Transformative Intervention Strategies for Teacher Leaders During the Pandemic and Beyond

Edwin Darrell de Klerk*
Sol Plaatje University, Kimberley, South Africa
https://orcid.org/0000-0003-0218-5371

Natalie Smith
Sol Plaatje University, Kimberley, South Africa
https://orcid.org/0000-0001-7009-3060

Abstract. The Covid-19 pandemic has created an unparalleled catastrophe with significant challenges for leadership in schools all over the world. The efforts that schools have put in place for training and preparing for teachers prior to Covid-19 seem to be out of step, thus requiring a reimaging and significant transformation to remain relevant for aspiring teacher leaders. This conceptual paper aims at providing transformative intervention strategies (TIS) to empower teachers to become leaders during Covid-19. Having applied transformative leadership theory and integrative literature review (ILR) as method, this paper suggests that teachers should start with transformative listening and learning, whilst taking advantage of opportunities to be empowered to become leaders. To empower teachers to become leaders during the pandemic and beyond, prospective teacher leaders should embrace opportunities which might come from adjustments and which may enable them to better understand the reasons for transformation. As such, this paper aims to provide transformative intervention strategies to empower teachers to use opportunities afforded to them to become leaders in their schools amid the pandemic and beyond. TIS may assist schools in cultivating an environment where teachers actively work together to display transformative emotional intelligence, transformative autonomy and transformative inclusive leadership. The finding revealed that, if purposefully implemented, TIS may encourage teachers to see the value in growth towards leadership, making the process of transformation in schools that much easier.

Keywords: Covid-19; teacher leaders; transformative intervention strategies; transformative leadership theory

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* Corresponding author: *Edwin Darrell de Klerk, edwin.deklerk@spu.ac.za*

1. Introduction

The existing body of research on teacher leadership advocates that there is an unlimited necessity for shifting the paradigm and developing the scholastic community's description of teacher leadership to embrace leading from inside classrooms (Tesik, 2017). Teachers are regarded as individuals who are aware that they can acquire knowledge from everybody and every experience. This implies that teachers should be cognisant that making mistakes and taking risks may be regarded as a method to learn, that requesting help is essential, and that modification and integration of abilities and attitudes is an enduring practice (Collinson, 2012, as cited in Hunzicker, 2017). These dispositional descriptions help to explain why teachers can be regarded as leaders who may possess a combination of knowledge, skills and personal qualities. When teachers' knowledge, skills and personal qualities are to be considered, something must be done about it (Cosenza, 2015), because taking action implies that teachers should be empowered to develop teacher leadership abilities.

The notion of teacher leadership as action goes beyond teachers' officially allocated classroom responsibilities to initiate changes and share practices (Harris & Jones, 2020). Consequently, teacher leadership is explicated as teacher agency through creating associations, breaking down barriers, and organising resources throughout the school in an attempt to develop students' learning outcomes and experiences (York-Barr & Duke, 2004, as cited in Shen et al., 2020). Arguably, teachers should experience a development in self-confidence and an aspiration to move beyond their comfort zone, whilst embracing the notion of exercising encouragement regarding reforms in schools (Lowery-Moore et al., 2016).

COVID-19 has brought radical changes to the way we teach, learn and lead, emphasising the importance of teacher leadership development in contemporary times. Being regarded as a disorienting dilemma, Covid-19 brought discomfort to individuals' understanding about the world. The unexpected and unplanned distress has led to intellectual uneasiness as assumptions about educational leadership have been challenged (Hart, 2020). Arguably, Covid-19 emphasised an absence of sufficient leadership skills, practices and action relevant to the current situation schools find themselves in. In this regard the Organisation for Economic Co-operation and Development (OECD) (2020) has postulated that it is important to empower teachers and afford them possibilities to be change agents through reinforcement in terms of educational transformation. Empowerment can boost teachers' readiness to initiate progressive transformation in their schools; therefore, it is significant to continuously provide opportunities to celebrate and recognise the value that teacher leadership exhibits (Behrstock-Sherratt et al., 2020).

2. Our interest in this study

Both the researchers [hereafter EDK and NS] started their careers as teachers at schools. NS also performed duties as subject adviser at the district office of the Department of Education in a province in South Africa and was later appointed as a lecturer at a South African university. NS indicated that she always tries to develop transformative skills to keep track of constant changes in education—not

only in South Africa, but also internationally—by reading about how to be a leader in the positions to which she was appointed. She continuously modifies her way of doing this, her involvement, her part to play in decision-making at school, district level and now at university. As such, she regards the empowerment of teachers to become leaders important because teacher leadership to her embraces notions of social justice, awareness and inclusivity.

EDK has been a teacher, head of department, school principal and was later appointed as senior lecturer at a South African university. He tells the story that he has always been regarded as a moving teacher, one who was willing to learn and adapt to new ways of teaching as well as leadership. Having been part of school management, he indicates that teachers should lead beyond and within the classroom and inspire others to improve educational practices. Like Wenner and Campbell (2017), he regards teacher leadership empowerment as important because teachers should be afforded opportunities to lead during teacher collaboration and facilitate the sharing of best practices, whilst encouraging teacher professional learning.

We contend that research regarding teacher leadership empowerment should be an ongoing activity because leadership development occurs over the course of a career and, as such, this paper underscores the significance of focusing on teacher leadership.

3. Literature Review
3.1 From teachers to teacher leadership
Teacher leadership can easily be thought about as being the principal of a school or being appointed in leadership positions at a school or in the schooling system. Hunzicker (2017), in a conceptual article on teacher leadership, has highlighted that teacher leadership can easily be noted in school environments when teachers, whether appointed in leadership positions or not, merely come to the front and take leadership opportunities when the need arises. Significantly, leadership responsibilities and informal leadership pertaining to development and interactions amongst individuals may be regarded as components of teacher leadership. As such, teacher leadership should be geared towards extending individual learning, whilst influencing others to take responsibility for their own leadership development (Collinson, 2012).

Teachers aspiring to become teacher leaders often try to make sense of how to become teacher leaders. Hunzicker (2017) asserts that teacher leadership may be regarded as a position, or approach of discerning and actuality, rather than a set of behaviours. Significantly, how teachers think about teaching and learning constitutes a great deal of teacher leadership. It can be deduced that teacher leadership is not limited or confined to the title or position, but is an intrinsic desire waiting to be fulfilled. The transformations regarding teaching, learning and leadership brought about by Covid-19 has required innovative thinking on the side of teachers and how they should lead in their classrooms and beyond. In this regard, Meirink (2020) holds the view that Covid-19 requires intervention opportunities to be explored so that teachers can be granted opportunities to not

only perform their daily teaching practices, but also to perform leadership in their classroom and school.

The manner in which teachers have been obliged to adapt during the Covid-19 period, has necessitated that they should be assisted to emancipate from being mere teachers because the development from teacher to teacher leader is a continuing practice that transpires over a period of time (Hunzicker, 2017). The process of progression usually takes place when teachers initially master their subject content and teaching thereof. Opportunities to reflect on their own practices, and from others, construct prospects for teachers to advance as teacher leaders both inside the class as well as outside classroom boundaries. The confidence that is gained by mastering content and pedagogy makes it easier for teachers to positively play a role as teacher leaders in schools because it can be liberating in that it may enable them to retain their individuality as teachers while preparing to be leaders (Carver, 2016). Consequently, when schools provide opportunities for teachers to step into leadership responsibilities, as well as to extend your own learning and to take risks to lead, possibilities to grow as teacher leaders may become a reality.

3.2 The role of teacher leadership in schools

Makoelle and Makhalemele (2020) have highlighted that, in South African schools, teacher leadership is described mainly from two points, namely, the dialogue of practised teacher leadership and the dialogue of administrative teacher leadership. These views denote that teachers would do things differently than they are used to develop teacher leadership in schools. This is confirmed by Bush (2011, as cited in Makoelle & Makhalemele, 2020) who points out that that leadership can be articulated as,

> the influence one person has on others, it could mean an ability to transmit or project particular values in such a manner that they influence others and finally, leadership is associated with the ability of the person to be visionary and able to direct others towards the achievement of a particular goal. (p. 296)

This view suggests that teachers can indeed be empowered to become teacher leaders. Notably, when teachers take on new roles and responsibilities as leaders, they adapt their ways of thinking and doing in terms of their teaching practices (Lieberman & Miller, 2004, as cited in Lowery-Moore et al., 2018). Thus, when teachers take opportunities provided by schools, they may become willing to initiate positive changes, nurture the development of confidence, move out of their comfort zones, and influence possible reforms in schools (Uribe-Florez et al., 2014).

To get a fuller picture of what teacher leadership may denote, we dug deeper into the academic literature and found some interesting information which was written in the early 1990s and 2000s. Silva et al. (2000, as cited in York-Barr & Duke, 2004) define teacher leadership as an evolution which takes place in three waves. Firstly, teachers serve in official roles (heads of department, representatives of unions), fundamentally as administrators, whose key drive is to promote the effectiveness of school processes. Secondly, teacher leadership is

envisioned to capitalise more entirely on the instructional capability of teachers by assigning teachers to perform roles as programme designers, motivators of staff members, and supporters of new teachers. Thirdly, teacher leadership mirrors an augmented consideration of teachers' roles that support partnership and incessant scholarship and that identifies teachers as major architects of the culture of the school (Silva et al., 2000, as cited in York-Barr & Duke, 2004). This includes teachers as leaders equally outside and within their classrooms (Ash & Persall, 2000).

Significantly, teacher leadership seems to be a process whereby teachers engage in combined action with colleagues to build school capacity. Such action should be a deliberate effort to foster respect and determination as well as opportunities for individual expression.

3.3 Covid-19 and teacher leadership
Due to the Covid-19 pandemic, teachers' leadership has become a significant subject, predominantly within the scope of action and increasing academic excellence. Covid-19 has not only demanded the improvement of capabilities and socio-emotional abilities (Hernandez Mondragon, 2020, as cited in Chan et al., 2020), but has also called for the role of teacher leaders, who can be described as co-constructors of educational change (Harris & Jones, 2019). For teacher leaders working in these circumstances, a radical shift is necessitated in the way they are performing their teaching and leadership practices. In this regard, Harris and Jones (2020) describe the situation as the impeccable storm with inadequate leadership reactions.

This perfect storm, Covid-19, has created an ideal opportunity for schools to empower teachers regarding teacher leadership to seize opportunities to step up to lead at a time of national crisis (Pineda-Báes et al., 2020). This implies that teacher leaders also have to be cognisant about their own well-being as well as that of learners and colleagues. Arguably, the fast and ever-changing circumstances that the disruptive Covid-19 has brought about, require a new, transformed teacher leadership. It is thus not strange that Harris and Jones (2020) have highlighted emerging insights about teacher leadership that must be kept in place during these uncertain times caused by the pandemic. The authors (Harris & Jones, 2020) emphasise leadership, capacity building and a shift in school leadership practices, as well as new training programmes to build teacher leadership skills that are suited for the circumstances brought along by Covid-19.

The Covid-19 pandemic has generated the ideal opportunity for the empowerment of teachers so that the entire school community can benefit from teacher leaders as influencers and educational change agents (Chan et al., 2020).

4. Theoretical framework: Transformative leadership theory
Montuori and Donnelly (2017) affirm that transformative leadership (TL) requires teachers to accept accountability in inquiring what kind of world they would like to create through their collaborations, thoughts, actions and opinions, and to compare that with the kind of world they would like to create, and the kind of

individuals they would like to be. This denotes that TL may be observed as a dynamic strength which should encourage teachers to be more inventive, consistent and more particular—ethics that exemplify people's uppermost standards and allow them to make a contribution that reflects their principles, concerns and expectations (Montuori & Donnelly, 2017). Significantly, teachers' expectations during Covid-19 have been replaced by fear and loss, not knowing how to manage themselves amid the existing catastrophe the world finds itself in (Eschenbacher & Fleming, 2020). Although Covid-19 has brought immense uncertainties in education, opportunities to learn arise out of the experience of catastrophe and confusion to explore unconventional methods of living and being in terms of actions, relationships and roles where individuals would plan innovative options of action which require innovative understanding in order to put these options of action into practice (Mezirow, 1991). Therefore, in order for teacher leadership to become more broadly acknowledged, researchers should understand and investigate practices that would cultivate teacher leadership abilities (Lieberman, 2015). In applying transformative leadership theory, this paper aims at providing TIS to build teachers' ability to have more impact on the school system, as well as nurturing teachers' self-assurance (Bond, 2015). An application of TIS may thus contribute to empowering teachers to use opportunities afforded to them to become leaders in their schools amid the pandemic and beyond.

5. Research method: Narrative literature review

Narrative literature review (NR) allows for a description of information already in the public domain although the methods to select published information are not described (Ferrari, 2015). Researchers use NR to identify the literature gathered, and, in this paper, information is gathered to respond to the issue of teacher leadership during the pandemic and beyond. Notably, NR allows for flexibility to deal with evolving concepts and knowledge (Collins & Fauser, 2005, as cited in Byrne, 2016). We use NR in this paper to summarise literature in a manner which is not overtly systematic because the minimum requirement is that there should be a focus on existing literature (Bastian et al., 2010), whilst making a case for innovative perspectives for teacher leadership amid the pandemic and beyond. Adhering to the requirement by NR, a summary of literature indicated in this paper will be presented, followed by an argument for a transformative view on identified concepts pertaining to teacher leadership during the pandemic and beyond. From the gathered literature in this paper, we identified three aspects about teacher leadership which we intend to elaborate on: emotional intelligence, autonomy and inclusive leadership.

Table 1. Teacher leaders and emotional intelligence

Carver (2016)	Lieberman and Miller (2004 as cited in Lowery-Moore et al., 2018)	Pineda-Báes et al. (2020)
It may enable them to retain their individuality as teachers while preparing to be leaders.	They adapt their ways of thinking and doing in terms of their teaching practices.	Seize opportunities to step up to lead at a time of national crisis.

The aforementioned literature provides expressions of teacher leaders' emotions in terms of possibilities for empowerment. It also provides information about the use of feelings to motivate, plan and achieve greater well-being. Considering the information already in the public domain, this paper suggests transformative emotional intelligence for teacher leadership because research should continue to inform the practices of individuals' emotional reality (Duffy, 2020).

Table 2.Teacher leaders and autonomy

Collinson (2012)	Uribe-Florez et al. (2014)	Harris and Jones (2019)
Take responsibility for their own leadership development	To initiate positive change, nurture the development of confidence, move out of their comfort zones and influence positive reforms	Co-constructors of educational change

Evident from the literature is that teacher leaders' autonomy should crystallise in opportunities for own voice, relationship building and setting of realistic goals. This paper suggests a stronger form of autonomy, which Nel (2014) referred to as transformative autonomy, a form of autonomy in which teachers have the urge to be involved in development initiatives towards a transformation of the self.

Table 3. Teacher leaders and inclusive leadership

Silva et al. (2000, as cited in York-Barr & Duke, 2004)	Chan et al. (2020)	Meirink (2020)
Supports partnership and incessant learning and identifies teachers as major architects of the culture of the school.	Teacher leaders should act as influencers and educational change agents	Teachers can be granted opportunities to not only perform their daily teaching practices, but also to perform leadership in their classroom and school.

From the summary of literature above, it is clear that inclusive leadership requires that teacher leaders pay attention to individuals' academic needs and well-being, whilst they are available to provide support. In this paper, we would like to make a case for transformative inclusive leadership amid Covid-19 because teacher leaders need tools to further develop their mindset and behaviours to navigate during times of uncertainty.

This paper, therefore, suggests that transformative emotional intelligence, transformative autonomy and transformative inclusive leadership will henceforth be discussed.

6. Transformative intervention strategies for teacher leadership

TL deals with how people may be enabled to learn to open themselves from unexamined methods of thinking that encumber effective action and judgment (Mezirow, 1998). Spooner and John's (2020) opening paragraph, "all of a sudden you are free and your baggage is gone" (p. 275) places strong emphasis on the powerful intervention that may be brought about by transformative leadership.

Intervention, from a TL perspective, aims at critiquing discomfort, disorientation and marginalisation, whilst integrating knowledge and acting on new understandings (Mezirow, 1985). This paper argues that transformative emotional intelligence, transformative autonomy and transformative inclusive leadership should be recognised as TIS, which may be useful in empowering teachers to become leaders in their schools amid the pandemic and beyond.
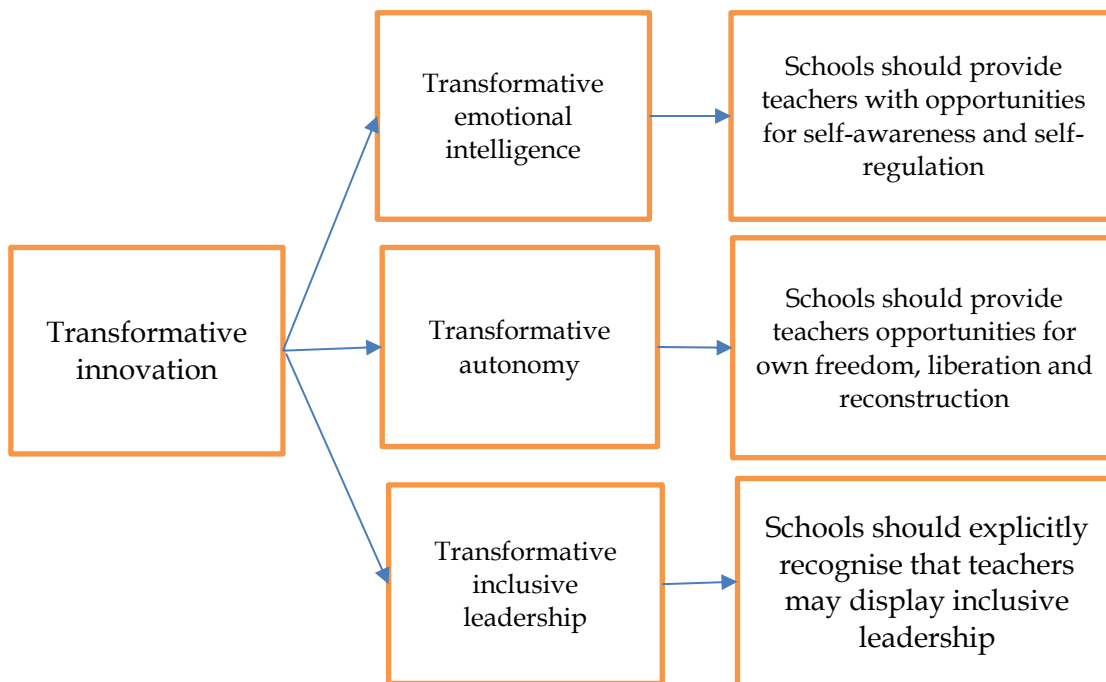
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Figure 1. Transformative intervention strategies for teacher leaders during the pandemic and beyond

6.1 Transformative emotional intelligence

Drawing on Walker (2017), the motivation for education, which is closely linked with a sense of transformative emotional intelligence (TEI), should be on developing self-awareness (p. 370) whilst in the present moment (like Covid-19). Learning is about the self because it allows individuals to harness the power to transform in terms of their emotional intelligence, which is associated with a

> *set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way is emotional intelligence.* (Mayer et al., 2004, p. 197, as cited in Issah, 2018, p. 1).

Thus, to develop teacher leadership, schools should implement development plans that will assist teachers to improve emotionally intelligent-related skills and adapt to desired behaviour, especially during times of crisis (Gaubatz & Ensminger, 2017). This implies that teacher leaders may be empowered to see the world through the lens of complexity, as opposed to predictably and linearly, encouraging them to probe, sense, and respond to leadership requirements (Watkins et al., 2017). Two aspects regarding TEI need to be considered in terms of teacher leadership (Issah, 2018). Firstly, teacher leaders should be trained how

to develop a sense of self-awareness, which refers individuals' ability to understand their modes, emotions, drives and how an awareness of the self affects others. Secondly, teacher leaders should be trained in terms of self-regulation which may be regarded as an ability to control disruptive impulses or moods. The latter aspects of TEI are relevant to the disruptive features of Covid-19. Significantly, Covid-19 has required a transformation in the way teacher leadership is perceived and, therefore, teachers should be taught how to be continuously open to transformation (De Klerk & Palmer, 2021). This implies that teachers should be motivated to think beyond the current circumstances in education, whilst they open themselves to educational activities that would test the taken-for-granted beliefs of leadership.

Consequently, when opportunities are provided for enhancing TEI, teacher leaders may acquire abilities to manage and understand their own feelings and others' emotions (Alferaih, 2017). In so doing, teachers then use TEI to reason and solve problems, whilst guiding actions which are geared towards improved managerial decisions as well as enriched organisational performance (Ezzi et al., 2020; Sánchez et al., 2020).

Aligned with TL as theory in this paper, TEI becomes useful in terms of how empowered teacher leaders may understand experiences, make meaning and how individuals question, converse about, and reflect on their experiences in order to improve and develop (Eschenbacher & Fleming, 2020).

6.2 Transformative autonomy

In Nel's (2014) view, transformative autonomy (TA) can be articulated as an autonomous application of human potential to create new meanings through re-interpretation of experiences whilst providing space for personal empowerment. When teachers are being provided opportunities to develop as leaders, they should be trained how to be considerate regarding the self and also how to be skilled to know what it would be to take care of the self (Rytzler, 2019). According to De Klerk and Barnett (2020), when paying attention to the self, teachers should adopt knowledge relevant to their development and, when they care for the self, they use the attained information to change themselves in an independent way. This implies that TA should serve as teacher leaders' ability to be independent, even when they find themselves in times of disoriented dilemmas (Parker, 2015). Drawing on De Klerk and Barnett (2020), we believe that TA should render teacher leaders as active actors in education; thus, individuals who persuasively act upon opportunities to personally reconstruct themselves through empowerment.

Regardless of the level of reconstruction of the self, TA requires a provocation of complete awareness-awakening and recounting of an abandoned possibility of human mindfulness (Wade, 1998, as cited in De Klerk, 2014). Interpreting the aforementioned statement, we contend that TA appears to be a practice of enacted transformation that is deliberate, with the goal of bringing about noteworthy changes in how teachers are allowed to lead within schools. When this happens, teachers' descriptions, feelings and assumptions about their ability to lead are

unified in their ability to transform socially, emotionally and academically (Darling-Hammond et al., 2020). Subsequently, when action is taken to bring about transformation in terms of teachers' ability to lead, old ways of knowing are released and teachers may become open to innovative ways of inspecting the self, whilst assessing individual experiences (Mbabane, 2010), especially in new contexts brought by Covid-19.

Aligned with TL, TA then signifies that to empower teachers to be leaders, implies that schools should be actively,

> *Creating the conditions for and the skills of effective adult reasoning and the disposition for transformative learning — including critical reflection and dialectical discourse — is the essence of adult education and defines the role of the adult educator, both as a facilitator of reasoning in a learning situation and a cultural activist fostering the social economic, and political conditions required for a fuller, freer participation in critical reflection and discourse by all adults in a democratic society.* (Mezirow, 2003, p. 63)

When an opportunity arises, as described by Mezirow (2003), it may create conditions for teachers that are necessary for emancipation and engagement in transformative efforts in schools. Drawing on Nel (2014) as well as De Klerk (2014), we hold the view that when teachers are empowered to become leaders, they may adopt a critical stance of the self to the self in order to perform leadership in an independent manner. This implies that TA, in terms of TL, would position teachers to enjoy the respect they deserve, whilst enabling them to freely move beyond mere compliance to become the biographers of their own actions and thought (Vieira, 2010). When teachers experience this kind of respect (Vieira, 2010), teacher leadership may then involve a combination of a caring of the self with attentiveness, whilst also caring for their educational partners.

6.3 Transformative inclusive leadership
The beginning of fostering transformative inclusive leadership (TIL) in schools may be referred to as the transformational method in which innovative and deeper considerations substitute what have become insufficient opinions about learning and teaching (Engstrom & Kabes, n.d.). In this regard, TIL may be utilised as a means to empower teachers in how to be leaders in schools. Teachers should be exposed to reflective and stimulating ways of learning that would include participation in developing inclusive learning and teaching experiences, participatory and active learning, as well as curriculum innovation (Tilbury, 2011, as cited in De Sousa, 2021). From a transformative perspective, inclusive leadership encompasses a set of actions intended to assist teachers' complete incorporation as well as instituting an open standard for exclusive social individualities, leading to effectively nurturing teacher leadership (Randel et al., 2018). Schools thus play a vital part in influencing teachers' practices of impartiality and increasing activities desirable to create an inclusive leadership environment (Andrews & Ashworth, 2015). In so doing, TIL may boost teachers to apply various ideas and views that may enhance decision-making practices, whilst enhancing the performances of diverse teams in schools (Sabharwal et al., 2018). TIL should thus provide opportunities for a sense of belonging, where

everyone is treated as insiders, remains their authentic self and uses opportunities to voice their perspectives and ideas (Dwertmann & Boehm, 2016; Hogg et al., 2017; Mor Barak et al., 2016).

An argument in favour of TIL amid Covid-19 resonates strongly with the notion that teachers, as leaders, should be afforded opportunities to explore the dilemmas that teachers face as part of their everyday work (Florian, 2015) so that they may act as role models that others will follow to create similarly inclusive surroundings (Borini et al., 2016). Consequently, when schools familiarise themselves with the dilemmas brought forward by Covid-19, they may be positioned to strengthen teacher leader roles in a transformed manner. It would thus be fair to say that, through TIL, schools would make an effort to treat teacher leaders with appreciation, admiration, and broad-mindedness, whilst listening to and recognising their contributions and opinions (Choi et al., 2016). Aligned with TL, when teachers are openly placed at the forefront of co-constructing transformation in schools, schools would experience such action as both empowering and positive (Donaldson, 2015).

The proposed TIS in this paper can be associated with three important aspects of the development of teacher leaders (Harris & Jones, 2019). Firstly, teacher leadership should be regarded as action beyond formally assigned classroom roles. Secondly, teacher leaders should be offered opportunities to share practices and initiate transformation in schools. Thirdly, teacher leaders should be aware of their own biases and preferences and actively consider different views to inform decision-making.

7. Conclusion
The aim of this paper is to acquire knowledge on how transformative intervention strategies may be implemented to empower teachers to use opportunities afforded to them to become leaders in their schools amid the pandemic and beyond. Covid-19 has necessitated a rethinking of the role of teachers, expecting that they instantaneously became innovative instructors capable of navigating teaching, learning and decision-making in a competent and efficient way. This paper, therefore, proposed TIS to assist schools to empower teachers to be leaders in times of the pandemic and beyond. It has been suggested that TEI, TA and TIL may be regarded as strong intervention guidelines to assist schools regarding the empowerment of teachers as leaders. Firstly, TEI suggests that teachers be trained how to lead with self-awareness and self-regulation to understand emotions and thoughts as well as how to be in control of themselves during times of dilemma. Secondly, TA advocates that schools should allow teachers to lead changes and give meaning to such changes through descriptions, feelings and expectations. Thirdly, TIL recommends that schools allow teachers to lead through opportunities to have their voices heard and their transformative ideas put into action.

This paper supports previous research by Harris et al. (2017) who purport that teacher leadership should be enacted and supported so that teachers may be able to work collaboratively and purposefully. In another study, Lethole et al. (2020)

assert that the fostering of a teacher leadership identity, driven by continuous leadership development, may result in the continuation of teacher leadership empowerment. This conceptual study contributes to the body of knowledge by having offered TIS for teacher leadership empowerment during the Covid-19 pandemic and beyond. Significantly, to lead during disruptive times requires a constant rethinking of what teacher leadership should be about. TIS re-emphasises the need for a more transformative way of leadership which is geared towards innovation, a renewed sense of inclusivity, as well as leaders' ability to act autonomously in schools.

8. Limitations
This study is the first article of a research and development project on "Professional development for teacher leaders: towards transformative learning strategies for schools". A narrative literature was undertaken to understand the teacher leadership empowerment and the relevance thereof amid Covid-19. It thus excludes the voices of teachers and their experiences regarding teacher leadership at schools.

9. Recommendations
This paper recommends that an empirical study be conducted to test the applicability of the TIS. In such research, teachers' voices regarding their experiences about teacher leadership should be as significant.

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