of human rights, child rights, inclusive education and education for delinquencies and disadvantaged; and also to look at education from global perspectives (TUFoE, n.d., p. 25). The notions of social justice and child rights for the children in a country like Nepal, where a large number of children are part of disadvantaged groups, is very much

relevant for the present times when Nepal is changing under its new political aspirations as a federal democratic republic nation. The concepts that this course aims at teaching the students can definitely give them an insight into how important it is for them to understand the delicateness of their students and their duty to protect and serve them at all times. I think this course can make the students more sensitive towards the children that they are going to serve as teacher leaders. I saw the reflection of the Domain VII here.

The same course teaches students about the major plans that have been implemented by different commissions in Nepal (Unit VIII: Major Recommendations of Commissions Plans and Their Application in School System); about how plans are formed in school, village and district levels (Unit IX: Local and District Level Plans); and also about the educational projects and programs (Unit-X) like Seti Education for Rural Development (SERD) to School Sector Reform Plan (SSRP 2009-2015) (TU FoE, n.d., pp. 25-26). The study of such areas can give students perspectives about the needs of different students and thus encourage them to advocate for their profession in order to secure their students' rights. Similarly, the core course of M. Ed. by TU titled 'Foundations of Education' teaches students not only about different eastern and western philosophical schools associated with education but also about sociological theories; concepts of social stratification, change, mobility and social transformation; and politics of education (TU FoE b, n.d., pp. 1-3) which might give students a broader perspective to view the political aspects of education, and thus enable them to understand their role as teacher leaders in different forums to speak for their profession so as to ensure their students' educational interests and rights.

Moreover, the core course of KUSOED EDUC 508 'Theory and Practice in Education' with its focus on teaching about politics, social values, pedagogy,

curriculum, teaching, learning, policy, plan and leadership and with an aim at preparing students to 'identify day to day educational problems' (KUSOED, 2018, p. 5), can pave way for teacher leadership development as advocates. With knowledge about politics, social values, policy, and leadership, the students can understand that people function in social contexts and there are many dynamics involved in policy processes. They may also see the social and educational implications of politics and policies. At the same time they are aware of the ideas of pedagogy, curriculum and learning. With the knowledge of these ideas they are supposed to be well informed about how students learn and thus know how they should be taught. Also they are made capable to see how education and school exist in the power dynamics of society. These insights can enable them not only to see the problems in education but also prepare them to advocate for solution to ensure that the rights of their students as well as their profession are taken into account. I found this in line with the Domain VII of the TLMS.

The reading of all the above policy provisions and the course outlines from major universities of Nepal, I realize that there is a teacher leadership vision for teachers and the head teachers. As transformational leaders they can present to others a wider perspective regarding their profession and the rights of students and exert some impact on decision making in the field of education in Nepal (Bass, 1982). I believe they have an opportunity to voice their understanding and concerns as members of Confederation of Nepalese Teachers, National Education Council, National Curriculum Development and Evaluation Center, and Educational Manpower Development Council, both regarding their own professional rights and duties as well as the needs of students today. I also saw that there is enough ground for believing that the students are prepared by university courses to understand well

how leadership exists not only in one place but among people functioning in social contexts within and beyond school setting. Therefore there is also a vision for distributed leadership which is essential for the enactments of teacher leadership.

Chapter Summary

In this chapter, I have presented my findings of the data that I extracted through conceptual analysis and document analysis of the selected documents of education policies of Nepal. After studying the education policies and the major teacher preparation courses of Nepal, I realized that there is presence of vision for teacher leadership in those documents. I have presented the vision of teacher leadership through the six metaphors that I developed from the TLMS that served as a framework to focus on the teacher leadership roles and vision in the policy documents. The metaphors include ‘Teacher Leader as a Collaborator, a Researcher, an Eternal Learner and Mentor, an Investigator, a Leader in the Community, and an Advocate, which showed the presence of opportunity for the teachers to perform these roles in the government and government schools .

CHAPTER V

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

In the previous chapter I presented the vision of teacher leadership as reflected in the legally binding education policies that dictate the education practices of the whole nation by relying on the seven domains of teacher leadership elaborated in the TLMS which served as a framework to focus my studies of the phenomenon. Also, the transformational leadership theory guided me in my analysis. This enabled me to come to an understanding of the present status of the teacher leadership vision in the education policies of Nepal and I came to see that teacher leadership vision is present there in the education policies of Nepal.

In this chapter I endeavour to discuss the major findings from my readings and analysis of the education policy documents of Nepal and then proceed to draw conclusion and make recommendations for further research.

The Vision of Teacher Leadership: Looking Back at Findings

Through literature review and with the content analysis and document analysis method I tried to understand the concept of teacher leadership. I studied the concept of teacher leadership keeping in view its historical dimension and in my study of the idea of teacher leadership; I was guided by the leadership philosophy that 'leaders are made, not born. The concept of teacher leadership is believed to have been reflected in the teachings of Socrates, and of scholars like Diderot, Kant and so on (Bass, 1985; Reeves, 2008), which means that it has been there for a considerably long time. However, the idea of teacher leadership as we understand it today came to be discussed only in the early 1900s (Smylie, Conley and Marks (2011). Today the

concept of leadership in education scenario has moved away from the idea of a firm, management oriented leadership towards more participatory leadership approach that focuses on improving methods, materials, the curriculum, and monitoring of pupils' progress (Murtimore, 1988, as cited in Amatya et al., 2004). It recognizes the fact that the roles of teachers to carry the vision of education in the education policies of a country are paramount.

I found the similar message in the SSDP's emphasis on the idea that accommodation of the decentralization of the education system under the federal system is impossible without a strong ownership of SSDP's programme by teacher professional organizations (MoE, 2016) and understood it to be a clear call for teacher leadership. I understood that teacher leadership can become successful "on a systemic level" only when education policies "intentionally" foster it and help "prepare both teachers and principals for their new roles"; and this happens only when policymakers are mindful of teacher leadership and craft policies keeping in view the benefit it brings to the profession as well as its challenges (ASCD, 2015, p. 27). Education policies must aim at promoting teacher leadership by emphasizing on continuous professional development trainings and university education specially tailored to develop teachers into leaders (ASCD, 2015; Wenner & Campbell, 2017).

From this discussion I conclude that teacher leadership can be promoted through well defined policies. Also, teacher leadership can be promoted through clear teacher education at university level, and also through trainings even before they get into the profession. I also understand that continuous professional development trainings are also necessary for teachers so as to be able to deal with the problems that they face in real life scenario in their school community. These things are to be clearly defined by education policies.

On the basis of the conclusions discussed above, I moved into the direction of studying not only the education policies of Nepal but also the teacher preparation courses of Nepal. I began to read the educational scenario and resultant education policies of Nepal at different times in the past because I could not understand how the education policies are at the present without getting an insight into how education and its policies were in the past. In my endeavors, I tried to focus on how education was perceived; how teacher's place was in the whole education scenario of a given era in the past; and how teachers were prepared to deliver the broader vision of education at the time. My studies of the historical development of the education scenario brought me the following understanding.

A closer look at the historical aspect of education development in Nepal helped me understand the ups and downs that education sector has had in Nepal for centuries. In my quest for teacher leadership vision I tried to focus on the general meaning attached to the concept of education in different eras, teacher's place in society, and how they assumed leadership in the contemporary education scenario.

In the ancient and medieval times the teacher leadership was visible in the highest level of reverence offered to the teachers as *guru*, a personification of the trinity of the creator, the protector and the destroyer all in one whose teachings could transform his disciples into leaders of their societies. In other words, teachers transformed into leaders through idealized influence of their gurus and with the same transformed their followers into leaders (Bass, 1985). This vision of teacher leadership was overshadowed by the tyranny of the Rana rule. Education became the prerogative of the rulers and the elites of society and teachers were reduced to the servants of the Rana rulers. But at the same time there were teacher leaders who were educating the masses to rise up against the despots and their efforts bore fruits leading

to the downfall of the Rana oligarchy. After this point in history, education sector in Nepal has been guided by education policies that have had the vision of teacher leadership since they recognized the fact that teachers were not only people who teach within the classrooms but also leaders in society and community they serve. Right from the NNEPC to the SSDP and now to the 15th Plan, there has been a strong emphasis on the training and education of teachers which is in keeping with the teacher leadership standard corresponding to the Domain III of the TLMS (TLEC, 2011) related with continuous professional development. Moreover, from the EFA onwards there has been an emphasis on increasing the institutional capacity and the capacities of the HTs, RPs, SMCs, PTAs which also reflect an aim of building supportive communities for teacher leaders which is in keeping with the Domain I and Domain IV of the TLMS (TLEC, 2011) which are broad domains of teacher leadership. From a transformational leadership point of view, these policies did aim at developing teachers into leaders of learning.

However, the vision of teacher leadership has never been fully realized due to various realities surrounding the education scenario at a given time. The idea that education is something for the so called elites of society has always been there since the ancient times. This philosophy has always led to the development of *chakaribaz* people who worship power and stay close to the rulers in the Nepali society and this has had a limiting effect on the spread education and also in the teacher leadership (Bista, 1991). With the shifting expectations of education in different eras and the consequent efforts of the education plans and policies to address those expectations, teacher leadership has always been expected of teachers. But there have always been some hindrances to it. These include problems like lack of required manpower, political upheavals, insurgency, attempts to achieve a large number of reforms within

unrealistic time frames and so on. However, with each upgrade and redesigning of education policies of Nepal, there is always room for teacher leadership to achieve the vision of education in those newly designed plans and policies.

After looking at the education policies from a historical perspective, I also attempted to look at other legally binding policies like the Education Act, Teacher Service Commission Rule, and Education Regulation along with the teacher preparation courses offered by TU and KU. This I did because these policies are guiding the education sector of Nepal at present. The following is a discussion of the findings which then lead me to the conclusion.

Discussion

Transformational leadership theory helped me in understanding how the policies discussed herein aim at bringing transformation or positive changes in people and organizations (teachers in schools) through an enactment of leadership practices in which the leader and the followers are equally the participants (Avolio, 2007). Through my studies I also found that the policy documents seem to reflect a vision that leadership is not a one man thing and it definitely is far from the heroic concept of a single leader which is a call for more distributed leadership practice which ultimately leads to development of teacher leadership in teachers in and beyond school (Badaracco 2001). These theories enabled me to look at the education policies regarding teacher leadership and I found that the education policies of Nepal do reflect teacher leadership vision which I have presented under the following six metaphors in line with the teacher leadership domains in the TLMS (TLEC, 2011).

Teacher Leader as a Collaborator

Teacher Leader as a Researcher

Teacher Leader as an Eternal Learner and Mentor

Teacher Leader as an Investigator

Teacher Leader as a Leader in the Community

Teacher Leader as an Advocate.

The first metaphor of collaborator sets the head teacher as a teacher leader.

The head teacher, as specified in the policy documents is a teacher leader who works in collaboration with other teachers, students and other stakeholders in the community. This, to my understanding reflects the vision that teachers working in government schools can act as teacher leaders with the headmaster. The idea that 5 marks are specially allotted for special responsibility taken by teachers in or outside classrooms is also a reflection of teacher leadership vision as it asserts that a teacher's role is not limited to instructing students within classrooms. The teacher preparation core courses offered by TU in B. Ed. and M. Ed. and KU in M. Ed. also seem to enable students to see the importance of social values, 'socialization' and its dynamics along with the broader political perspective and role of state in education which in turn can equip them with the skill for collaboration with other stakeholders.

The second metaphor is teacher leader as a researcher. This theme emphasizes that a teacher leader must always engage in studying and creating new knowledge by engaging in scientific enquiry and research related with the issues related with their own pedagogical practices and innovation in teaching-learning. I found that the policy provisions encourage both the headmaster and teachers to engage in researches, which is congruent with the metaphor of researcher. From transformational and distributed leadership perspective this indicates that both the headmaster as well as teachers can act as leaders of learning in the role of researcher to learn from, use and model their teaching to encourage other colleagues to improve their pedagogical practices by engaging in research. The courses offered by TU for teacher preparation

in B. Ed don't have a core course but some specialization courses that aim at teaching the students about research. However, the courses offered by both TU and KU in master's level do have courses to teach students about research both qualitative and quantitative studies. Here, I saw some lacking especially in the B. Ed. courses of TU as the teachers who aspire to enter the profession after completing their B. Ed. might be at a loss when it comes to research in educational issues.

Similarly, the third metaphor presents teacher leader as an eternal learner and a mentor. A teacher leader is continuously learning and improving his/her intellectual capabilities and, at the same time, uses his/her knowledge to inspire his/her colleagues to do the same. In other words, a teacher leader is not only a learner but also a mentor for the colleagues who need guidance. In doing so, the teacher leader will be enabling other colleagues to enhance their capabilities, and thus helping them become leaders of learning. I found that the policy provisions encourage teachers and head teachers to continuously engage in academic advancement as well as skill upgrading through trainings. Also there are provisions which require the head teacher to maintain records of periodic plans and reports of all the academic and other activities of the school. This data can be of utmost importance to the teacher leaders to understand the overall academic scenario of school and to shape their strategies regarding any issues that might be of immediate relevance. I found that the teacher preparation courses of the universities to equip the students with necessary skills and competencies by teaching them about concepts such as pedagogy, andragogy, roles of teachers, learners, the use of ICT and internet to foster learning in students.

The fourth metaphor 'teacher leader as an investigator' defines teacher leader as someone who uses the data of tests and examinations to understand the academic performance of students and thus make informed decisions and shape strategies for

the improvement wherever necessary. A teacher leader also shares his/her knowledge and insights with the colleagues in order to enable leadership in them regarding the same. The policy provisions revealed that teachers are required to work in the committees that check the learning achievements of students especially in the primary and lower secondary levels. Also there is a provision that specifies that teachers will be evaluated for promotion on the basis of the student achievement in examinations of the subjects they teach. The teacher preparation core courses, especially offered by TU, also indicated that they prepare students with the skills needed for such evaluations by teaching them about the use of ICT and digital literacy, and the research core course offered by KU might also enable the students to enquire into the student performance and look for remedies.

The fifth metaphor presents teacher leader as a leader in the community. Here the idea is that a school is part of a larger community around it and a teacher leader is not limited within the premises of school. The education policy provisions also envision roles for teachers in a larger area of the community through their involvement in community learning centers, teacher and the headmaster as a member of school management committee, and teacher-guardian organization. Regarding the role of teachers in a wider community the core course of universities also seem to prepare them by teaching about the importance of family, community, school, media, political groups, community involvement in school governance, and so on.

Finally, comes the sixth metaphor of an advocate. A teacher leader is an advocate for the students as well as the profession. The education policy provisions studied in this research envision teacher's roles far and beyond school setting. I found teacher leadership vision from distributed leadership perspective in the head teacher's role as school leader and administrator; special marks allotted for promotion of

teachers who take special responsibilities apart from teaching; teachers in different capacities and roles as members of SMC, Teacher's Union, Confederation of Nepalese Teachers, National Education Council, National Curriculum Development and Evaluation Center, and Educational Manpower Development Council. In all of these roles and responsibilities, the teacher leader can advocate for the students and profession and exert an effect in shaping of the education policies.

In this way, this study illuminated to me the presence of teacher leadership in the education policies of Nepal. But reflecting on the studies of the history of education development in Nepal also reminded me that there have been many setbacks in different eras of history of Nepal that have hindered the realization of the goals of education and the leadership of teachers has not been utilized to the fullest. However, I also realized that with each passing year and the policies and plans regarding education, there has been continuous progress in the literacy and awareness of the people through education. Teachers' roles have been really worthwhile in this positive transformation.

Conclusion

This interpretive study illuminated to me that the roles and duties prescribed by the education policies of Nepal as well as the teacher preparation courses of TU and KU do contain a vision for teacher leadership. I looked at the policy provisions and the university courses to look for the teacher leadership vision through the transformational leadership theory and the six metaphors that I used based on the teacher leadership domains in the TLMS which include- teacher as a collaborator, a researcher, an eternal learner and mentor, an investigator, a leader in the community, and an advocate. Through my readings I understood that to a great extent there is presence of teacher leadership vision in the education policies and the university

courses that I studied for this research. But keeping an eye on the problems in the education scenario of Nepal, I felt that the vision has not been realized to the fullest and that we can hope for the progressive change in the education scenario with the new plans and policies aiming at transforming more and more teachers into teacher leaders through redesigned and updated trainings, education and also by building structures of support to meet the needs of the teachers as well as students in the ever changing educational scenario of the Nepal of 21st century.

Implications of the Study

After presenting my conclusions for this study I think I should also discuss the implications of this study. This study has a number of implications for different people and for future researches.

For Myself

Through this study I have learned that I have been performing some extent of teacher leadership but I need to keep improving and enhancing myself as a teacher leader as per the needs of the changing times and to serve my students better. I have to confess that I came to KU to study M. Phil. in Educational Leadership, though my previous area of study was English Language and Literature, because of the inspiration from some of my senior scholars in KU with ambivalent feelings about joining this course. But now I feel that I did the right thing as I got a chance to learn something different from what I was used to and that I need to continue my studies, if not formally, even informally by studying about the new trends and developments in the field of education and teaching learning. This would help me enhance my capacities as a teacher leader in the days to come.

For Policy

As this study focused on education policies of Nepal and discovered some provisions that seemed to have problems and thus need improvement, there is implication for policy as well. A policymaker may see the importance of teacher leadership and engage in a dialogue for making policies that can guarantee building of systems that foster teacher leadership and ensure the best of opportunities for more and more teachers to assume teacher leadership roles.

Moreover, it may also remind the curriculum designer that the need for curriculum that aim at producing teacher leaders through graduate courses by teaching them practical skills to solve a number of issues related with teaching learning is paramount in Nepal at the moment.

For Readers

Every writing has some message and implication for the readers. This study is no exception. It may illuminate to the readers the importance of teacher leadership for teachers, for students, in school, and in community to create a positive impact in all of these areas and establish teachers as not only someone who should be limited within the classroom to teach their students only. The readers may also learn how teacher leadership can be enhanced and fostered for the upliftment of education sector in Nepal.

For future research

Having conducted this study, I have developed an understanding that though education policies can exert a tremendous impact on how teacher leadership practices can be carried out by giving clear directives that are in proper alignment with the vision, mission and goal of the education sector of a country, there needs also be a broader mechanism that can ensure that the policies are actually put into practice.

This includes a clear and rigorous interaction between teacher preparation courses, school leaders and head teachers development, continuous observation and feedback on teaching learning practices form experts, professional learning communities, and all other stakeholders. For this to happen without any hindrance, there needs be a teacher leadership development modal that can be developed by researches regarding how teacher leadership can be developed so that the particular needs of a province or even a community can be addressed through education.

Thus, this research has paved way for further research in the field of teacher leadership debate and development for the modern Nepal that has emerged after the institutionalization of federal democratic republic system.

Chapter Summary

This chapter presents a conclusion of this study. I have presented the historical peregrination and the present status of the vision of teacher leadership as emerged through this study. This follows the implications of the study for myself, for policy, for readers and for future research. I have concluded with the research implication that after this research the research on suitable kind of teacher leadership development modality can be carried out to further ensure teacher leadership practices keeping in view the specific needs of a particular province or community in the present context of Nepal.

CHAPTER VI

REFLECTIONS

At the end of this research, I have so much to say that I cannot express everything fully. To begin with, I never even imagined that I would ever study up to M. Phil. level. I used to think that Master's degree was the most I would ever study. But having worked as a teacher in schools and colleges for about two decades, learning and studying have become an integral part of my life. So I joined M. Phil. in Educational Leadership at Kathmandu University. It was a different path as I studied English language and literature up to my M. A. level. Once I joined this level, the idea of teacher leadership fascinated me soon after.

When I began this research, I was not very clear about where my query would take me. There were some people who advised me not to take this road as it could lead me to many problems. They suggested that I should stick to something easier that I could handle and complete in less time. But I continued, and soon realized that they were right. Gradually other commitments of life started taking up greater space of my life than studies for the research. I had many setbacks in the research journey, from designing the research question, to methodology, to writing a report and so on. I think everyone does. But I also kept getting encouragement and support from my gurus, colleagues and other people around me. As a result this thesis has come to this shape.

Anyway, I have concluded (of sorts) my research. But I still cannot feel relaxed. My colleagues, relatives, and even my teachers at KU are encouraging me to

head for PhD as soon as possible. I think I want to give it a little rest though. At least, for now.

As a teacher and a student at the same time, I think learning can never stop. Sooner or later I will have to honor the encouragement of my colleagues, teachers and well-wishers for pursuing higher degree. But for now I have this research. It may be flawed but I have put in a lot of effort in it. So it is dear to me, no matter what. And although this research has come to an end, it also is a landmark for me that reminds me that I have miles to go before I sleep.

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