

**MANAGING EDUCATIONAL CHANGE IN THE PAARL  
REGION: THE ROLE OF SCHOOL MANAGEMENT TEAMS IN  
STAFF DEVELOPMENT**



by

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## **KEYWORDS**

School Management Teams

Staff development

Managing educational change

Paarl region

Teachers

School improvement

School leaders/managers

Education policy

Performance appraisal

Professional development strategies



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## ABSTRACT

The objective of this mini-thesis was to investigate the management of educational change in the Paarl region - the role of school management teams (SMTs) in staff development. As leaders or managers, SMTs are regarded as persons that can make a difference in school improvement. They are in authoritative positions to anticipate and manage educational change. They should therefore know how to go about managing change in schools and how to get the rest of their staff involved in this change process.

The research study was done at three secondary schools in the Paarl region. Fourteen interviews were conducted with representatives of SMTs of the three schools. The samples included three principals, two vice-principals and three heads of departments. Qualitative research methodology was used to analyse and interpret the data. The techniques for data collection used in this study were semi-structured interviews and documentary analysis.

Seven themes were used to elicit the scope of the major findings in this research study which included:

- Perceptions of staff development;
- Managing school change and the role of the SMT;
- Existing staff development programmes at schools;
- New staff development needs;
- Staff development plans;
- Continuing professional development and training of teachers;
- Nature, certification and remuneration of teachers for staff development programmes.

The major findings revealed that SMTs do not yet understand their roles and responsibilities in staff development in the schools fully and also how to manage educational change. They still have a major role to play in implementing staff development as a strategy for managing educational change. SMTs at the three schools are currently not well equipped to address some of the major educational changes facing our education system today. They are not to be blamed for this because the expectations of the education authorities are mostly focused on the implementation of curriculum change and not on how school management teams should handle it.

The investigation concluded that staff development is an important tool for SMTs to effectively manage educational change. A key finding is that schools must have a structured staff development plan and a staff development policy to meet the required needs for all teachers to be part of any school improvement efforts.

The following recommendations are made in this mini-thesis:

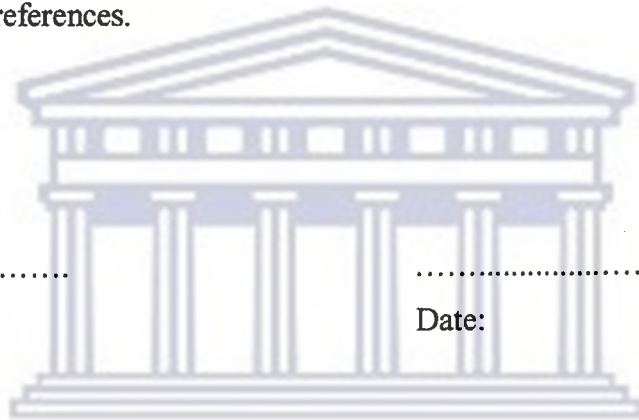
- SMTs must ensure that managing educational change principles are integrated into the way of life of the school;

- Staff development must be a definite objective for SMTs in managing educational change;
- Staff development must become part of the normal conditions of service of practising teachers;
- Programmes must be set up for staff development with specific objectives and a statement on how it will be achieved; and
- Staff development must be accommodated on schools' timetables.



## DECLARATION

I, Jeffrey John Lombard, hereby declare that “**MANAGING EDUCATIONAL CHANGE IN THE PAARL REGION – THE ROLE OF SCHOOL MANAGEMENT TEAMS IN STAFF DEVELOPMENT**” is my own work, that it has not been submitted before for any degree or examination at any other university, and that all sources I have used or quoted have been indicated and acknowledged by means of complete references.



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Signature

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Date:

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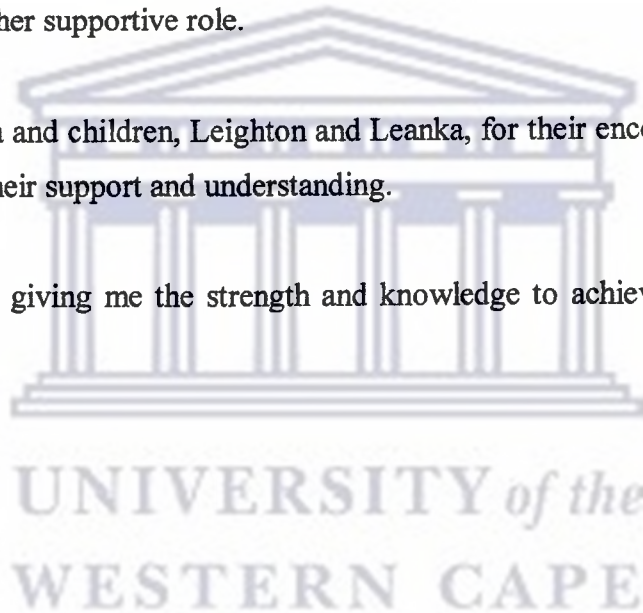
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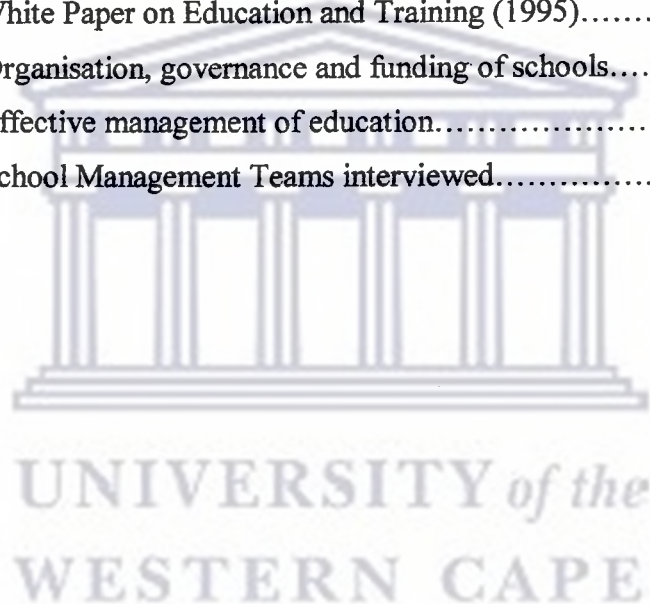
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## LIST OF ABBREVIATIONS

ANC	-	African National Congress
DET	-	Former Department of Education and Training for Black Schools
EMD	-	Education Management Development
EMDC	-	Educational Management Development Centre
ELRC	-	Education Labour Relations Council
ERS	-	Education Renewal Strategy
FET	-	Further Education and Training
GET	-	General Education and Training
HOR	-	Former House of Representatives (Education Department for Coloured Schools).
NGOs	-	Non-governmental Organisations
OBE	-	Outcomes-based Education
SMTs	-	School Management Teams
WCED	-	Western Cape Education Department

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## CHAPTER ONE

### INTRODUCTION TO THE STUDY

*The most effective way of changing ideas is not from outside by conflict, but from within by the insightful rearrangement of available information.*

**(Edward de Bono)**

#### 1.1. Background to the study

The title of this study is “Managing Educational Change in the Paarl Region – the role of school management teams in staff development”. Schools are managed or administered by educational managers or, as some prefer, educational leaders. Leadership and management are both important in running an organisation but there has to be leadership in order for management to be effective. Leadership is also surely one of the most problematic notions in managing and organising. There is no doubt that it is important; in fact its importance seems to be increasing. It is seen as making the difference between schools that are performing adequately and slowly improving, and schools that are effective and performing well, and where change for improvement is easily handled.

In the South African school context, the leaders or managers are commonly referred to as the school management teams. The South African education legislation does not define a SMT. The working definition being used by provinces and the national department is that the SMT consists of the following members:

- Principal;
- Deputy principals; and
- Heads of departments (either appointed or acting).

An SMT may also bring in additional members of staff or someone from outside the school whom the management team feels has specific skills or knowledge which will aid the management of the school. Such additional members may or may not vote. However, most SMTs work on the basis of consensus and not formal voting, to make decisions.

It is assumed that all schools will have an SMT, apart from one a small number of schools with only one or two learners. The role of the SMT is to assist the principal with his or her management tasks and to share the management tasks more widely in the school. This is necessary if the management of schools is to become more democratic, inclusive and participatory.

Following is a brief summary of the duties and responsibilities of School Management Teams on personnel as was agreed on by the Education Labour Relations Council and as reflected in Resolution No: 8 of 1998 (see Appendix C):

1. Provide professional leadership within the school;
2. To guide, supervise and offer professional advice on the work and performance of all staff in the school and, where necessary, to discuss and write or countersign reports on teaching, support, non-teaching and other staff;
3. To be *responsible* for the *development of staff training programmes*, both school-based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school; and
4. To *participate in agreed school/educator appraisal processes* in order to regularly review their professional practice with the aim of improving teaching, learning and management.

It is also important that the SMTs must familiarise themselves with the new educational legislation and the following Acts:

- The South African Schools Act, No. 84 of 1996;
- Norms and Standards for School Funding 1998;
- Employment of Educators Act, No. 76 of 1998;
- Relevant Provincial Education Act; and
- Skills Development Act No. 97 of 1998.

The South African Schools Act, No 84 of 1996 and the National Minister's call for action, *Tirisano*, placed increased pressure on all managers in the education system to facilitate and implement change. Principals and school management teams are required to make this message a reality. Managing is a precondition for responding to change. Responsiveness to a changing environment, clear strategic choices, organisational control and review of achievement are common qualities in all effective management. At the school level, South Africans are beginning to consider alternative approaches to educational management which emphasize collaboration and participation.

However, the history of South-African education was previously characterised by a situation where SMTs only fulfilled administrative and subject related tasks. In the last decade a lot of educational changes occurred. SMTs have to assume new roles now. They are expected to now act as both leaders and managers and must manage educational changes. To fulfil these new roles and expectations, SMTs need to understand what the meaning of leading and managing is that will motivate the reform agenda in schools and how these visions of practice relate to teachers' opportunities to learn. They, no less than teachers, urgently need the chance to rethink practice and to learn the new perspectives and skills that are consistent with new visions of teaching and learning for the whole staff.

It should be self-evident that the quality of teachers is of central importance to a school, and that enabling individuals to improve their effectiveness is the key to any meaningful school improvement effort. The only way schools are going to get from where they are to where they want to be is through staff development. When you talk about school improvement, you're talking about staff improvement. School leaders, by virtue of their position, exert profound influences throughout the schools that they

lead. Without their active support, improvement is not likely to occur. The purpose of staff development is to improve professional performance within the school. Change involves everyone in a school. If people feel that they are important to the change process and understand why the change process is important, they are more likely to cooperate with it.

## **1.2. Statement of the problem**

It has to be said that in this era of educational accountability, especially in the restructuring of the South African school context, schools need to change. Some of these changing factors are the decentralisation of power and control, and the creation of institutional autonomy where individual schools are encouraged and enabled to function on their own and manage their own budgets. Schools are also expected to optimise the use of their own resources, to flourish and to improve. There is therefore pressure on schools to be effective and to improve their effectiveness. As a result, change management has become almost axiomatic in the leadership and management of educational organisations.

Another pressure on schools to change, lies in the complex interplay between the nature of society and the work of schools. There have been changes in the structure of society, especially in South Africa. The globalisation of economies is also changing the nature of the business and commercial world. All these changes and the pace of change have placed an imperative on schools to change what they do and how they do it.

Perhaps unfortunately for schools, the requirement to undertake educational change has coincided with a realisation of the complexity and hence the problematic nature of educational change. Change in schools is mostly difficult and complicated. It is not often easy and simple. There is a good case for arguing that the leadership and management of change in schools require a sophisticated approach, considerably skill, and in many cases, resolute determination. It is to explore these change processes in schools and to analyse the role of SMTs herein as leaders and managers that underpins the nature of this research study. The



management of educational change, and the role of SMTs using staff development to successfully address this change processes, is in essence what this research study is about.

### **1.3. Aims and objectives of study**

The central aim of this study is to investigate how staff development is used by SMTs at three schools in the Paarl region as a strategy for managing educational change. What I therefore want to explore, is the role which SMTs should play in staff development as a key aspect on managing educational change.

First, in trying to address or implement school changes, SMTs must be able to act as leaders or managers. They must also take cognisance of the people whom they should get involved in this change process, namely the teachers, who also learn by doing, reading, and reflecting (just as learners do); by collaborating with other teachers and by sharing what they see. This kind of learning enables teachers to make the leap from theory to accomplished practice. In addition to a powerful base of theoretical knowledge, such learning requires settings that support teacher inquiry and collaboration and strategies grounded in teachers' questions and concerns and whose co-operation can only be accomplished through regular and structured staff development programmes. Sustained change in teachers' learning opportunities and practices will require sustained investment in the infrastructure of reform. This means an investment in the development of the institutions and to gain environmental support that will promote the spread of ideas and shared learning about how change can be attempted and sustained. \*

The study will then attempt to determine whether SMTs do possess the qualities or functions that leaders or managers should have in managing educational change and whether they are currently fulfilling these roles. It will also strongly focus on the implementation of staff development as a change strategy thereby equipping teachers with a knowledge base and skills to face the educational changes in our new structured education system. These changes include amongst many others; curriculum aspects, the teacher development appraisal system,

minimised school funding, GET and FET, and parental involvement in school governance. While it may be possible for teachers to learn some things on their own, rethinking old norms requires a supportive community of practice.

Taking into consideration, there are three broad aims to this study, namely:

- To determine the functions and priorities which SMTs successfully perform if they want to be effective change agents for managing educational change;
- To examine how schools can become better learning environments, with a special focus on staff development as a strategy for managing educational change; and
- To investigate what causes the constraints preventing staff development strategies to be implemented successfully and what intervention measures can be put into place to deal with these barriers.

The schools to be used in my research study will be Desmond Tutu High, Northern Paarl High and New Orleans High, all situated in the Paarl region. (I shall give a more detailed profile of each school and the reason for using them in Chapter Three).

My intention in this research study is to apart from my central research question explore the educational changes at these schools which are generating new needs for staff development. The focus will then be on the SMTs, their capacity to face and address these changes by enabling the rest of the staff through staff development programmes, as a change strategy for managing educational change. This will determine if SMTs understand the organisational context in which they must manage staff development and the challenges that are facing them. I shall then be able to determine the underlying constraints at each school which School Management Teams might experience in the change process.

My study will also try to reveal if these schools have any support systems and a structured staff development plan which will enhance the change process.

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My study will also try to reveal if these schools have any support systems and a structured staff development plan which will enhance the change process and which could lead to school improvement. I would like to explore how we can institutionalise strategies like staff development by making it part of the officially recognised programmes in schools. I hope to make recommendations about the leadership role which SMTs must play in implementing strategies such as staff development as the most important change strategy for managing educational change by drawing on the information gathered on the schools and through the relevant literature.

#### **1.4. Rationale for the study**

My primary motivation to embark on a study of this nature is to meet the challenges of educational changes facing school leaders today, both nationally and internationally. As a teacher, I have realised that staff development is often neglected at schools. I see staff development as a process that can be used by SMTs to address the multifaceted educational changes currently facing our schools today. I regard this process as interplay between leadership and the initial conditions, the initiation of change, the institution's change capability and the purpose of change. All play a part in the change process. In schools, bringing about change in individuals is crucial to institutional change.

As leaders, SMTs are seen as agents in bringing about the changes that will lead to effective school organisation. Therefore, they must know exactly how this process works. The teachers are the most important persons they should liaise with in accomplishing their goal, which can only be achieved through staff development. This strategy will empower the teachers to face educational changes and also create the necessary conditions conducive to this change process. These changes create numerous problems, frustration and anxiety amongst staff members who do not know

how to deal with such changes. While it may be possible for teachers to learn some things on their own, rethinking old norms requires a supportive community of practice. The traditional school organisation separates staff members from one another and from the external environment. Inside school, teachers are inclined to think of “my classroom”, “my subject” or “my children”. Few schools are structured to allow teachers to think in terms of shared problems or broader organisational goals. A collaborative culture of problem solving and learning must be created to challenge these norms and habits of mind; collegiality must be valued as a professional asset.

The participation of teachers is essential because they must in the final instance, carry out these changes. It is essential that SMTs as leaders take the central role in the learning and development of their institutions and unless the SMT of a school is clear about the role of teachers in the change process, their function, direction, focus and values, no amount of time management, policy and procedure formulation or resource allocation will help them in achieving their goal of managing change.

### **1.5. Research questions**

The central research question is:

**Do SMTs know how to use staff development as a strategy for managing educational change?**

The main research question breaks down in seven key questions which will be used to facilitate the above process and the aim of this study.

- 1. What are the functions and priorities that SMTs must successfully perform if they want to be effective change agents for staff development?*
- 2. What changes are generating new needs for staff development?*
- 3. What are the implications and challenges of these changes for staff development?*
- 4. What opportunities are provided for staff development?*
- 5. Who has access to these opportunities?*

6. *How do SMTs understand the organisational context in which they must manage change and the challenges that are facing them?*
7. *What are the support systems for SMTs for initiating staff development and developing a staff development plan at their schools?*

## **1.6. Theoretical framework**

History in South Africa has shown that unless those affected by change processes are involved in the change process, any innovation will remain an outside imposition regardless of the good intentions behind its establishment. The same principle applies to staff development initiatives. When all role-players are participants in the process of conceptualising and setting in place a new system, such a system can lead to improved quality and accountability. This means that SMTs, if they want to operate as change agents in the change process, should be aware of the formidable role which the rest of the teaching staff can play in this process.

Flowing out from this, the Human Resource Skills Development Office of the Western Cape Education Department delivered Circular 0031(2001) to all managers of school organisations (See Appendix D) and which emanates from the Skills Development Act No. 97 of 1998. According to this Act, it is required that each employer should make provision for the training and development of all levels of staff. The Resolution No: 8 of 1998 provide a framework for strategies to develop and improve the skills of workers. As such, the aims are:

- To develop the skills of the South African workforce;
- To increase the levels of investment in education and training in the labour market;
- To encourage employers to provide education and training opportunities in the workplace;
- To encourage workers to participate in learnership and other training programmes;
- To improve the employment prospects of people who were previously disadvantaged;

- To ensure that there is high quality education and training in the workplace.

Some SMTs are however unaware of the content of this document and some do not even have any knowledge about the Skills Development Act of 1998. It is important that they should be informed about this before they can embark on initiating any educational changes at their schools.

### **1.7. National Education Policies in relation to School Management**

The policies and guidelines of the new government allow much scope for initiative within schools. It is essential that SMTs must know the contexts of the following policies and guidelines as a directive in initiating changes at schools.

The South African Schools Act of 1996 (Department of Education, 1996d) is the legislative framework for creating a single, non-discriminatory school system which is based on the fundamental rights of all South Africans as presented in the Constitution. The main aim of the Act is to improve the quality of education and to ensure that all children have an equal opportunity to learn. The White Paper 1 on Education and Training (Department of Education, 1995) and the White Paper 2 on the Organisation, Governance and Funding of Schools (Department of Education, 1996a) respectively emphasize the importance of effective school organisation, governance and educational management.

What are then the implications of national education policies and reform initiatives for schools in South Africa, particularly for SMTs in terms of managing educational change? In my discussion of this, it is pertinent to raise a further consideration when contemplating the complexity of educational change. Education policy is limited to offering a framework of principles and guidelines. There are two practical factors which determine how policy translates into practice and which impact the integration of structural and cultural transformation.

Firstly, there is the question of how people make sense and personal meaning of

policy (Fullan, 1991). This factor acknowledges the constructivist nature of how knowledge is construed and is rooted in the phenomenology of change. Fullan emphasises the latter and the relationship between the macro and micro levels of education reform as follows:

The problem of meaning is central to making sense of educational change. In order to achieve greater meaning, we must come to understand both the small and the big pictures. The small picture concerns the subjective meaning or lack of meaning for individuals at all levels of the educational system. Neglect of the phenomenology of change – that is, how people actually experience change as distinct from how it might have been intended – is at the heart of the spectacular lack of success of most social reforms.

(Fullan, 1991:115).

Secondly, the culture of schools is as varied as the range of contexts in which they are located supporting the contention that “the uniqueness of the individual setting is a critical factor – what works in one situation may or may not work in another” (Fullan, 1991). This implies that policy implementation ought to be flexible and context sensitive. As Chisholm and Vally (1996:28) point out:

It would be advisable for the policy to be applied in a blanket manner to all schools. This underscores the point made that homogenising policies which do not take into account local complexities and particulars are bound to failure. Flexible forms of application are a necessity.

Summarised below are some of the key features (based on relevant policies and reform documents) of education reform in South Africa in relation to the focus of this study.



**Table One: The National Education Policy Act (1996), and the White Paper on Education and Training (1995).**

**The National Education Policy Act (1996) represents the moral vision of the Constitution (realisation of democracy, liberty, equality justice and peace).**

**According to this Act the new Education System in South Africa should feature:**

1. An improvement of quality, equity, productivity (effectiveness) and efficiency.
2. Inter-departmental cooperation.
3. The empowerment of people to participate effectively in all the processes of a democratic society with a view to helping citizens to build a nation free of discrimination.
4. The restoration of a culture of teaching, learning and management. This involves the creation of a culture of accountability and the development of a common purpose or mission.
5. Transforming the legacy of the past.
6. The diversification of curriculum choice – an approach which combines principles of learner-centredness, lifelong learning, flexibility of learning provision, removal of barriers to access learning, recognition for credit of prior learning experience, provision of learner support, construction of learning programmes in the expectation that learners can succeed, maintenance of rigorous quality assurance over design of learning materials and support systems.

## **Table Two: Organisation, governance and funding of schools**

(Based on: (a) The South African Schools Act of 1996, Department of Education, 1996d; and The White Paper on the Organisation, Governance and Funding of Schools, Department of Education, 1996a).

### 1. In summary:

- Advocates a coherent, integrated flexible national system which advances redress, equitable use of public resources on improvement in educational quality, democratic governance, and school-based decision-making within provincial guidelines. New school organisation structure should embody a partnership between the provincial education authorities and local community.

### 2. New structures aim to:

- Ensure national coherence and common purpose while retaining flexibility and protecting diversity;
- Enable a disciplined and purposeful school environment dedicated to a visible and measurable improvement in the quality of the learning process and learning outcomes;
- Enable representatives of the main stakeholders of the school to take responsibility for school governance, within a framework of regulation and support by the provincial education authorities;
- Ensure that the involvement of government authorities is at a minimum required for legal accountability. It is based on participative management.
- Improve efficiency.
- Enable School Governing Bodies to determine the mission and character or ethos of school.
- Ensure both equity and redress in funding from public resources.

3. Each public school will represent a partnership between the provincial education department and local community.

4. Re-organisation requires a comprehensive programme to build capacity for management.

**Table Three: Effective management of education**

(Based on task team report: Changing Management to Manage Change in Education, Department of Education, 1996b).

In summary:

1. Education management development is the key to transformation in education.
2. Management is not an end in itself. A central goal is the promotion of effective teaching and learning.
3. Task of management at all levels in the education system-the creation and support of conditions under which teachers and their students are able to achieve learning.
4. Primary focus for any new approach to management must be the school and its community. Schools are building blocks for transformation of the education system.
5. Management not the task of few; an activity in which all members of education organisations engage.
6. Everything is driven by the mission of the school. Major stakeholders must feel ownership of the school's mission.
7. In building competencies of individual managers, shift in emphasis from training the individual towards support for individual development within the context of organisational development. Harmony between organisational goals of individual development needs.
8. Development of management through education, training and long-term support.

SMTs and educators should be well informed of the various education policies to understand the rationale behind it and to be able to interpret it. Also an important factor is that teacher development policies which encourage school improvement will need to be closely integrated with the daily experiences of teachers if they are to have any chance of being implemented. These policies will need to be firmly embedded in

the structure and ethos of institutions, at the same time as allowing teachers the opportunity to challenge the daily routines of school life. It is only then that ways will indeed be found to break down teacher isolation, to create for reflection at school, and to encourage teachers to explore alternatives in their teaching.

As leaders or managers, School Management Teams should know that policy incorporates statements of intent, courses of action, resource allocation and could be about the resolution of problems. In this way there is a greater chance that policies will be developed from the experience of individuals as they work from overcoming the tension of feeling that their values are not being fully lived in practice (Whitehead, 1996: 173).

Whitehead argues further that policy seeks not only to change structures, but essentially to change practices. He suggests a reconceptualisation of policy, which is not developed:

Through the imposition of a conceptual structure, but in the living relationships of teachers and academics as they ask questions of the kind, "How do I improve my practice?" The living policy is being developed from the experiences of individuals as they work at overcoming the tension of feeling that their values are not being lived fully in their practice. (1996:174).

But before one can even think of addressing issues around educational changes, the role players that needs to be considered important to this process, are the teachers. This is vital in any organisation and SMTs should be aware of this before they can initiate any changes. This is part of the role that they should play as leaders in developing their staff. If SMTs want to be successful in managing educational changes at their schools, they should be aware of the following aspects namely:

- Professional Learning

Staff development is vital to the growth of the school. Unless the staff develops, the school will not improve. Moreover, teachers need to agree to a set of principles for

their professional learning if they are to make the school into a community of learners. It is the essence of professional development, aside from their personal (career) needs; teachers as professionals need to keep abreast of new developments, extend their expertise and acquire new competencies.

- In-service training

Teacher's engagement in life-long learning, aimed at both personal and professional development, is a critical dimension of whole school development itself. Using and creating opportunities to engage in in-service training is an important part of this process. This also includes teachers attending short courses at colleges or university (for example Further Diplomas in Education, Bachelors and Masters Degrees of Education).

- Support structures

This includes participating in the Department of Education's in-service programmes or establishing a professional network which may include teachers from other schools in the area to share, explore and develop new ideas. It can also be done by setting up or calling for professional development programmes in their own schools.

- Strategies

Setting up action research programmes at school for evaluation of the staff development programmes. Developing "apprenticeship" relationships, where teachers learn from others who are more skilled than the rest.

- Planning

The planning would include the structuring of an effective staff development plan at schools. Here the needs of schools regarding staff development are prioritised.

- Process

The process of implementation includes the identification of staff development requirements, the design of the programme, and then monitoring the programme. Shroyer (1990:5) noted: "For staff development to effectively change educators' beliefs and behaviours to support school improvement, it must be based on a sound understanding of organizational development and the factors that enhance school change".

### **1.8. Brief outline of the research methodology**

The study was conducted using a predominantly qualitative research method. In this way I could determine whether staff development does exist at the different schools as one of the objectives of my research is to measure perceptions concerning the implementation of staff development strategies by SMTs.

I also used the following relevant data sources and literature on school leaders, and staff development and the management of educational change:

- Scholarly journals
- Books (primary and secondary sources)
- Dissertations
- Internet sites
- Government publications
- Policy reports and papers

The data from all the available sources that will be utilised during the research process were integrated and collated in the data collection stage.

Semi-structured interviews constituted the main form of the research. It was conducted to address the basic research questions. These interviews focused on SMTs at three high schools in Paarl. My decision for choosing these three, is because they are part of the disadvantaged communities. This investigation involved three principals, three vice-principals, (one at each school) and two heads of departments

per school. Some of the interviews were audio-taped after permission was granted by the interviewees. In cases where permission for tape-recording was not granted, extensive notes were taken. The interviews gave me a clear indication of what participants say they do, think, or feel about staff development.

I was also able to gain insight into the problems schools are having, what the working relationships are between SMTs and the rest of the staff, which constraints SMTs are experiencing in managing educational changes and whether they have a structured staff development plan.

### **1.9. Format of study**

- The text consists of five chapters. In the first chapter the background of the study, statement of the problem, aims and objectives of this study, rationale of the study, research questions, theoretical framework and a brief outline of the research methodology are given. Tables are also given of the following South African Educational Legislative Acts, namely:
- The South African Schools Act of 1996,
- The White Paper 1 on Education and Training (Department of Education, 1995),
- The White Paper 2 on the Organisation, Governance and Funding of Schools (Department of Education, 1996a), and
- The Education Management Development (EMD) document (Department of Education, 1996b).

The study of these documents is important as they play a pivotal role in understanding why changes in South African education are absolutely necessary and why it is so important for SMTs to focus on staff development to successfully manage educational change.

Chapter Two is the literature review which addresses issues such as a context for school change in the South African education, definitions of leadership and management, the context of staff development, theories of change, the nature of change, frameworks and guidelines for managing educational change.

Chapter Three explains the methodological aspects of the research study. It begins with a restatement of the motivation of the study, the research aims, objectives and instruments used.

Chapter four deals with the analysis and interpretation of the data. The research findings are explained according to the seven selected themes explained in the preceding chapter.

Chapter five gives an overview of the results of the research. It outlines the limitations of the research, and makes proposals regarding further research. Conclusions and recommendations are also made on the basis of the research findings.





## CHAPTER TWO

### LITERATURE REVIEW

*For our schools to do better than they do we have to give up the belief that it is possible to create the conditions for productive learning when those conditions do not exist for education personnel. (Sarason, 1972:13).*

#### 2.1. Introduction

In many countries educational systems are currently being restructured and revamped. Among the challenges faced are standards-based school reform, site-based management for schools, and partial privatization of universities. Globalization, decentralization, and market orientation are examples of external forces that cut across different public policy sectors (welfare, health, culture, and education) and affect all levels of education, including teacher education.

Since 1994, a lot of educational changes took place in The South African education system which schools have to manage by themselves. Changes have included a unified, national education system, a more democratic system of school governance, a new standards and qualification authority, redistribution of financial and human resources, higher education reforms and the re-orientation to outcomes-based education through Curriculum 2005 and the New Revised Curriculum Statement. Yet, against this backdrop of change, the South African education system still faces major challenges. These are all evidence of the recognition that change needs to be multifaceted and focussed at a variety of levels within the education system.

Managing educational change seems to have become increasingly important. It is

primarily the role of the SMTs to implement change in a school. Managing school change and improvement is one of the complex tasks of school management. As Fullan (1993:130) pointed out, school leaders need to understand the change process in order to lead and manage change and improvement efforts effectively. They must learn to overcome barriers and cope with the uncertainty and chaos that naturally exist during the complex process of change.

SMTs should know that in the process of managing educational change, staff members are equally important. It should be self-evident that the quality of personnel is of central importance to a school, and that enabling individuals to improve their effectiveness is the key to any meaningful school improvement effort (Sparks, 1984:75). Sparks goes on to say that “the only way we are going to get from where we are to where we want to be is through staff development. When you talk about school improvement, you are talking about people improvement”.

The essence of educational change consists of learning new ways of thinking and doing and staff development and support are crucial aspects in the change process. Staff development is not a call for a mechanistic acquisition of skills, but an integrated assimilation of new approaches that accommodates areas of concern and uncertainty and is focused on an ongoing education and support process. It also applies to planning, development, monitoring and evaluation (Dalin, 1978: 89). It might also facilitate new roles and practices needed because of the change. If SMTs are to assume new roles, then provision must be made for staff development.

## **2.2. A context for school change in South Africa**

In April 1994, all South Africans of eligible age went to the polls for the first time. The African National Congress (ANC) which had been in existence since 1912, but which had been banned since 1960, became part of a coalition Government of National Unity (and later the ruling party). After the elections of 1994, to redress the inequalities of our chequered past, the South African government has embarked on an urgent programme of restructuring its education system on principles of equity, human rights, democracy and sustainable development.

Since the 1990s, restructuring policies have been on the agenda of South African policy developers, and a series of policy proposals were produced by the African National Congress, (May 1994) and the Education Renewal Strategy (ERS, November 1992). State policies in this transition period set up support systems and negotiated positions for future systems, rather than resolving existing crises (Christie 1994).

These issues allude to the point that within the transition period, the initiation and formulation of vast changes in the education arena have given rise to additional questions and tensions. These issues necessitate a shift in analysis. Educational change in South Africa is not simply about ending the severe distortions and limitations of apartheid education, but about moving toward a regeneration of schools and the restructuring of the education system.

This is especially true in terms of the tension between implementation of something which is going to take a very long time and which needs both time and resources to work itself through, and the high degree of urgency in the need to address those issues which occur at the sites of implementation i.e. in the schools/universities/technikons and particularly, in the lives of human personnel.

Since the elections of 1994, the new democratic government has continued to work on restructuring the whole education system (De Clerq, 1997) to move to a culture that is more democratic, fair and based on human rights. There have been government commissions that have consulted with stakeholders and “experts”, reports and policy papers have been written, and in most instances, legislation has been passed. By 1997 the clear outcomes of government policy had emerged and the basic foundations for a new education and training system had been set out in a number of legislative acts:

- The Labour Relations Act (1985),
- The South African Qualifications Act (1995),
- The National Education Policy Act (1996),
- The South African Schools Act (1996),
- The Employment of Educators’ Act (1998), and the
- Further Education and Training Act (1998).

The new government immediately set about re-configuring the administration of education in South Africa, followed by a series of White Papers from the new Department of Education. For example, White Paper One emphasises the principles of basic human rights, democratic governance, access, equity, justice and accountability as the foundations of a non-racial education and training policy. It is primarily concerned with changing South Africa's inheritance of racially and ethnically divided school systems, with its extreme inequalities in education provision. (I already referred to White Paper One and White Paper Two in Chapter 1.)

The education system was adapted to one which provided for a national administration as well as nine provincial administrations, thus changing the racial organisation of education to one based on the geography of the country. As in the case of legislation, initiatives such as the Culture of Learning, Teaching and Service campaign (COLTS), the training of school governing bodies in new forms of school governance and an outcomes-based education (Curriculum 2005 and the New Revised Curriculum Statement) are all part of the rapid changes in South Africa. White Paper Two and the South African Schools Act of 1996 also had massive implications in terms of restructuring the education climate in South Africa. It is the South African Schools Act, 1996, which put the new government policy into legislative form. All departments and educational institutions operate within a context of transformation of national education policies and practises defined by White Papers One, Two, and the Schools Act.

### **2.3. Theories of change**

The main categories of theories of change that assist in understanding, describing, and developing insights about the change process, are:

1. Evolution;
2. Teleological;
3. Life cycle;
4. Dialectical;

5. Social cognition; and
6. Culture.

Each model has a distinct set of assumptions about why changes occur, how the process unfolds, when change occurs and how long it takes, and the outcomes of the change process.

The main assumption underlying evolutionary theories is that change is a response to external circumstances, institutional variables, and the environment faced by each organization. Social systems as diversified, interdependent, complex systems evolve naturally over time because of external demands (Morgan, 1989:172).

Teleological theories or planned change models assume that organisations are purposeful and adaptive. Change occurs because leaders, change agents, and others see the necessity of change. The process for change is rational and linear, as in evolutionary models, but individual managers are much more instrumental to the process (Carr, Hard, and Trahant, 1996).

Life-cycle models evolved from child development and focus on stages of growth, organisational maturity, and organisational decline (Levy and Merry, 1986:78). Change is conceptualized as a natural part of human or organisational development.

Dialectical models, also referred to as political models, characterize change as the result of clashing ideology or belief systems (Morgan, 1986:173). Conflict is seen as an inherent attribute of human interaction. Change processes are considered to be predominantly bargaining, consciousness-raising, persuasion, influence and power, and social movements (Bolman and Deal, 1991:212).

Social-cognition models describe change as being tied to learning and mental processes such as sense making and mental models. Change occurs because individuals see a need to grow, learn and change their behaviour.

In cultural models, change occurs naturally as a response to alterations in the human environment; cultures are always changing (Morgan, 1986:175). The change process

tends to be long term and slow. Change within an organisation entails alteration of values beliefs, myths and rituals (Schein, 1985:67). Some researchers suggest using several models or categories, as each sheds light on different aspects of organisational life (Van de Ven and Poole, 1985).

The advantage to multiple models is that they combine the insights of various change theories. Bolman and Deal's (1991) reframing of organisation and Morgan's (1986) organisational metaphors illustrate how assumptions from teleological, evolutionary, political/cultural, social-cognition and lifecycle models can be combined to understand change.

Bush (1986) has classified most of the current theories and approaches to educational management into five models. Each model contains features which might apply more or less to different types of institutions – school, college or university. He takes four main elements – goals, structures, environment and leadership – and illustrates the emphasis each model places on these common elements. The five models he uses are formal, democratic, political, subjective and ambiguity. He goes on to refer to five factors which influence managerial approaches. These are:

1. Size of institution;
2. Nature of the organisational structure;
3. Time available to manage and participate;
4. Availability of resources; and
5. Nature and rate of change in the environment. (Bush,1986:42)

Taking the above five factors in order he suggests that, large complex institutions become prone to adopting political or possibly ambiguity perspectives. Political and democratic approaches are appropriate where the heads of these units seek to involve their political colleagues in decision making through the introduction of committees and working parties as part of establishing greater participation. This is important for both democratic and political approaches, where staff attendance at meetings and such like is necessary if participation in decision making is to be achieved. The managerial approach may also be determined by the extent to which resources are plentiful or scant. When resources are easily available, distribution tends to be less contentious than when they are scarce and the possibility of cutbacks and closures looms. Under

the latter circumstances groups seek to defend their interest and the formal or democratic perspectives more appropriate to a rich environment become inappropriate. Stability in the environment creates a situation where planning and prediction can take place; in this type of environment, a formal or democratic approach is possible. Alternatively, instability, creating uncertainty and unpredictability, might necessitate an ambiguous approach.

Taking briefly Bush's models in consideration on what was said so far; the *formal approach* might be identified by a formal, written policy statement indicating aims and objectives based on organisational needs. A *democratic approach* would also be identified by a policy statement but this would have been agreed between staff and SMTs and would be based on individual and organisational needs. Staff could opt to be involved or not. The statement of policy, aims and objectives associated with a *political approach* would be negotiated and bargained between SMTs and staff members. The *subjective approach* has a more individualistic bias. Its objectives are based on individuals' views and experience of staff development, and their perception of their own needs. The *ambiguity model* implies that the objectives of staff are not clear and are related to the external environment. Needs change in relation to pressures. The main purpose of this activity would be the survival of the organisation and its members.

These theoretical issues are related to my study and my approach into the study because by using Bush's models of educational management, it might be helpful to speculate how staff development might appear in schools. Another fact is that many schools in South Africa are often characterised by low educator morale, poor resources and facilities, and mismanagement. The organisational factors mentioned impact on any change process in a school. The question is about how we create systems that will generate innovations. Real change cannot occur without the involvement of teachers in school organisations. SMTs, in their endeavour to manage educational change, need an understanding of the relationship between the personal factors, the organisation and the environment. Dalin (1998) appears to take on a constructivist word view when he asserts that school improvement is fundamentally a question of values and that what for some people is truly meaningful can be of little importance for others. He further argues that every theory of educational change must

be a contingency theory which concerns itself with the relationship between the organisation and its environment.

## **2.4. The management of change**

The management of change has been the subject of much study and investigation. Rather than attempting to set out and explain all that is known about change, this section partially looks at some of the key themes in the change literature. It first explores the nature of change generally, in order to understand why change is difficult to manage and understand. It then briefly reviews sources of resistance to change in schools. Working with resistance to change is one of the key leadership tasks in change management. Following this, is a section on frameworks and guidelines for change management.

### **2.4.1. The nature of change**

Morrison (1998: 123) provides a very useful analysis of the main themes in the recent literature on educational change and the management of educational change. He identifies the main themes as follows:

- *Change is structural and systemic.* Any real change will affect the whole system, in that change in one part of an institution has a knock-on effect in other parts.
- *Change is a process that occurs over time.* Because any change takes place over time, organisational change is not a discrete event, it is not sequential and it does not follow a straight line.
- *Change is multi-dimensional.* Change encompasses a number of different dimensions including resources, content, process, evaluation, emotions, beliefs, values and principles.
- *Change is viewed differently by the various participants and therefore calls up a range of responses.* All those involved in the change process will have their own perspective on it.



- *Change management requires investment in technological resources, human resources and the management of the process.* The effective management of change requires creativity and the ability to identify and solve problems.
- *Change strategies must emerge over time, be flexible and adaptive.* The management of change needs to integrate change efforts from the top and bottom of the organisation.

#### 2.4.2. Responses to change

The initiation of change will be both rational and non-rational, and responses to it will be likewise. People and systems respond to change both in a logical way and in a way which is clearly underpinned by emotions. Connor (1995) lists the main reasons for resisting change. They are:

- *Lack of trust.* People may resist change because they do not trust the motives of those proposing it. Those individuals who are resisting change may not trust the change initiators' interpretation of the need for change. Those resisting a proposed change may feel that it has hidden, ominous and serious consequences that will only become apparent at a later time.
- *Belief that change is unnecessary.* If there is no clear evidence that the need for change is high, then resistance will also be high. Even if the need for change is recognised, the inclination will be to change current practices incrementally rather than to go for a more radical change in practice.
- *Belief that change is not feasible.* Although the need for change may be recognised, resistance to it may be justified on the grounds that the proposed change will not work. Failure of earlier change initiatives will increase cynicism about future ones.
- *Economic threats.* Proposed change is likely to be resisted if it threatens the job security of those affected by it. This threat could be perceived in a number of ways. Changes in ways of working might make existing skills sets redundant. Changes in structure may make particular posts redundant. The

change may signal a shift, the future implications of which may affect job security.

- *The relatively high cost.* In any change the benefits can be set against the costs. As many of the costs and benefits will be contentious and a matter for debate, the cost/benefit equation can be used to resist change.
- *Fear of failure.* Change requires adaptation to a new way of working. The anxieties that individuals may have about their capability to adapt may cause resistance to change. They may also be anxious that they will not be effective in the new situation as they are at present.
- *Loss of status and power.* Institutional change almost inevitably results in a change in the institutional hierarchy, the 'pecking order'. Existing networks of influence may be disturbed by a change in the structure of the system. The prospect of these disruptions may provoke resistance to change.
- *Threats to values and ideals.* Change that is not consistent with individuals' values and beliefs is likely to be strongly resisted. This kind of threat can be perceived as a threat to individuals' integrity and their sense of self.
- *Resentment of interference.* Some people will resist a change if they see it as an attempt to be controlled by others. Members of the institution who have low self-esteem may seek to give themselves confidence and security by remaining firmly in control of their world. They are likely strongly to resist any disturbance to the structures they have put in place to ensure this security.

It is important to review these resistances as natural responses. They are understandable because at the heart of them all is emotion, especially anxiety. The anxiety will be greater if the change seeks to alter the social defences that have been put in place to defend against anxiety. All these resistances are held with convictions; they are active and have energy. There is no doubt that the energy of the resistance will become a powerful force for commitment to the change if conversion is possible. The problem is that the capacity for adaptability needs to be encouraged all the time.

The implication of this for my investigation will be to focus on how SMTs use staff development to address these issues of fear, anxiety and negative behaviours to change because throughout the literature on change, the issue of leadership is

emphasised as crucial in promoting change. They need to establish vision and create a climate for change. Resistance itself is not the major problem, but the ability of leaders to anticipate resistance, understand its dynamics, and respond effectively is the issue.

### **2.4.3. Frameworks and guidelines for managing change**

Fullan is perhaps the best known protagonist in the area of educational change whose contribution has been prolific in the phenomenology of change and the management of change. He argues (1985 :396) that “it is necessary to understand the psychological dynamics and interactions occurring between individuals in schools as they experience change before we can decide which strategies are most “effective”.

In attempting to understand educational change Fullan (1991:162) proposed a series of stages in the management of educational change. They are as follows.

1. *The Initiation Phase.* Important positive influences in this starting phase are:
  - the existence of quality innovations on which the change innovators can draw;
  - access of schools to innovation;
  - advocacy from central administration;
  - teacher advocacy of particular innovations;
  - the impact of external change agents;
  - the absence or presence of community pressure;
  - new national policies and the funds available to support them;
  - the willingness of schools to see the possible wider benefits of any particular innovation.
2. *The Implementation Phase.* Fullan (1991:164) list key factors affecting implementation as follows:

- *The characteristics of change.* The need, clarity, complexity, quality and practicality of the change will all impact on the implementation.
  - *Local characteristics.* The context, at various levels- regional, community, principal and teacher-will influence the implementation.
  - *External factors.* Factors outside the institution, such as central and local government and other agencies, will have an effect on the implementation.
3. *Continuation Phase.* For an innovation to continue and become institutionalised depends on whether:
- the change becomes embedded in the structure of the institution;
  - there is a critical mass of staff at a variety of levels who are skilled in the new ways and are committed to them;
  - there are resources to provide some form of aftercare to support the initiative and to help develop those new to the innovation.

Fullan (1991:105-107) suggests that there are ten “do” and “don’t” assumptions basic to a successful approach to educational change, namely:

1. Do not assume that your version of what change should be is the one that should or could be implemented.
2. Assume that any significant innovation, if it is to result in change, requires individual implementers to work out their own meaning.
3. Assume that conflict and disagreement are not only inevitable but fundamental to successful change.
4. Assume that people need pressure to change (even in directions that they desire), but it will be effective only under conditions that allow them to react, to form their own position, to interact with other implementers, to obtain technical assistance, etc.

5. Assume that effective change takes time.
6. Do not assume that the reason for the lack of implementation is outright rejection of the values embodied in the change, or hard-core resistance to all change.
7. Do not expect all or even most people or groups to change.
8. Assume that you will need a plan that is based on the above assumptions and that addresses the factors known to affect implementation.
9. Assume that no amount of knowledge will ever make it totally clear what action should be taken.
10. Assume that the changing culture of institutions is the real agenda, not implementing single innovations (pp. 105-107)

Having looked at the notion of international and national literature on change management, the next sections of this chapter moves to the main part of this research study- the role of SMTs in staff development as a key tool on managing educational change.

## **2.5. Debating staff development as key tool in managing educational change**

Efforts to improve the schools continue both from within institutions and from without. Each year brings a new set of reports about how schools have failed, another set of prescriptions or innovations for adoption, and new mandates designed to improve teaching and learning through legislative means. The driving force behind such efforts is the perception that schools can and must be improved. While change in society has become commonplace, the schools remain much as they always were; we appear to be preparing children for a type of future that may not come to pass. For the past several decades, despite huge efforts, the educational establishment at all levels has shown a remarkable inability to implement and maintain more effective ways of teaching, or to create school settings that are productive and exciting learning environments(Little,1984:102).

The adage, the best way to learn about a system is to try and change it, could not apply more to the schools. Massive efforts have been made over the past years to change schools, and while little reform may have occurred, much has been learned.

Fleisch (1993) suggests that it is useful to understand the crisis at schools as relating to legitimation, management and the collapse of teaching and learning. He suggests that a decade of resistance to apartheid in South Africa has discredited particular education practices and that the culture of opposition has undermined the legitimacy of the role of the educational managers. The necessary management competencies for professional growth, incentives and assessment are non-existent. Fourie (1991) suggests that only effective management will improve the quality of schools. The principal is seen to play a critical role in ensuring motivation and performance of staff. This can be achieved through 'effective leadership, a predominantly democratic leadership style and competent management' (Gounden and Dayaram, 1990:19).

Du Toit (1996) stresses the importance of organisational development strategies in improving or changing organisational culture. Along similar lines, Van der Westhuizen and Theron (1994) stress the importance of human resource development. They argue that the human resources perspective has already replaced the traditional personnel management approach in the private sector. Human resource management, of which staff development is a central component, ensures that people and the organisation function effectively.

In the rest of this chapter, I first describe staff development and how the different sections of the text cohere to present a theme which to me holds promise in making managing educational change efforts more effective. I then identify selected issues and concerns that are prevalent in staff development efforts as a key tool on managing educational change that will be picked up in subsequent chapters.

## **2.6 Staff development in managing educational change**

In almost all educational settings staffs are required to design, deliver and monitor the effects of a wide range of learning materials. That they should be encouraged by

training opportunities and development activities to become confident and effective in carrying out these duties seems right and proper. That those who manage the setting in which teaching staff operate should become competent in facilitating their work, also seems of primary importance. Any definition of educational staff development might, then, be expected to aim at the improvement of teaching and learning.

The use of the term staff development has gained prominence recently and has taken on an amalgam of meaning. Some use the term interchangeably with in-service education, considering it “any training activity that helps teachers improve teaching skills” (Sparks, 1984: 72). As such, staff development may have become just a new word for an old activity, a new buzzword for the new century. But Fenstermacher and Berliner (1983: 3) argue that “staff development in the eighties is not the same as in-service education of earlier decades.” They point out that the days of planning workshops on a variety of topics from which individual teachers selected are numbered, and are being replaced by more comprehensive efforts at all levels.

Dillon-Peterson (1981) presented staff development as the “gestalt” for school improvement which in turn would lead to maximum personal growth and a better atmosphere for effective school change. Whatever perspective one may wish to take from the literature, staff development has come to take on quite different meaning in recent years from the traditional notion of in-service training.

This study, however, does not take on any specific definition, but sees the concept of staff development as variously referred to as human resource development, professional development, and teacher development (Fullan, 1993:172). Nevertheless, there are many definitions of staff development that I think will be worthwhile to mention here for the evolution of this study. What the various definitions have in common is recognition that staff development is a planned process which enhances the quality of teacher and pupil learning. At the heart of this process is the identification and clarification of the needs of teaching staff within the context of the school as a whole. Staff development should support the individual within the school.

Fullan (1991) describes it as a process that is intended to improve the skills, attitudes, understandings, or performance of teachers in their present or future roles. It is based

on the assumption that if schools are to succeed in their many goals, school personnel must then continuously expand their knowledge and skills, be made aware of new challenges, and be encouraged to solve problems. The overarching purpose of staff development is to enable staff to increase the academic performance and healthy development of children enrolled in the school system.

Staff development incorporates education and training for all staff - especially but not only the teaching staff through various forms of in-service programmes. Without ongoing programmes and processes to encourage and support staff development, schools become out of touch with educational trends and teachers lose the sense of renewal and inspiration which is such an essential part of a meaningful education.

Staff development concerns the means by which a person cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of a particular organisational segment are achieved.

Staff development should relate to the individual, the interested groups and the whole school. Its primary aim should be to increase the quality of pupil learning by the development of the potential and it should seek to recognise the specialised needs of individual teachers. Hewton (1988: 37) reminds us, however "that the effectiveness of organisations depends upon the quality of life provided for those who work within them."

Staff development is the planned influence of an individual's psychological processes, whose purpose is to gain from staff an attitudinal commitment to the philosophy, values and goals of an organisation (Matheson, 1981: 98).

Jalling (1980) sees such system-centred descriptions as definitions of staff training rather than development in any educational context. He advocates the term staff training to signify activities on the part of educational authorities...to implement educational policy as defined by the authority in question. Staff training "fortifies" other signals coming from the governing system: it supports given policy and encourages loyalty to it (Jalling, 1980: 90). On the other hand, staff development is a term used to signify activities aimed at increasing the readiness to accept and promote



innovation. It is an invitation to members of the system to participate in the formulation of policies.

Jalling (1980) clearly sees development as a process whereby the competence and confidence of staff lie not in serving the educational system in a passive fashion-becoming efficient and effective in what it demands of them - but in actively seeking to contribute to the growth of the system. If training is about how to perform, then development might be said to cover how to be.

Williams (1981) suggests that staff development in schools should have aims that relate to the needs, not only of teaching and ancillary staff, but also of the pupils and of the organisation within which they all function. He identifies the relationship between the individual and the organisation as one of the roots of staff development.

One of the most cited definitions of staff development is that by Piper.

A systematic attempt to harmonise the individuals' interests and wishes, and their carefully assessed requirements for furthering their careers with the forthcoming requirements of the organisation within which they are expected to work (Piper, 1977: 22).

We find Watson arguing that the term staff development refers to the activity of ensuring the personal and professional development of the staff of the school (Watson, 1976: 18).

The notion of staff development as a harnessing of personal and organisational energies to meet the individual and institutional needs is expanded upon by Billings (1982: 22).

Staff development is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programmes of staff activities designed for the

harmonious satisfaction of those needs.

He stresses that

- There are two sources of needs and objectives:
  - individual and institutional;
- Present and future needs both have to be satisfied: thus “job satisfaction” and “existing courses” exemplify present, future, individual and institutional needs;
- Programmes to satisfy the needs must resolve any conflict between the two approaches;
- The needs must first be identified, discussed and assessed;
- Programmes devised to meet the needs should be seen as continuous, taking into account those which are fulfilled and those which emerge as a result of changes in school contents, plans and career aspirations.

In its broadest definition staff development encompasses what teachers bring to the profession and what happens to them throughout their careers. Staff development is a complex activity that cannot simply be left to happen. It needs to be managed, and in managing staff development the stress should be on continuous improvement. In many schools staff development requires an open, supportive and participative management structure. Schools will not improve unless teachers, individually and collectively, develop. Teacher growth is at the heart of school development.

Staff development is a life-long journey in any school organization. It is naturally a fundamental process underpinning the broad picture of school improvement. Teachers should benefit from such a process because the interdependent relationship of the school and the teacher is crucial: a teacher cannot improve his or her performance consistently if the management or organisation is in poor health, and the total functioning of the school rests on the sum of the individual teachers' contributions.

As will be true for their learners, the world in which teachers and school leaders live and work will be one in which the only constant will be change. As Shulman (1987:90) observes: “What we hold to be true for learners must, of necessity, hold

true for teaching and teachers.” That is, to remain effective, teachers and school leaders will need to continually upgrade their skills, expand their knowledge and develop new strategies to meet the needs of increasingly diverse learners and their parents.

Staff development is collaborative as well as personal. It takes place away from the school site but more often at school. It occurs during special and formal development events but also informally as part and parcel of the teacher’s work. Given that a great deal of staff development is school-based, we should believe that there are at least four aspects worth paying attention to.

First, we need to recognize that staff development is essential to school improvement. In other words, schools will not grow unless the staffs develop. It is not enough to hope colleagues will develop. Teachers need planned opportunities to learn. Moreover, teachers’ professional learning needs to be related to and reflect the school’s priorities for development. Staff development should be both systematic and linked to the school’s development plan.

Second, it follows from the first that schools should have a policy for staff development. This policy should:

- Focus on the school’s needs;
- Use teacher appraisal to provide links between individual needs and the whole school;
- Establish every teacher’s right to professional development,
- Create and sustain a framework for staff to disseminate their new knowledge and skills;
- Coordinate information on external courses;
- Review the design of staff training days and evaluate their relevance and effectiveness; and
- Ensure staff development is included in the budget and timetable of the school.

Unless there is an active policy for professional learning which is carefully managed

and monitored, then teacher's development will not be integrated with school improvement.

Third, although staff development may attend to a large number of topics and needs, fundamentally a development programme should aim to enhance the quality of pupil learning. For this reason, staff development needs to be classroom focussed. Teachers need to develop by looking at their teaching and by observing the learners. While teachers often have many development needs, especially when they take on extra responsibilities, they nevertheless need to keep on developing improvements in teaching and learning.

Fourth, it follows from these three points that the school should be regarded as a context for professional learning. The school's organization will influence how staff interact, who they collaborate with and how much time they have to work together. The school's organizational structure powerfully influences whether staff can learn with and from one another. Furthermore, the organizational culture of the school has a direct and indirect bearing on how much staff share ideas, successes and setbacks.

SMTs who seek to empower their teachers will generally include them in planning the programmes that are intended to enable teachers to improve their effectiveness (DuFour, 1991). This does not, however, mean that School Management Teams should not influence these programmes and the ways in which they are presented. School Management Teams can involve post level one teachers in the planning of staff development programmes at the same time that they provide administrative direction by establishing parameters within which all programs must operate.

DuFour (1991) suggests that school improvement begins with the belief that all people are capable of taking action to improve their work. The process gets underway when leaders express faith that others can and meet high expectations. Instead of controlling people, leaders assist people in strengthening skills and developing their best attributes. Empowerment eliminates excuses for failure to perform. People can't blame failure on the decisions of others when they are free to determine the curriculum of a course and its intended outcomes, the textbooks and material to be used, the appropriate instructional strategies and pacing, and the best methods of

assessing student achievement.

## **2.7. The role of school management teams in the change process**

This section explores some of the issues in leadership in the process of managing educational change. Although one tends to believe that effective leadership is essential for change in schools, a little caution needs to be exercised in asserting this view. First, there is a seductive assumption that if change has occurred, it must have been initiated by a change agent such as a SMT. In attempting to identify the essence of that leadership, understandably, one first looks to the principal. It is then easy to assume that if the change has been successful it must have been led successfully, and that we can attribute this successful leadership to the principal. However, change is complex and change in schools is particularly complicated. The interplay between leadership and the initial conditions, the initiation of change, the schools' change capability and the purpose of change, all play a part in the change process.

For individuals and organisations to change, they must learn to do things differently. Leadership and management of change are centrally concerned with the management of learning in individuals and in the organisation. Those in leadership positions in the schools have a role in the development and education all of those in their schools. It is therefore interesting to attempt to distinguish between managing and leading. However, in this research study, I am concerned with the practice of leadership in staff development on managing educational change in schools. This practice can be called leadership or management.

## **2.8. Defining leadership and management**

The distinction between leadership and management remains the subject of ongoing debate. While no one appears to argue that the two are the same or even equivalent, the degree of overlap between leadership and management is a matter of contention. The overlap is understandable since the two forms of action are so broadly conceptualised.

For Yukl (1994:132) “it is obvious that a person can be a leader without being a manager and that a person can be a manager without leading”. Rost (1998:158) asserts that it is possible to both lead and manage simultaneously, and that there is little point in arguing otherwise. An important point that distinguishes between leading and managing is the matter of characterising processes rather than people. This point is significant in the context of education, where the rise of leadership as a way of organising in schools seems to be at the expense of the status of management and administration.

Distinctions between managing and leading rest on a number of factors and interpretations. Leadership is viewed as being concerned with change, influence, relationships, people, strategy, inspiring and motivating and the creation of meaning. Managing on the other hand is concerned with status, authority (usually hierarchical), ensuring correct operations, controlling, monitoring and problem-solving.

Louis and Miles (1990: 22) make the following distinctions between leadership and management and emphasize that both are essential. Leadership relates to mission, direction, inspiration. Management involves designing and carrying out plans, getting things done, and working effectively with people. Leaders set the course; managers follow it.

Management leads to an efficient organization which does things right, and leadership leads to an effective organization which does the right things.

Managers are working with and through people to accomplice organizational goals. Leadership is the work of the school manager to provide a clear vision and to establish a climate at school that is conducive to learning.

Successful principals and other organisational heads do both functions simultaneously. It is also important to note that when we refer to management we are not talking just about management for stability, but also management for change.

Louis and Miles, (1990) listed the main action “motifs” for leadership and management for change. The leadership aspects involve the following:

- (1) Articulating a vision;
- (2) Getting shared ownership; and
- (3) Evolutionary planning.

The management function concerns the following:

- (1) Negotiating demands and resource issues with the environment,
- (2) Coordinated and persistent problem-coping. (Louis and Miles, 1990:24).

Louis and Miles also claim that management for change has been underestimated, must be conceived more broadly, and requires skills and abilities just as sophisticated as those for leadership. The main point is that both sets of characteristics are essential and must be blended or otherwise attended to within the same person or team.

## **2.9. Conclusion**

Managing the staff development process is no easy assignment for school leaders. But Van der Westhuizen and Theron (1993) argue that it is primarily the responsibility of the principal as head of the school together with the rest of the SMT to implement change in a school. Resistance is the most common reaction to change, so it is essential that SMTs are aware of the factors leading to resistance and how to manage this resistance. A research they undertook, identifies the following:

- Prerequisites for the effective management of change.
- Strategies and methods for managing resistance to change.
- Guidelines to be followed when managing resistance to change.

Prerequisites for the effective management of change are:

- Consideration of teachers' views and perceptions of the proposed change;
- Consensus on the objectives of change;
- Taking individual differences into account;
- Sensitivity to past differences affecting change;
- Careful implementation of change;

- Expecting resistance to change;
- Preventing misunderstanding when new ideas are introduced;
- Awareness of differences which may lead to conflict and resistance;
- Considering timing and time scheduling;
- Mutual trust between principal and staff;
- Following a specific strategy.

Possible methods for operationalising the change strategy which for the purpose of the research study is staff development, include:

- **Education and communication:** when resistance comes from inadequate/inaccurate information and assistance of teachers is required to implement change.
- **Participation and involvement:** when the principal does not dispose of all information required for change, and staff have sufficient power to wreck the change effort.
- **Facilitation and support:** when tension levels are high or teachers resist change because of adaptation problems.
- **Negotiation and agreement:** when resisting teachers limit intended growth and development.
- **Persuasion and influence:** when speedy change is necessary and the principal is powerful or a few teachers resist.
- **Manipulation and co-optation:** last resort when other methods have failed or are uneconomical to implement.
- **Coercion:** when change is to be implemented quickly and the principal has sufficient power.

Furthermore successful school improvement requires establishing a clear educational vision and a shared institutional mission, knowing how well the school is accomplishing that mission, identifying areas for improvement, developing plans to change educational activities and programmes, and implementing those plans or new programmes effectively. When the process is working, all stakeholders (including



learners, teachers, parents and school leaders) enjoy many benefits.



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## CHAPTER THREE

### RESEARCH METHODOLOGY

*The fact is that our primary value concerns our need to help ourselves change and learn, for us to feel that we are growing in our understanding of where we have been, where we are, and what we are about, and that we are enjoying what we are doing.... To help others to change without this being preceded and accompanied by an exquisite awareness of the process in ourselves is "delivering a product or service" which truly has little or no significance for our personal or intellectual growth. (Sarason, 1972:122)*

#### 3.1 Introduction

This study is an investigation on the role of SMTs in staff development in the process of managing educational change. The focus will be on the responsibilities and duties of SMTs to explore whether they are capable as leaders in schools to use staff development as a key tool to manage educational change. The purpose of this chapter is to outline how the research was conducted. The chapter begins with a restatement of the motivation for the study and the research aims. This is followed by the significance of the research and ethical considerations. An argument for the use of qualitative methodology for this particular study is presented. The choice of interviewing and documentary evidence as the methods used to gather data are justified and carefully outlined.

#### 3.2. Motivation

There is an increasing need for South African schools to deal with the physical, emotional and social needs of not only students, but also the teachers. This is due to an enormous and increasing change of the educational system on many terrains

currently here in South Africa, and a lack of resources to meet these demands. The primary motivation to embark on a study of this nature is to find ways to address the diverse needs of teachers, in relation to school improvement. It takes a particular perspective of staff development. It places SMTs at the centre of any improvement effort and assumes that the work of the SMT, and the visions that SMTs have about improving their work, provide the starting point. It sees collaboration, collegiality, and mutual adaptation as necessary ingredients in any school improvement plan. The emphasis of this study is on School Management Teams and their role as leaders in our changing educational system.

### **3.3. Revisiting research aims and objectives**

This qualitative study aims, by means of interviews and documentary analysis, to investigate how staff development is used by SMTs as a strategy to manage educational change and how it should be implemented in the school programme by exploring:

1. The functioning of SMTs as change agents at three secondary schools in Paarl. Also, managing staff development programmes at their schools, particularly how they use staff development as a strategy that will create the necessary changes that will lead to school effectiveness and school improvement.
2. To deepen understanding of the concept of staff development.
3. To identify the ways in which staff development programmes might be supported and enhanced.

### **3.4 Significance of the research**

It is hoped that this research will

- a) Contribute towards an understanding of using strategies like staff development in managing educational change.
- b) Provide the pathway for implementing staff development programmes as part of the school programme.

- c) Assist the Department of Education in finding structured ways to improve schools.
- d) Make contributions for further research on this issue.

### 3.5. Research design

For this study, qualitative research methods were employed to gather the data as qualitative methods allow the researcher to study issues or events in depth. The following definition captures the value and appropriateness of qualitative research methodology for this study:

Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials....that describe routine and problematic moments and meanings in individuals' lives. Accordingly, qualitative researchers deploy a wide range of interconnected methods, hoping always to get a better fix on the subject matter at hand (Denzin and Lincoln, 1998:2)

The emphasis in qualitative research is on process, on understanding why certain things occur in a particular way, not only what is happening at the time (Mostyn, 1987). According to Marshall & Rossman (1989), qualitative research entails familiarity with the everyday life of the setting chosen for study; values participants' perspectives on their worlds and seeks to discover those perspectives; views enquiry as an interactive process between the researcher and the participants; is primarily descriptive; and relies on people's words as the primary data.

Qualitative research thus encourages an exploration of the meanings and understanding of the situations of the interviewees in their daily situations. The research takes place in a natural everyday setting. It also involves paying attention to the interpretation and meanings individuals assign to events and situations. To work with smaller rather than bigger numbers is another characteristic of qualitative

research. That is why I made use of an in-depth study of only three schools. It is difficult to work with large numbers or groups in qualitative research because you won't for example be able to have a close relationship with thirty schools.

Qualitative research also seeks to reflect upon and understand the issue being researched, the research process itself and the role of the researcher, continually guided by researcher decisions, choices and their own perspectives (Pitman & Maxwell 1992: 753).

Specifically, the data was gathered through semi-structured interviews of 30-60 minutes each, all of which were audiotaped and transcribed.

Individual interviews took the form of interviewing three school principals of which one was acting; two vice-principals and six Heads of Departments (two at each school). The underlying rationale for using this form of data collection was that it is in the interview that the act of measurement (of worth, effect, effectiveness) comes to life. Despite its potential problems of bias (on the part of the interviewer) and the reactivity (on the part of the interviewee):

The interview, far from being a kind of snapshot or tape-recording – simple report either of fact or of emotional response – in which the interviewer is a neutral agent who simply trips the shutter or triggers the response, is instead inevitably an interactional situation.(sic)

(Kuhn, 1962, p.194)

In this sense:

The interview is an understanding between the two parties that, in return for allowing the interviewer to direct their communication, the informant is assured that he will not meet with denial, contradiction, competition, or other harassment.

(Benney and Hughes, 1956)

My reasons for using the interview technique were as follows:

- The investigation is an exploratory piece of research and the interview technique is suitable for this type of investigation.

- An interview allows the interviewer to clarify points if necessary.
- An interview allows the interviewer to pursue emergent themes.

Other methods used:

- Books (primary and secondary sources)
- Scholarly journals
- Dissertations
- Internet sites
- Documentary analysis
  - Policy reports and papers to establish current thinking about policies on staff development programmes in South African Schools. (Tables one, two and three in Chapter One provide examples of policy documents).
  - Articles written by teachers.
  - Government documents. Resolution No: 8 of 1998 as agreed upon by the ELRC on duties and responsibilities of educators, is an example of this. (Appendix C).
  - School documents. Documents pertaining to staff development programmes at each school were examined. These documents can help the researcher uncover meaning, develop understanding and discover insights relevant to the research problem.

### **3.6. Selection of schools**

The interviews focussed on SMTs at three high schools in Paarl namely, Desmond Tutu High, New Orleans High and Northern Paarl High. The schools were chosen predominantly on the grounds that they serve the disadvantaged communities and as such face severe financial constraints when initiating school changes on their own. Desmond Tutu is a former D.E.T. school while the other two schools were under the jurisdiction of the former H.O.R. The areas that the schools serve are also mixed in socio-economic terms ranging from lower income to middle class. Another reason for choosing them was because I was limiting myself to schools in the Paarl area.

The first visit was to start and establish relationships with the principals and to inform them of my proposed research project at their schools. It also enabled me to provide assurances about the confidentiality of data collected throughout the period of the research project. Interviews constituted the main form of data collection. I gathered information as to how the interviewees perceive the issue of staff development, how they interpret it and what it means to them. The interviews were semi-structured and interviewees were allowed to talk freely. Some of the interviews were audio-taped. In cases where permission for tape-recording was not granted, extensive notes were taken. These recordings were transcribed verbatim and the resulting texts analysed. As part of this approach, I involved myself closely with the interviewees and obtained opinions and comments directly from them.

### **3.7. Negotiating access to the schools and participants**

In January 2003 I wrote a letter to the WCED to ask their permission to conduct my research at three secondary schools in the Paarl region. The response on the letter was positive (Appendix E).

In February 2003 I visited the principals at each of the three schools to give them a copy of my letter of my approval letter (Appendix E) in preparation for conducting my research and to ask their permission to use their schools as part of my research project. All agreed and my next appointment with them was the first day of the second semester to meet the rest of the interviewees, explain to them the purpose of the research project, and also to get their permission to be part of the interviewing process as well as to set up appointment dates with them.

School 1 in this research project is New Orleans Secondary with 51 teachers and 1576 learners. School 2 is Northern Paarl Secondary with 44 teachers and 1300 learners. School 3 is Desmond Tutu Secondary with 38 teachers and 1431 learners. The heads of departments were randomly selected but had to be in that post for more than two years. The sample also had to have gender balance.

The approval letter of the WCED ensured easy access to the schools. At School 1 the principal was very supportive. He also studied for a Masters Degree in Education and most of the teachers were known to me.

At School 2 the access was also very easy because I was a former pupil of this school and most of the teachers are known to me. The school is currently experiencing some management problems. A lot of their previously experienced School Management Teams and teachers took severance packages and they also had sudden changes of principals the last four years. One of the vice-principals is at the moment acting as principal. The school is also celebrating its fiftieth anniversary this year (2003). It would therefore be interesting to investigate how they as an experienced institution deal with educational changes.

At School 3 I felt less at ease at times because the principal seemed hesitant about having me at his school. I also noticed that at the other two schools the principals personally called in the rest of the SMT to inform them about my proposed research, while the principal at School 3 handed this task to one of his vice-principals leaving me unsure about his level of support for the research. With one of the school's vice-principals, initial appointments had to be postponed twice due to illness on his part. The rest of the interviewees were generally very supportive. I however managed to complete all my interviews as planned.

### **3.8 Details of institutions and interviewees**

#### **3.8.1 School 1**

(a) Interviewee	: Respondent A.
Post level	: Principal
Years of teaching experience	: 26 years
Qualifications	: B.A., B.Ed, H.D.E., M.Ed.
Age	: 48
Teaching subjects	: Life Skills.



(b) Interviewee : Respondent B.  
Post level : Vice-principal  
Years of teaching experience : 20 years  
Qualifications : B.Econ, B.ED, H.D.E.  
Age : 42  
Teaching subjects : Business Economics, Accounting.

(c) Interviewee : Respondent C.  
Post level : Vice-principal  
Years of teaching experience : 25 years  
Qualifications : B.A. (Hons.)  
Age : 48  
Teaching subjects : Geography/Social Science.

(d) Interviewee : Respondent D.  
Post level : Head of Department  
Years of teaching experience : 22 years  
Qualifications : L.S.T.D., B.A., B.ED.  
Age : 44  
Teaching subjects : Afrikaans.

(e) Interviewee : Respondent E.  
Post level : Head of Department  
Years of teaching experience : 18 years  
Qualifications : B.Mus. (Hons.)  
Age : 41 years  
Teaching subjects : Afrikaans/Subject Music.

### 3.8.2 School 2

(a) Interviewee : Respondent F.  
Post level : Vice- Principal

Years of teaching experience : 22 years  
Qualifications : B. Sc, B.Ed.  
Age : 44 years  
Teaching subjects : Mathematics and Natural Sciences.

(b) Interviewee : Respondent G.  
Post level : Vice-principal  
Years of teaching experience : 23 years  
Qualifications : B.A., B.ED.  
Age : 45  
Teaching subjects : History/Afrikaans.

(c) Interviewee : Respondent H.  
Post level : Head of Department  
Years of teaching experience : 18 years  
Qualifications : B.A. (Hons.) H.D.E.  
Age : 41  
Teaching subjects : History

(d) Interviewee : Respondent I.  
Post level : Head of Department  
Years of teaching experience : 14 years  
Qualifications : B.A., H.D.E., B.ED.  
Age : 40  
Teaching subjects : History, Life Skills.

### 3.8.3 School 3

(a) Interviewee : Respondent J.  
Post level : Principal  
Years of teaching experience : 15 years  
Qualifications : B.A(ED), B.Ed.

Age : 46  
Teaching subjects : Guidance

(b) Interviewee : Respondent K.  
Post level : Vice-principal  
Years of teaching experience : 21 years  
Qualifications : J.S.T.C., S.E.D., H.D.E., B.Tech. (Educ).  
Age : 48  
Teaching subjects : Geography.

(c) Interviewee : Respondent L.  
Post level : Vice-principal  
Years of teaching experience : 13 years  
Qualifications : B.Sc., H.D.E., B.Hons(ED), M.Phil (candidate)  
Age : 36  
Teaching subjects : Zoology, Botany.

(d) Interviewee : Respondent M.  
Post level : Head of Department  
Years of teaching experience : 8 years  
Qualifications : S.T.D., H.D.E.  
Age : 32 years  
Teaching subjects : Agricultural Science/ Biology.

(e) Interviewee : Respondent N.  
Post level : Head of Department  
Years of teaching experience : 10 years  
Qualifications : S.T.D., H.D.E., B. ED (2<sup>ND</sup> Enrolment.)  
Age : 38  
Teaching subjects : Geography.

### 3.9. Research ethics

Interviewees were informed of the aims and purposes of the research. Informed consent was gained. Participation was voluntarily. Participants should be able to decide whether to participate in the research process.

The procedure of informing participants and allowing them to refuse or consent to involvement is felt to respect their rights to know and control what happens to them and what information about them is publicly available.

Foster (1996:105).

“The researcher is ethically responsible for protecting the rights and welfare of the subjects while conducting a study. In light of potential bias, key values need to guide the planning, conduct and reporting of research.” (McMillan & Schumacher 1993:23).

The following ethical statements were read to the subjects before interviewing took place.

- 1 First of all, I got permission from the WCED to use the three schools in Paarl for my research study; (Appendix E)
- 2 I ensured that I had the proper training and preparation for conducting the research;
- 3 I also ensured that the rights and welfare of the human subjects with whom I worked, are protected;
- 4 I shall protect the identities and interests of the schools used in the study;
- 5 The confidentiality of the information given to me will be guaranteed; and
- 6 Permission for the use of a dictaphone will be obtained.
- 7 Lastly I conducted my research in accordance with the ethical and professional guidelines as specified by my faculty.

### 3.10 Data gathering

Data gathering took place over a six-month period from April 2003 to September 2003. I had fourteen interviews at the three schools. One of the interviews was a pilot study. The principals and vice-principals of each school were willing to help me with my research project. The overall intention of the data gathering and analysis was to build a vivid and authentic picture that would make the findings:

- Credible in that the accounts of the staff development processes would be believable
- Transferable in that the analysis and interpretations would be exchangeable and interchangeable with others' experience and findings
- Dependable in that the findings and the analysis could be relied upon.

I arranged meetings with those who agreed to be involved in the research project. At one school the interviews took place during the interviewees' administrative periods (non-teaching periods), and some between 14h00 and 15h00 which was after tuition time. With the last school I convened interviews in the evening at the request of the acting principal. The participants and I had no problem with these arrangements.

The interviews gave me a clear indication of what participants said they do, think, or feel about staff development. Interviews are a common way of collecting information about people's knowledge, beliefs and attitudes. Powney and Watts (1987:6) speak of an interview being a conversation that is

....initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him on content specified by research objectives of systematic descriptions, predictions or explanation (sic)

I had to conduct interviews with those who were supposed to be involved with staff development strategies to gain insight into these initiatives and to collect data on which initiatives are still in the planning or development stage. I gathered information as to how the interviewees perceive the whole issue of staff development, how they

understand it, how they should implement it and what it means to their schools.

Prepared questions were used to help focus discussions on the key areas of staff development. The first interview was part of a pilot study. The reason why I did this is because questions are a research tool which perhaps more than any other research methods needs a pilot run. It is not until you have some completed questionnaires available for analysis that you can be sure your research needs are going to be met by the information you have asked for. Ideally a pilot study tries out the research tool on respondents who would be eligible to take part in the main study, that is, they have the same characteristics as the population to be approached. The experience of the pilot study respondent was used to improve and amend the final questionnaire before it was used for the main research population. The following questions were used in the pilot study.

1. What do you personally understand by staff development?
2. Do you see it as important and why?
3. What staff development programmes have you and your school been involved in?
4. What form did it take?
5. Who decides which staff development programmes should take place?
6. What are the functions and priorities which SMTs must successfully perform if they want to be effective change agents for staff development?
7. Which changes at your school are generating new needs for staff development?
8. What are the implications and challenges of these changes for staff development?
9. How do you as a SMT member understand the organisational context in which you must manage change and the challenges that are facing you?
10. Are staff development programmes accommodated in the school programme with regard to time tables, year plans etc.?
11. Does your school struggle to implement staff development programmes?

12. How do staff development programmes relate to the school's vision and mission?
13. Is staff development supported in the school?
14. What opportunities are provided for your staff for their professional development?
15. Who has access to these opportunities?
16. What are the constraints and possible change inventories for staff development at your school?
17. What are the support systems for SMTs for initiating staff development programmes and a staff development plan?
18. What should the role of EMDC be with regard to staff development strategies?
19. What would motivate you to be actively involved in staff development?
20. Should participation in staff development programmes for school staff be accredited? If so, how, e.g. certification or remuneration, etc.?

I decided then to limit the questions to twelve. My reason for this was because I found out in the pilot study that interviewing took too long and subsequently analysis would have also taken hours. It also revealed gaps in the logical sequence of questions for themes to emerge in relation to the research topic. But the important factor is that it showed that my research methodology and design was appropriate for this study. The important point about research instruments is that they require development – they do not suddenly appear in a perfect form. That was my reason for initially using a pilot study because this was one way in which my research instrument (semi-structured interviewing) could be honed to its particular task. The use of these questions, however, did not restrict the responses of the interviewee. The respondent was encouraged to provide general background information about staff development programmes at the school. She was also encouraged to raise in discussion anything she felt was a significant factor in the change process, by using staff development as a strategy.

The following twelve questions were asked to the rest of interviewees. (Appendix A). Questions of this kind are useful because they place the individual at the centre of the

process, and because they focus on improvements in practice. The questions were:

1. What do you personally understand by staff development?
2. Do you see it as an important factor/strategy for managing school change and why?
3. What role should/must SMTs play in relation to question two?
4. What staff development programmes have you and your school been involved in and what form did it take?
5. Who decides what staff development programmes should take place at your school?
6. What current changes at your school are generating new needs for staff development and what are the implications or challenges of these changes for staff development?
7. Are staff development programmes accommodated in the school programme with regard to time tables, year plans etc. and does your school have a structured staff development plan?
8. Is staff development supported by everyone in the school?
9. What opportunities are provided for your staff for their professional development?
10. Does your school have any support systems/resources for implementing staff development programmes?
11. What would motivate you as principal/vice-principal/H.O.D. to be actively involved in staff development?
12. Should participation in staff development programmes for school staff be accredited? If so, how, e.g. certification or remuneration, etc.?

Through these questions I explored the views and attitudes of some of the SMTs to find out whether staff development is important to them personally, the importance of it to their school, does their school engage in regular staff development programmes, what is the format of it, how do the whole staff feel about staff development and how should it to their knowledge be best implemented. The principals were also asked to provide evidence to support their claim for staff development initiatives.

The following are the identified themes which the questions addressed:



- a) *Staff development*: questions 1 and 2.
- b) *Managing school change and the role of the SMT*: questions 3, 5, and 11.
- c) *Existing staff development programmes at schools*: questions 4 and 8.
- d) *New staff development needs*: question 6 and 9.
- e) *Staff development plans*: questions 7.
- f) *Continuing professional development and training of teachers*: questions 9 and 10.
- g) *Nature, certification and remuneration of teachers for staff development programmes attended*: question 12.

The questions tried to capture the difficulties and/or positive aspects of the staff development process. The interviewees were required to be descriptive in answering the questions through common sense understanding in their own situations. The questions were broad and fairly open-ended to allow other issues to emerge. The aim was to create an atmosphere in which the person felt able to engage in a conversation about their views and experiences of staff development. I took notes extensively and also made use of a tape-recorder when permission was given as each interview occurred. I also wrote up the main features and exchanges of the interview after completion. This information played a pivotal role in my recommendations and conclusions.

In the first question, it was necessary to find out from the SMTs their personal understanding and needs for staff development. Only when they know what staff development is all about, then the second question will make sense as to why it is important for managing school change. The third question is to find out whether SMTs understand the organisational context in which they must manage change and what their role should be as leaders in implementing staff development programmes.

Question four is about the involvement of the SMTs in staff development programmes to determine to what extent and in what kind of programmes they and the rest of the staff had been involved in and what it meant to their school. The next question of who decides when and what staff development programmes should take place, was posed to find out where the decisions for staff development are made. Part of the question

was to find out whether there is collective decision making at school, and if not, who teachers felt should make these decisions.

Question six was to find out how SMTs as leaders and managers face educational changes and how they address these changes. The accommodation of a structured staff development plan would highlight the importance and needs of staff development programmes for SMTs and that was what the next question was about. Question eight and nine was about the supportive role of the rest of the staff for initiating and implementing staff development programmes and if the SMTs supported professional development, they would indicate whether they were fulfilling their roles as leaders or managers at school.

Question ten was to find out if schools are having any support from their communities and the local EMDC for implementing staff development programmes. This question also tried to capture the underlying constraints and possible solutions for implementing staff development programmes. The next question was about how SMTs as leaders or managers personally perceived staff development and their motivation towards enhancing the growth and capacity of their staff members. It was also to elicit views as to how staff development could be implemented to motivate teachers. The last two questions were to find out views of the SMTs on accreditation which would give guidelines to implementers for a more acceptable implementation of staff development. It was also aimed at eliciting a variety of opinions on possible forms of implementation of staff development programmes and future recommendations. In analysing the data, each of the interview transcripts was first broken down into the predetermined areas of focus. Each area of focus was carefully paraphrased. The summary of findings for each area of focus was then related to the thesis aims and objectives.

### **3.11. Conclusion**

This chapter has examined various aspects and approaches related to qualitative research. It has highlighted interviewing as the key instrument. The emphasis was on semi-structured interviewing. Data collection strategies, analysis, ethical issues and

shared meaning have been explored. The methodology and the field work used in the research were qualitative in nature. The purpose of the following chapter is to report, analyse and interpret the information in order to draw tentative conclusions leading to relevant recommendations.



## CHAPTER FOUR

### DATA PRESENTATION AND DATA ANALYSIS

*The best teachers must have periodic occasions for reflection, for readjusting their tactics to shifting social situations, and for utilizing new processes and procedures. The gap can be closed by adopting a research and development approach to one's own teaching, whether alone or in a group of cooperating teachers.*  
Rubin (1978:116)

#### 4.1. INTRODUCTION

This chapter deals with the presentation and analysis of the data. The central aim of this study was to investigate the role of SMTs in managing educational change. It further aimed to focus on how SMTs can use staff development as a strategy in the change management process. It also sets staff development in the context of teachers' learning and school practices and raises questions about how teachers and schools are responding to the changing requirements put to them.

Against this background, the functions, expertise and perceptions of SMTs on staff development were analysed. The data obtained through structured interviews are categorised in seven major themes with sub-themes. The themes that emerged from the research aims will be discussed in this chapter. The research findings are outlined; interpreted and tentative conclusions are drawn.

#### 4.2. Revisiting the three schools used in the study

This section is a revisiting of the profile of the three schools used in the investigation.

#### **4.2.1. School 1**

School 1 is a former H.O.R. school with 51 teachers and 1576 learners. It was established in 1984. It is accommodating both English and Afrikaans-speaking learners from grades eight to twelve. It is currently one of the best high schools in the Paarl region. The schools' parental support is mixed in socio-economical terms ranging from lower income to mostly higher income. They deliver annually one or three A-average candidates in the final matriculation examinations. They do have a lot of resources and can compete with some of the best schools in the country and also set the pace for many disadvantage schools in the academic, sport and cultural field.

#### **4.2.2. School 2**

School 2 is also a former H.O.R. school with 44 teachers and 1300 learners. It was established in 1953 and was formerly one of the most progressive high schools in the country. Currently it is serving predominantly rural and township students with Afrikaans and English as medium of instruction. The school is experiencing a lot of disciplinary problems amongst some of their learners and a lack of cooperation amongst SMTs and teachers.

#### **4.2.3. School 3**

School 3 is a former H.O.R. school situated in Mbekweni in the Paarl region with 38 teachers and 1431 learners. Their language medium of instruction is Xhosa, English with Afrikaans as a second language. They serve mostly the lower income group with a high degree of unemployment amongst parents. They are receiving a lot of assistance from the education authorities and are well equipped with academic resources. The school also experiences some management and cooperation problems between SMTs and teachers.

The following table is an example of the coding of the schools and interviewees used during the fieldwork in Paarl during the period of April 2003 till September 2003. The reason for coding was to establish confidentiality. The gender and educational

background of the participants are indicated to provide an overall picture. Respondents A, B, C, to N will be coded in the analysis of this research study as *RA*, *RB*, *RC* and so forth.

**Table 4: School Management Teams interviewed**

Schools	Respondents (R)	Post level	Years of teaching experience	Qualifications	Age	Sex
School 1	A	Vice-Principal	25 years	B.A. (Hons), H.D.E.	48	F
	B	Head of department	18 years	B.Mus. (Hons),H.D.E.	41	F
	C	Head of department	22 years	L.S.T.D., B.A., B.ED.	44	M
	D	Vice-Principal	20 years	B.Econ., B.Ed., H.D.E.	42	M
	E	Principal	26 years	B.A., B.ED., H.D.E., M.ED.	48	M
School 2	F	Vice-Principal	23 years	B.A., B.ED., H.D.E.	45	M
	G	Head of Department	18 years	B.A.(Hons), H.D.E.	41	M
	H	Head of Department	14 years	B.A., B.E.D., H.D.E.	40	M
	I	Vice-Principal	22 years	B.Sc., B.ED., H.D.E.	44	M
School 3	J	Head of Department	8 years	S.T.D.,H.D.E.	32	M
	K	Vice-Principal	13 years	B.Sc., H.D.E., B.Hons(ED). M.Phil (2 <sup>nd</sup> Enrolment)	36	M
	L	Head of Department	10 years	S.T.D., H.D.E. B.ED.(2 <sup>ND</sup> Enrolment)	38	F
	M	Vice-Principal	21 years	J.S.T.C., S.E.D.,H.D.E., B.Tech (Ed.)	48	M
	N	Principal	15 years	B.A., B.ED.	46	M

### **4.3. Revisiting duties and responsibilities of SMTs**

As was decided by the ELRC and as reflected in Resolution No.8 of 1998, school management teams must perform the following duties and responsibilities. This is besides their teaching and other extra-mural responsibilities and is extremely important in their endeavour to manage educational change. Their duties and responsibilities can be summarised as follows:

- Provide professional leadership within the school;
- To guide, supervise and offer professional advice on the work and performance of all staff in the school and, where necessary, to discuss and write or countersign reports on teaching, support, non-teaching and other staff;
- To be responsible for the development of staff training programmes, both school-based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school; and
- To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

### **4.4. Research findings**

Seven major themes emerged from the analysis of the interviews which included the following:

- Perceptions of staff development;
- Managing school change and the role of the SMT;
- Existing staff development programmes at schools;
- New staff development needs;
- Staff development plans;
- Continuing professional development and training of teachers; and

- Nature, certification and remuneration of teachers for staff development programmes attended.

#### 4.4.1. Perceptions of staff development

One of the main challenges of SMTs in the restructuring of education at school level in South Africa is to manage educational changes. This seems to be a very difficult task for them because in their initial training as teachers, they were not geared to fulfil this task. The last couple of years though, SMTs were invited to join workshops initiated by the WCED and various NGOs. The objectives were to empower them in implementing educational changes, to act as leaders and to make teachers part of this journey.

From the start of the interviews, it was evident and clear to me that SMTs fully understood the notion of staff development as a strategy for managing educational change. They are also aware of its advantages for the well-being and smooth operation to their schools. The overall perception of all the respondents on this issue of how they understand staff development was that SMTs as school leaders and managers should initiate staff development projects with the emphasis on skills training for all staff. When respondent K at school 1 was asked a question on his understanding of staff development, he responded by saying:

*I see staff development as something that can create better working ethics for staff members. It ensures quality teaching amongst staff. Through staff development one can also determine what the needs requirements of teachers are. (RK interviewed on 07/05/2003).*

Respondent E reacted by saying:

*Staff development is a process through which knowledge can be acquired and where teachers can be empowered. It will lead to professional teaching abilities and will also enhance the highest possible standards. (RE interviewed on 19/08/2003).*



The SMT members of school 2 and school 3 gave similar views regarding their understanding of staff development as a strategy for managing educational change. The vice-principal of school 1 reacted by commenting:

*To me staff development means to develop staff into the different aspects of education and to shape them for future leadership roles. The objective is also to focus on skills training and to foster the establishment of a strong knowledge base for school. (RF interviewed on 24/04/2003).*

One of the vice-principals of School 3 commented:

*Staff development creates opportunities for people to reflect on their teaching abilities and to address problems that currently exist, things that people are aware of but tend to neglect. (RK interviewed on 7/06/2003).*

A head of department of school 3 commented as follows on the same question.

*Staff development is to empower educators. It also helps to motivate them and to reveal their hidden abilities. It can create equal opportunities for all staff in the workplace and can serve as a platform where educators can get the experience to be part of management. (RL interviewed on 28/05/2003).*

Though SMTs seems to be fully aware of the roles which they should play in school improvement efforts, and on managing educational change, little attention has yet been given in this regard. Therefore I have deemed it necessary also to investigate the next three issues as sub-headings, which resulted from the interviews, and which formed part of the SMTs perceptions of staff development programmes.

#### **4.4.1.1. Identifying needs**

There is no doubt, resulting from the interviews, that staff development is a high priority for teachers and school managers, particular at this point in time in the introduction of a new national curriculum and educational changes. But staff

development must be more than the identification of school needs. It must be part of a systematic process of review and development. Effective staff development also depends on analysing what a staff is doing and deciding what changes are necessary to meet internal and external demands. SMTs should know that the evaluation of what is done, should take account of teachers' opinions and changes in school practices. The job to be done, and the ways in which it should change irrespective of who is doing it, has to be thought of in terms of the institution concerned and in relation to the education system as a whole.

If staff development is to be a means of enhancing the professional development of teachers, as SMTs are claiming them to be, their role should be to demonstrate that staff development are worth the considerable investment which they require. Almost all the respondents viewed staff development as a planned process of development which enhances the quality of pupil and teacher learning by identifying, clarifying and meeting the individual needs of the teaching staff within the context of the school as a whole.

When SMTs were asked if they think that the employment of staff development is an important strategy for managing school change and what they think their role should be in relation to this, the reactions were as follows:

*The SMT is seen as to be in an authoritative position and must act accordingly. They should lead and manage the school and must try to get the whole staff together. They must also build healthy relationships amongst the staff. (RC interviewed on 16/04/2003).*

A vice-principal at school 1 commented:

*There are different types of leadership roles that should be developed at school. A school has its vision and mission-leaders have a responsibility to live out institutions' visions and missions. Development is important in our daily lives and to adjust to changes. Currently SMTs are only subject-matter orientated. It has much to do with the way appointments were made in the past. There must be a mind shift where SMTs must see themselves as leaders*

*in every aspect of the school organisation. Leadership is still lacking. (RD interviewed on 17/04/2003).*

A head of department at school 1 stated her view:

*SMTs should see the prospects of the school and be goal-orientated. They must have a vision and must empower the staff. They must also recognise the talents of the staff and must try to nurture it. They must also be in a position to assign tasks to staff so that they can get the opportunity to grow. (RB interviewed on 15/04/2003).*

At school 2 the view of the vice-principal on this same issue was:

*There should be regular interaction between staff and the SMTs in the form of workshops concerning the current changes in the education system and to empower teachers to absorb these changes. SMT must lead and develop the staff and see that learning takes place in a healthy environment. They must initiate workshops for their staff for further training skills. (RF interviewed on 24/04/2003).*

If SMTs need to encourage staff to be actively involved in the development of the school organisation and to face educational changes, they need to find ways to positively influence the motivating factors necessary for such interventions and should know how the school organisation can maximise them. Consideration needs to be given to whether the teacher can manage the desired changes unaided, or whether further training is needed and if so, what. In parallel, the development of an individual teacher should be thought of in relation to the job the teacher is currently employed to do, and also in terms of the teacher's whole career, of which the present post is only one part.

#### **4.4.1.2. Staff development policy**

To understand the needs of the individual and the establishment, a vision is necessary of how things might improve in the future. This requires a strategic, corporate and

long-term view which can be accomplished through a staff development policy. But the investigation revealed that not one of the schools has a structured school staff development policy. This seems to be the trend of many schools in South Africa. A staff development policy can act as a focusing device for both management and teachers. It involves careful negotiation, commitment from all parties and consensus where the views of individuals and groups of teachers may not coincide.

When the principal of school 1 was asked his view on this, he commented:

*We do not have a structured staff development policy. I use an open door policy and focus on the individual, especially when I am sensing that something is wrong. But I believe that there should be a policy for staff development at school. (RE interviewed on 19/03/2003).*

Almost all the respondents said that staff development is part of their year plan, but that they do not follow it strictly. They admit their shortcomings by stating that they are planning to make it part of their formal school programme in years to come.

The heads of departments of school 1, 2, and 3 commented as follows when asked whether they have a structured staff development policy at school.

#### **School 1:**

*Only in our year plan, but we do not follow it strictly. We have planned workshops on Tuesdays and Thursdays when subject teams meet. (RB interviewed on 15/04/2003).*

*Only in our year plan. We are currently busy with our school development plan which was initiated after our last staff development programme. We divided staff in groups of ten with a SMT member as the convenor. Each group works on an aspect of school improvement for example curriculum development, the school and community. Then on Mondays we have “discretionary” time where teachers work on their own activities. They can decide what they want to do or even if they want to leave school earlier*

*together with the learners. Tuesdays and Thursday the different learning area committees meet to do some planning. Sometimes the SMT meets on these days to reflect on matters concerning the management of the school. (RC interviewed on 16/04/2003).*

**School 2:**

*Only in our year plan but we don't follow it strictly. (RG interviewed on 19/05/2003).*

*No, but we are working towards it together with the Whole School Development Plan. (RH interviewed on 17/06/2003).*

**School 3:**

*In the timetable, no. But definitely in our year plan. We have school development programmes after tuition time. (14h00-15h00). The staff is divided in committees that focus on issues such as code of conduct, sport, examinations, etc. The staff is encouraged to move around in committees. (RJ interviewed on 17/04/2003).*

*No, only in our year plan which forms part of our Whole School Plan. (RL interviewed on 28/05/2003)*

It seems that the schools in this research study do not attach much importance to staff development policies. According to the literature reviewed in chapter two, schools should have a policy for staff development. This policy should:

- Focus on the school's needs;
- Use teacher appraisal to provide links between individual needs and the whole school;
- Establish every teacher's right to professional development;
- Create and sustain a framework for staff to disseminate their new knowledge and skills;
- Coordinate information on external courses;

- Review the design of staff training days and evaluate their relevance and effectiveness; and
- Ensure staff development is included in the school's budget and timetable, (Shulman, 1987:90).

Flowing out from this, it means that teachers need planned opportunities to learn. Moreover, teachers' professional learning needs to be related to and reflect the school's priorities for development. Staff development should be both systematic and linked to the school's development plan.

#### **4.5. Managing school change and the role of the SMT**

It is also clear from the interviews that some schools have not yet "got it right." I did not find much evidence on what SMTs said so far of their function in staff development and how they see their role in it, especially on managing educational change. SMTs do not yet attach much importance to the relationship between staff development and managing educational change. They are aware of its importance, but yet are failing to incorporate it as a strategy that can make a meaningful contribution in addressing school change.

##### **4.5.1. Leadership**

Most interviewees felt that, to implement educational changes, they have to be able to assess the potential need for and quality of the changes; have certain basic skills in a range of teaching methods, planning, diagnosing and evaluation; and be able to modify instructional activities continually in an attempt to meet the needs of diverse individual teachers. As said in chapter two, leadership and management of change are centrally concerned with the management of learning in individuals and in the organisation. Those in leadership positions in the schools have a role in the development and education of all of those in their schools.

They also agreed that they as school managers should keep the rest of the staff informed on how to face educational changes and to provide them with a knowledge

base to challenge these changes. On a question of what their role should be in the change management process, the comments were:

*SMTs must give guidance and arrange workshops for staff development programmes. It is also their duty to see that everyone is involved in these projects. They should play true leadership roles so that others can follow them. (RM interviewed on 26/06/2003).*

But as I have noted, besides these wonderful ideas of leadership on managing education changes, SMTs still acknowledge the fact that leadership is still lacking and that they are only fulfilling administrative roles. They know that they should actually lead and develop their staff so that efficient learning can take place and to provide environments that are conducive to learning. I detected that there are significant problems in the relationships between the management and some of their staff members at two of the schools.

At School 2, management practice concerning staff development had been inadequate, as had been at times the structuring of responsibilities and accountabilities. In some instances, management activity had been at such a low level that there had been effectively no management presence. Roles are restricted or limited to curriculum responsibility and administrative tasks rather than undertaking any role in the management of colleagues or acting as the leading professional. At times there had been no clear management structure and roles and responsibilities had not been defined clearly. Even where responsibilities had been well defined, the position of staff with management duties was often untenable because their role was not recognised.

#### **4.5.2. Decision-making and empowerment**

When SMTs of the different schools were asked about who makes the real decision when it comes to staff development as a strategy for managing educational change, their views were different. Some mentioned the principal, others the SMT and then there were those who said that the whole staff is involved in the decision-making process. I sensed that there was not a degree of concord. Decisions were sometimes

taken by the entire staff and sometimes with the leadership making decisions based on consultation with the staff. When tested on this, the responses of all three schools were:

*The SMT. First we test opinions of the staff to see whether they are interested. We inform them of the importance and the advantages for themselves but they are not forced to be involved, rather encouraged. (RA interviewed on 14/04/2003).*

*It is a collective decision. The principal initiates the process after a need assessment was made. (RG interviewed on 19/05/2003).*

*The whole staff makes the decision. We as SMT usually takes the proposal to the staff even if it has been initiated by WCED. The whole staff will then decide whether we should take part in it. (RK interviewed on 7/05/2003).*

It was evident from my observation during the fieldwork that the principal and rest of SMT members of School 1 demonstrated sound leadership and interpersonal skills when it comes to collaboration and decision-making powers amongst all staff members, whereas the other two principals and SMTs were lacking these skills. It was noticeable that there were many educational changes occurring at school 1 while the other two schools were still struggling with curriculum initiatives and to implement sound working relationships.

According to Dufour, school leaders who seek to empower their teachers will generally include them in planning the programmes that are intended to enable teachers to improve their effectiveness (Dufour, 1991:132). This does not, however, mean that principals should not influence these programmes and the ways in which they are presented. SMTs can involve teachers in the planning of staff development programmes at the same time that they provide administrative direction by establishing parameters within which all programmes must operate. Dufour suggests that empowerment begins with the belief that all people are capable of taking action to improve their work. The process gets underway when leaders express faith that others



can and will meet high expectations. Instead of controlling people, SMTs assist people in strengthening skills and developing their best attributes.

Empowerment eliminates excuses for failure to perform. People can't blame failure on the decisions of others when they are free to determine the curriculum of a course and its intended outcomes, the textbooks and material to be used, the appropriate instructional strategies and pacing, and the best methods of assessing student achievement. A positive school climate is created when collaboration among staff members is encouraged.

#### **4.5.3. Resource constraints**

The factors, which prevent staff development programmes to be implemented successfully, are mostly similar at all the schools in the research study and included the following:

- Overcrowded classrooms;
- Inadequate and minimal resources;
- Minimal in-service support by local education authorities;
- The departure of many experienced School Management Teams due to rationalisation and right-sizing, therefore leaving schools with inexperienced SMTs;
- Confusion over the implementation of OBE, GET and FET;
- A lot of unrealistic educational changes;
- Top down decisions in implementing educational changes;
- Ineffective leadership and management structures at some schools;
- Financial constraints;
- No professional development policy for teachers; and
- Unrealistic timescales in implementing educational changes.

Teachers also struggle under such a heavy teaching load with the new curriculum initiatives, administrative and extra-curricular workload and have so few non-teaching periods that any additional functions – no matter how potentially beneficial they might be – are regarded as an additional burden.

Schools also placed a lot of emphasis on inadequate and unavailable funds and resources. According to them, the support from the education authorities especially the EMDC is very minimal.

The principal at one of the schools on a question in this regard commented:

*I only see the EMDC at this moment as a courier service. If I need to send something away for urgent attention, I make use of their infrastructure. (RE interviewed on 19/08/2003).*

School Management Teams also felt that there are too many changes at the same time which causes much confusion and frustration that needs attention such as the Revised New Curriculum Statement and other issues such as the Whole School Development Project. A major concern by almost all the respondents was that they are not always part of the policy process but are expected from education authorities to implement it at their schools.

At the school level, those members of staff in management position were simply not carrying out their management duties. At school 3, relationships amongst the SMT and some staff members were far from harmonious. It was evident from the responses of the interviewees that a number of staff had clearly showed little commitment to the aims and the educational purpose of the school in their day to day practice. Members of staff were often suspicious of new initiatives and there is often a lack of trust and openness between the principal and some of the staff members. These unsatisfactory interpersonal relationships had done little to foster productive working relationships. There seems to be little team spirit or cohesion amongst staff members who were rarely involved in decision making.

When asked about the reasons for this state of affair, the vice-principal of school 3 commented:

*We are a school that is only offering grades tens to twelve and as such they forgot about us regarding the training for OBE courses. We are currently*

*feeling like a school that is situated on an island. Our teachers were not at any OBE training workshops regarding the applying or presentation of these new curriculum initiatives and as such we are still using the old traditional method of teaching. Our class totals are also very high and it is extremely difficult to teach in an atmosphere like this. Teachers have to cope with this and it demands a lot of skills. We also have the problem of proper language abilities of students. The method of language instruction is English. They have to learn and write in English while their first language is actually Xhosa. At their respective homes, surroundings and amongst friends they are speaking their first language where at school and in classrooms it is mostly the opposite. This is creating a lot of internal problems. (RK interviewed on 7/05/2003).*

On the same question to school 2 of what they experience as the major constraints for effective implementation of staff development, one of the vice-principals commented:

*The last five years we had constant changes of school principals. Some retired; others took the severance packages and some retired early due to illnesses. At the moment we do not have a permanent principal, so we can't actually plan what we really want to do. We are experiencing a lot of internal problems. Working relations amongst staff members are not what it is supposed to be and some teachers have a record of constant absenteeism. (RF interviewed on 24/04/2003).*

Despite what was said so far of school 2 and 3, School 1 showed signs where the SMT see themselves and the rest of the staff as part of a team and there is an atmosphere of consistency and trust. Evaluation within the school is seen as an essential element of the development process. It is non-threatening and stems from an expectation that things can always be improved. The achievement of such an atmosphere in a school demands continuing good management with a vision. Regular staff development programmes do take place and feedback and group work is of high priority. There is good communication between the SMT and the rest of the staff and each one knows what is expected from him or her.

They also place high standards on professional development of teachers and this school is actually growing. What School 1 did, was to divide the teachers in ten different groups. First they did a needs-assessment on what the important issues for school improvement were for their institution. They decided to focus on issues such as parental involvement, computer literacy, skills development, curriculum development, and sport and culture development. Each group had to go and work on a specific issue and they also had to come up with ideas on how to address and implement these issues. The different groups are still busy with their planning. Feedback will then be given followed by a list of priorities. They do acknowledge that this is a long-term process which will not be achieved immediately.

However, if a team approach is to be developed, individuals require clearly defined areas of responsibility with the authority to take decisions. The purpose and the limits should be made clear and also how success will be judged. What school 1 is achieving so far is a positive sign and can be achieved by all schools in South Africa.

#### **4.6. Existing staff development programmes at schools**

According to the literature in chapter two the aims for staff development are:

- to improve current performance and remedy existing weaknesses;
- to prepare staff for changing duties and responsibilities and to encourage them to use new methods and techniques in their present posts; and
- to enhance job satisfaction.

Many of the schools in the research project had frequent staff development workshops which were mainly provided by educational service providers such as Faranani Facilitation Services. These service providers mostly focused on SMTs and on issues such as change management, delegation and administration. After these sessions, schools were expected to give feedback on what has been discussed at these workshops. Schools are also getting assistance from the WCED but the focus is mostly on curriculum issues such as OBE, GET and FET. But all these staff development programmes had generally involved one-off attendance at training courses. In some cases, there had been resistance to professional development, with some staff viewing it as unnecessary. As one SMT member at school 2 sums it up:

*There is a lack of interest for professional development courses. When the National Education Department decided to do away with the notch salary increases after completion for further professional studies, there is no need for us to go on further studies. It is now only for personal enrichment. (RF interviewed on 19/05/2003.)*

The principal of school 1 commented the following on this theme:

*We are having a lot of workshops initiated by the Provincial Education Department and as such a lot of teachers are not interested in further professional development any more. What we are getting now from the WCED, is sufficient enough for our needs. (RE interviewed on 19/05/2003).*

Not unexpectedly, there had often been insufficient follow-up after members of staff attended courses, and very little dissemination to colleagues in school of any new information or insights gained. As a result, the impact of staff development activities on school practice had been minimal. I also found that progress toward effective staff development is slow. School 1 showed a few examples of serious follow-up, but in other cases it was rare for teachers to observe each other. This poor management and leadership of the schools in staff development programmes had often been reflected in the inadequate systems and processes for the development of the staff. Overall staff development have had little structure or sense of purpose, and typically as the research revealed, there are no written policies.

I also found that the majority of staff development experiences at these schools do not work because they fail to incorporate the characteristics of effective change processes. The bottom line is one of change, development, improvement. Staff and professional development is change-in learning materials, in skills and practices, in thinking and understandings. There is no single strategy that can contribute more to meaning and improvement than ongoing staff development programmes. The success of it requires great skill, sophistication and persistence of effort.

What SMTs as leaders should always keep in mind, is that the monitoring and evaluation of staff development require a careful analysis of current practice, an

awareness of external changes that will affect future practice, a knowledge of the present capacities of staff, and of training help that can be obtained from outside. On the basis of all that, decisions have to be taken on what should be done, either by determining priorities or by focusing, or a mixture.

#### **4.7. New staff development needs**

Schools are experiencing a lot of educational changes. This has led to a low morale amongst teachers. Staff development is clearly viewed as the responsibility of management; management identifies the needs of staff and devises programmes to meet these needs. SMTs should know that they are dealing with evolutionary processes: on the one hand with changing educational demands and on the other with the adaptability of the individual who has to carry out the work to be done.

When the principal at school 1 was asked about which current changes at his school are generating new needs for staff development, he made the following comment.

*The shift towards OBE and the establishment of GET and FET. There is also the new constitution of our country and the abolishment of corporal punishment. (RE interviewed on 19/08/2003).*

The principal at school 3 had the following to say:

*Grade tens are now our biggest problem and we also have large numbers of students at our school. We also have to focus on class management and disciplinary aspects of some of our learners. (RN interviewed on 19/08/2003).*

A head of department of school 2 had the following to say on this question.

*We are facing a lot of internal problems. We have to be in a position to handle large classes. There is also the change from OBE to FET. We are facing some disciplinary problems amongst some learners. Teachers do not always come*

*up with bright initiatives on how to handle these problems. So it is something that we have to work on. (RH interviewed on 17/06/2003).*

SMTs should know that the identification of staff development needs is crucial to school and curriculum development as part of managing educational change, but is only one part of the cyclical process of identification, implementation and evaluation and cannot be considered in total isolation. For identification to be successful, it has to be a whole-school process, with everyone making a contribution, being involved in decision making, planning and evaluating. A good starting point is to brainstorm ideas, either in year groups or as a whole school, and then begin to focus and prioritise. This process takes time, but it is worth it because everyone is involved at each stage. Some issues are obviously long term and will need a great deal of involvement over a prolonged period of time; others will be relatively short term and could possibly be considered by a small working party which would report back to the full staff at an agreed time.

However, if the needs and views of staff are deemed to be of crucial importance and the concept is defined as a developmental, on-going process aimed at personal and professional growth, as it came out of the interviews, then of necessity management styles need to be more democratic.

#### **4.8. Staff development plans**

When SMTs were asked about whether staff development plans are accommodated in the formal school programme, they all denied it. They said that staff development programmes do not exist on timetables, but only form part of the year plan. However, this process is not followed strictly. This is the current trend of many schools in South Africa where no structured staff development plans or policies exist. At all the schools, staff development programmes, if deemed necessary, are taking place between 14h00 and 15h00 and the focus is mostly subject-orientated.

Schools are however required to have a staff development plan to ensure that there is a coherent provision that meets the needs of the school, as set out in its objectives.

The plan indicates the value that the school puts on its staff and their development, as well as providing a document that can meet the requirements of various internal and external audits and assessments. The plan should cover all activities and all groups of staff. The plan should include:

- A statement of objectives and priorities (possible sources include the Department's objectives and profile and individual needs analysis);
- Individual needs and how they have been identified (possibly including appraisal, requests, and surveys);
- An indication of planned provision (what actions and events are planned); and
- The resource implications of the plan (what human resources, time and money are involved?).

Plans should reflect the needs and interests of all staff and not just academic staff and should be reviewed every three years. The formulation of staff development plans as described is a means of dealing with change.

#### **4.9. Continuing professional development and training of teachers**

According to what was said as part of the literature review in chapter two, professional development is defined as the sum total of formal and informal learning experiences throughout one's career from preservice teacher education to retirement. It has three aspects. One is improving effectiveness in the job currently being done, and that is close to being synonymous with institutional development. A second is concerned with increasing a teacher's range of abilities, and that may often be of concern in institutional development but may also require a teacher to move on to another school, perhaps run according to different attitudes or beliefs, or in a different kind of catchment area, or with a different age range or size. The third has to do with taking on additional responsibilities in relation to other members of staff. The impact of professional development depends on a combination of motivation and opportunity to learn.



The research indicated that in all the schools there had been no formal allocation of specific responsibility for planning and evaluation of professional development activities. Little, if any attention, had been given to address the specific development needs of the school or the continuing professional and personal development needs of individual members of staff. Many of the staff had needs to have their knowledge and expertise updated. Moreover, staff development remains largely dissociated from other school policies.

As a result of the viewpoints and attitudes of SMTs on professional development, schools also do not have any policies on professional development and do not have any professional development programmes. This resulted in the majority of staff development experiences that do not work because they fail to incorporate the characteristics of effective change processes. Schools have no current investment in professional development of teachers. I also detected from the interviews that in many instances, SMTs are aware of some teachers who are busy with professional academic courses, but then again they do not exactly know what those teachers are studying

When SMTs were asked to give their views on this issue, they replied:

*I am aware of teachers who are busy with further professional studies, but I don't actually know what they are doing. They also don't tell us. (RA interviewed on 14/04/2003).*

The head of department of school 3 commented:

*We have nothing on paper regarding this. (RL interviewed on 28/05/2003).*

The analysis of this theme shows the lack of interest and enthusiasm SMTs have about the engagement of their fellow staff members in professional development courses.

Drummond, (1986:85) argues that professional development should embrace personal development (individual learning) and staff development (the collegiality of group

learning/co-learning). Without continuous professional development, improvement will not happen. As long as there is the need for improvement, there will be the need for professional development. Problems in modern society are getting even more complex. People change by doing new things in conjunction with others, while obtaining new insights and commitments to do even better. Sustained improvements in schools will not occur without changes in the quality of learning experiences on the part of those who run the school. SMTs as school leaders should be involved in designing more thorough professional development plans.

#### **4.10. Nature, certification and remuneration of teachers**

All respondents emphasized the need for accreditation of courses for involvement in staff development programmes. All spoke of the value and benefits that it will bring to the education environment. There were some similarities in stating reasons for receiving accreditation. Some mentioned that teachers should receive certificates when accredited which can serve as a reference for future job opportunities or career options.

A head of department of school 1 commented the following when he was asked whether he thinks that participation in staff development should be accredited:

*Yes, definitely. Maybe it can serve as an incentive for everybody that wishes to be part of staff development programmes. I think that there definitely should be accreditation. (RB interviewed on 15/04/2003).*

The principal of school 1 commented the following on the same question:

*Yes, I think there should be accreditation but I do not believe in remuneration otherwise staff development will not live up to expectations. Acknowledgement should be given for participation in staff development. (RE interviewed on 19/08/2003).*

The vice-principal at school 2 commented:

*Yes, certification. It is very important so that one can have proof that you attended these courses or workshops for future job opportunities. (RF interviewed on 24/04/2003).*

A head of department at school 2 said the following:

*It will be a good idea and more people will be interested and motivated. I am not so much in favour of remuneration, but rather the needs and expectations that everyone will be part of it. (RH interviewed on 17/06/2003).*

Finally, a head of department of school 3 had the following to say on this same issue:

*Yes, certification is important for some people. But for me this is not so important. What counts, is that you were part of the programme and you have learned something worthwhile for life which no one can take away. The skills accomplished are important. (RL interviewed on 28/05/2003).*

Finally, on this last theme, all SMTs acknowledged that participation of staff members in staff development programmes should be accredited. They all agreed that it can definitely serve as an incentive or motivation for staff members to get involved in staff development initiatives. However, they did not give any suggestions on how it should be structured or who should take the responsibility in seeing to it that accreditation does take place.

#### **4.11. Conclusion**

From the interviews it became evident that SMTs still have a major role to play in implementing staff development as a strategy on managing educational change. Leadership, in particular the role of the principal is important to staff development and change. The roles of principals are critical because better staff development

means better organisations. And they as heads of the organisation, must be fundamentally part of the organisation. However, this role description of the school principal and the rest of the management teams is non-existent at all the schools in the research study. There is a big gap between practice and reality because research showed that SMTs are not efficiently equipped to successfully address some of the educational changes which are facing our education system today. They can't be blamed for this lack of expertise and knowledge because the focus of education authorities are mostly on curriculum issues and the expectation is that school management teams must implement this.

There is also a noticeable difference between the three schools studied in terms of management, responsibilities, democratic processes, resource allocation and duties and tasks of SMTs. Also noticeable is that less emphasis is placed on the professional development of teachers. Courses on leadership and management roles of SMTs seldom take place and if it does, it is not taken seriously.

The study concluded that where the SMTs studied are an important constituency for using staff development in managing educational change, they however are still failing in accomplishing this task.



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## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Overview of the study

This chapter deals with conclusions and recommendations and will summarise insights and contributions in relation to the aims of the study, outline the limitations of the research, and makes proposals regarding future research. In conclusion, a summary of the research findings is given.

The purpose of this study was to do an in-depth investigation of the role of SMTs at three high schools in the Paarl region, and their leadership roles in using staff development as a strategy for managing educational change. Their perceptions of staff development were analysed and discussed. Leadership and management in our changing educational environment here in South Africa and elsewhere remains a crucial topic as SMTs grapple with the aspects of successful implementation of strategies for managing educational change.

The main issue that the study seeks to address is whether SMTs as leaders or managers can make a positive contribution to educational changes. The central aim of this study was to investigate how staff development is used by SMTs at three schools in the Paarl region as a strategy for managing educational change. It has looked at the relationship between staff development and change, as well as issues and questions relating to broader educational change. What the study further wanted to explore, is the role which SMTs should play in staff development as one of the key aspects on managing educational change. The recommendations can have an impact towards seeking solutions on the process of managing educational change into the restructuring of education in South -Africa.

The study focused on the SMTs of three secondary schools characterised by different socio-economic backgrounds. The schools were selected through purposive and convenience sampling. Qualitative research methodology was used to analyse and

interpret the data. The technique for data collection used in this study was semi-structured interviews.

When reflecting on some of the literature, I realised that, while factors that enhance the development of educational change were present, this had not ensured sustainability during the staff development process. SMTs lack skill and knowledge of their new roles in our restructured education system and therefore there is less commitment and motivation towards staff development.

## **5.2. Main findings and implications**

The study's main findings are strengthened by revisiting relevant literature under the basic categories of three sub-themes of the research study.

### **5.2.1. Perceptions of staff development**

According to the literature review in Chapter two, staff development is central to virtually every approach to educational improvement (Fullan, 1982:112). Until SMTs understand that staff development is change, and that everything they know about what change is and how it occurs is critical to any approach, they will continue to waste resources, create false expectations, and sustain the confusion and frustration that surrounds staff development. SMTs should also know that staff development is synonymous with school changes because changes involve the development of new skills, behaviours and coordinated activities.

However, the interviews showed that SMTs do not attach much importance to the relationship between staff development and school changes. It is essentially important that the whole staff of any school should be involved when decisions are on staff development programmes to be implemented at school level and how it should be implemented. Although this process is somehow followed at all the schools in the research, where SMTs do acknowledge contributions from the rest of the staff on staff development activities, most of the staff development programmes at these schools failed because courses by outside agencies are mostly presented or these courses are

limited to SMTs. In such cases then, where SMTs are expected to give feedback to the rest of the staff, the information is mostly incomplete or not distributed.

Staff development is a complex activity which cannot be left to chance; it must be managed and managed well. The following actions are required from school leaders:

- Prepare and publish a school management development policy incorporated within the school development plan, which recognises that staff development is a major area of personal accountability for the principal;
- Establish appropriate management structures to reflect new tasks and responsibilities;
- Provide adequate supervision and support for staff in their daily tasks;
- Establish integrated procedures for the review and appraisal of individual, team and institutional performance;
- Support each teacher in reviewing experience throughout his or her career;
- Promote strategies for succession planning and career development that provide preparation for and induction to new posts, and new task, job or project opportunities.

### **5.2.2. Managing educational change and the role of SMTs**

As already mentioned in Chapter two, the issue of leadership is crucial in promoting change. There are wide interpretations of what constitutes 'good leadership' but it would generally be accepted that SMTs as school leaders need to establish a vision and create a climate for change. They also need to understand what is going on in their organisations, how current practices affect the organisation's mission and what changes are most likely to realise that vision. The leadership style can affect the change process in anticipating and managing conflict. Resistance itself is not the major problem, but the inability of leaders to anticipate resistance, understand its dynamics, and respond effectively is the issue. Based on a study of an urban school by Louis and Miles, Louis (1994:6) identified the following styles of effective leadership in managing educational change:

- Stimulators - people who initiate, but turn the action over to others;
- Story-tellers - people who help others in the school to discuss and understand the meaning and broader significance of what they are doing as they work on school improvement;
- networkers – people who spend their time coordinating and creating opportunities to get people and programmes together in ways that contribute to the emerging school effort; and
- copers - people who focus daily on looking for problems and develop a wide variety of coping styles to address the unending, yet largely unpredictable, stream of barriers to change.

From this, Louis (1994:6-7) identified six characteristics of effective leaders in promoting change:

- providing consistent policies to delegate and empower;
- spending time on the details of life in the school;
- modelling risk taking;
- providing leadership about values;
- emphasising caring for staff; and
- actively using knowledge and ideas.

In addition, for the successful implementation of any change strategy, it is imperative that educational leaders take cognisance not only of the constraints which they are destined to encounter, but also proactively plan to overcome these constraints. These should include constraints both within and outside the specific school settings. In an effective school the SMT should have a clear vision of where the school is going and communicate it to the staff, students and parents. According to Caldwell (1997) school leaders should also have strong convictions regarding the qualities and conditions they hope to promote within their schools and should not attempt to develop a vision in their schools unilaterally.

However, there is a lack of skilled and managerial capacity within the SMTs of the schools studied. This lack of capability appears to have a double effect. First, the



aspects of staff development for which SMTs were responsible remained poorly managed. Second, these managers blocked the potential contribution of those staff members who had management capability and were ready to exercise it. In some cases, the history of staff development as change initiative had not been good and there was a record of change not being sustained and embedded. Where staff development initiatives had been attempted, they were often once-off or 'quick-fix' solutions that had failed to last.

### **5.2.3. Existing staff development programmes**

Despite the relative positive findings stated in respect of the relationship between leadership and staff development initiatives at School 1 studied, what is still lacking is greater involvement of SMTs in this process at all the schools in the research study. Staff development programmes are very limited and if it does occur, it is mostly curriculum-orientated. The research also indicated that some SMTs do not see the relevance between staff development and managing education change. Staff development generally involved one-off attendance at school or workshops initiated by NGOs, and mainly focused on National Curriculum subject areas.

In a study, Fielding and Schalock (1985:54) cited six functions that school leaders must successfully perform if they need to manage educational change through staff development:

- Establish priorities – staff development plans must be anchored in the long – term improvement goals of the school.
- Develop designs – designs for staff development must be matched to the outcomes they are intended to produce as well as the people who are to participate.
- Clarify roles and responsibilities – various participants in the staff development programme must be clear about who is responsible for what.
- Provide support – participants must be encouraged, have access to both material and human resources, and have sufficient time to bring about change;

- Monitor progress – procedures must exist for tracking the progress that participants are making in implementing desired practices and for detecting problems that arise during the course of implementation; and
- Evaluate effects – assess the impact of the program on teaching and learning.

### **5.3. Recommendations**

In light of the findings of this research, the following recommendations are made:

#### **5.3.1. A School Policy for Staff Development**

Few schools at present have a clear staff development policy. A staff development policy statement could take many forms but should encompass:

- A statement of values, agreed by the staff, concerning the principles underlying staff development, to which they subscribe;
- A statement of more specific objectives for staff development in the school, growing out of the principles;
- An indication of how the school will work in practice with the individual teacher to address these objectives. This might include the consultative and negotiating structures, arrangements for allocating resources, evaluation and monitoring arrangements and role definitions of those involved; and
- A statement of entitlement delineating what support any teacher might expect, for example during the induction year, after appraisal, or as a regular INSET entitlement.

#### **5.3.2. A Budget for Staff Development**

The obvious starting point is to allocate a budget for staff development, but this may need to be broken down in some detail to indicate the priorities accorded to the different objectives in the development policy. It will be important to know, for example, how much is available for evaluation of the school's teaching and learning practices, how much for curriculum change and personal development.

### 5.3.3. Timetables

Some of the constraints upon staff development call for more than the allocation of funds if they are to be removed. Timetables can be constructed so as to allow team teaching or support teaching or curriculum group meetings provided the need is established early enough and is given sufficient priority. Small schools, particularly primary school with teaching principals, have some limitations upon their room for manoeuvring in time-tabling, but if the need is established and given high priority it is often possible to find ways round the problem.

### 5.3.4. Staff development days

Staff development days can ensure that all schools have a small number of days per year which they can give to staff development; though under the pressure of national initiatives many of these will be taken up with consolidating knowledge of national demands and will not grow from the school's own needs. Nevertheless these days do allow an opportunity to address whole-school issues in a planned way.

Staff development days can be very significant in the development of a school and its staff:

- They bring together the whole staff for a much longer time than is normally possible;
- They are very intensive events which build up a team spirit and a sense of shared achievement;
- They allow a mixture of learning styles-lecture, discussion, experiential learning etc.; and
- They can be devised as part of a longer developmental programme.

It goes without saying that such incentive activity requires intensive planning if it is to be successful. The impact of one poorly-executed staff development day is as strongly negative as a good one is positive. It is therefore worth paying considerable attention to how staff development days can be used constructively.

### 5.3.5. Staff Development Plan

Schools tend not to have a staff development plan which links policy to action. Such a plan is vital if resources for staff development are to be used in a thorough way, paying due attention to policy goals and achieving a sensible balance between school needs and individual needs. There are three sources which feed into a staff development plan:

- 1) The staff development policy;
- 2) The school development plan; and
- 3) Targets and action points arising from teacher appraisal.

The staff development policy can remain reasonably constant from year to year but school development plans and appraisal action points change every year so there is a point each year when this information must be brought together and reviewed in the light of the policy so as to establish priorities. Some schools do this by means of a staff development committee, in others it is seen as a task for the principal, perhaps assisted by the coordinator of staff development if there is one.

Although the pace of change sometimes makes it difficult, it is worth trying to establish a rolling programme, say on a three-year basis, which provides:

- The definite plan for the coming year;
- Some major features for the following year-these may be essential developments following on from the first year's commitments or planned new development;
- Anticipated features of the third year, mostly those growing out of first and second year commitments. Neither the second or third year plans can be complete because the required information from school planning is not yet available, but sketching in what is known helps to create continuity in planning. Even the definite plan for the first year requires flexibility to be built in, and some resource allocation held back to meet unanticipated needs, is a sensible precaution in the plan.

When the plan is put on paper it is good for staff cohesion if the rationale for priorities and choices is spelled out. The rationale may not please everyone but making it available removes speculation and encourages open discussion. In mapping out the plan on paper, some schools start from their staff development policy, demonstrating how each aspect of the policy has been converted into activities. Other schools start from the list of priorities or by describing what is planned for the whole staff, for groups of staff and for individuals. In the latter cases it is essential that at some point the relationship between the plan and the policy is demonstrated. However, the list is organised, it is beneficial to include within it

- The proposed participants;
- The purpose/goal of the activity;
- The type of activity;
- Its cost; and
- How the school will use the outcome of the activity.

### **5.3.6. The School Principal**

In the management of staff development the role of principals is crucial. Their personal styles vary from those who have traditionally provided the school with all its ideas and decisions to others who see themselves as facilitators to a staff working as a team of equals. Those in the first category often find they have to change their position quite radically in order to establish the climate in which staff development can prosper. Initially there can be difficulties with a staff unused to offering ideas or unfamiliar with the strategies of problem-solving. Often they are also not used to working as a team. The principals in turn may feel a loss of control, a frustration at the slowness of progress and a concern that ultimately the outcomes may not match their own preferences. The school principal should concentrate on the following strategy:

- Clarify communication procedures in the school;
- Seek the approval and the commitment of all concerned;
- Work from a basis of fact, not of opinion or emotion;
- Enhance the ways in which the staff work together as a group;

- Broaden the base of decision-making within the group;
- Agree a plan for dealing with problem-solving before the problems arise; and
- Build in plans from the beginning for evaluating progress.

Bradley (1983:76) identifies several issues which the principal should address in order to facilitate the development of individuals:

- Fostering a collaborative and participative team approach;
- Making maximum use of the talents of each member of staff by creating an efficient structure of responsibilities within the school and then delegating effectively; and
- Considering what actions will encourage staff to take responsibility for their own development.

### **5.3.7. Staff development coordinator**

In small schools the principal will retain the responsibility for staff development and the problem will be to ensure that the staff themselves have ownership of it. In larger schools there may be a coordinator for staff development or a professional tutor or some similar role. This person needs a clearly defined brief which is fully understood by the staff and which makes clear to everyone what the respective powers are of the principal, the coordinator and other people with managerial roles.

Typically, the coordinator's role will encompass some or all of the following:

- Facilitation and coordination of groups charged with needs identification, planning and implementation of staff development;
- Liaison between senior management and staff;
- Distribution of information about staff development opportunities arriving from outside the school; and
- Transmission of the school's own needs to external sources of support.

### **5.3.8. Staff development group**

In some cases, schools can set up a staff development group or committee. Clear

definition of the committee's role with respect to those of the principal and the coordinator, if there is one, is of paramount importance. Suggestions for involving a committee of staff in the process are:

- The group acts as a “think tank”, generating more ideas than the managers might on their own;
- It allows ideas to emerge from staff who are not part of the formal management structure, who often feel left out;
- It harnesses the energies of the real leaders of staff opinion, who are not always those in authority;
- It gets closer to the real concerns of staff; and
- For staff, involvement is itself a development activity.

Bishop, (1976:119) argues that participation in cooperative, collegial groups provides teachers with a forum to publicly test their ideas about teaching and expand their level of expertise by allowing them to hear the new ideas of others. Bishop found that group discussion and collective problem-solving generally results in better decisions and increases the likelihood of ownership in the decisions.

Whatever the structure used to manage staff development in a school, we should never lose sight of the fact that staff development is much more than simply enabling people to extend their knowledge. Changes of behaviour are involved and such changes often require modification of attitudes and values. The management approach has to be different from supporting those who are comfortable with change, encouraging those who feel resistant and creating an environment in which the uncommitted are encouraged to participate.

#### **5.4. Limitations of the study**

The study was only conducted at three schools in the Paarl region. All three schools were high schools. The findings and the comments apply only to high schools in the region. As such their demands and the workload of school management teams may differ from those of primary schools. Conclusions arrived at in this study cannot be

generalised as the study did not necessarily capture the full range of views and perspectives of all schools in the region.

Two of the schools used were part of the former H.O.R. and one of the former D.E.T. structure. The settings and historical background on how they perceive educational changes may vary between those of the former Model-C schools which have more financial resources, parental and community involvement and those of the former HOR and DET schools. All this could have had an impact or different meaning of the research project. However, these inadequate resources and difficult conditions in terms of the high student enrolment and financial burden, is indeed a challenge worthwhile to accept for creating the necessary conditions for school improvement.

## **5.5. Implications for future research**

The research conducted here is by no means complete. Further research is needed within two broad areas: school staff development policies and professional development of teachers in South African schools.

### **5.5.1. Staff Development Policies**

It is evident from the findings of this research that no coherent policy exists in the South African education system concerning staff development programmes at schools. There should however be a comprehensive staff development policy to meet the needs of teachers and to enhance school improvement. More work is required on sorting out the goals of staff development programmes and how it should best be implemented. A policy for staff development should involve an examination of the teacher's satisfactions and those of the school in his or her performance, and should seek to extend the way in which school support can enable maximum benefit to be derived from such a policy.



### 5.5.2. Professional development of teachers

There is a need to explore research and development work around the professional development of all teachers in South Africa. Embedded professional development of teachers will have a great effect on the ethos of the profession of education. Currently teachers have to rely on their personal knowledge of teaching for most of their decisions. The recognition that even the very best of pre-service teacher education cannot equip one for a lifelong career is of great importance. Whether one thinks in terms of simply maintaining existing programmes or introducing new ones, it is inconceivable to assume that our initial preparation, whatever it may have been, was adequate. Continued growth and development have always been talked about in the past as necessary for teachers. But the products of formal research and further study of teaching are unknown to many teachers in South Africa.

Lieberman & Miller (1991) pointed out that providing opportunities for teachers to attend professional conferences, circulating significant professional literature, developing a professional library at the school, and encouraging the staff to take appropriate courses are other ways in which SMTs can influence staff development and dealing with the constraints of the change process. They encourage principals and the rest of the management teams to free teachers from their other duties and thereby provide them with the time that peer coaching requires by such strategies as:

- Substituting for teachers themselves;
- Recruiting volunteer aids to assume responsibility for some of the non-teaching duties of the staff;
- Encourage independent study;
- Organizing team teaching;
- Hiring substitute teachers;
- Use part of staff meetings for staff development;
- Lengthen the school day for twenty minutes four days per week and use an early release on the fifth day to provide an extended period for staff development; and
- Provide planning periods for teachers working on joint projects.

## 5.6. Conclusion

An important finding of this study is that SMTs do not yet understand their roles and responsibilities on managing educational change. SMTs as staff developers can become more reflective about the impact of their role in the school change process. Clearly, more and more sophisticated staff development has become available. If they are serious about school improvement and excellence, then they should critically examine the role of staff development in helping them to do so. Furthermore, SMTs should know that staff development should relate to the individual, the interested groups and the whole school. Its primary aim should be to increase the quality of student learning by the development of the staff potential and it should seek to recognise the specialised needs of the individual teachers.

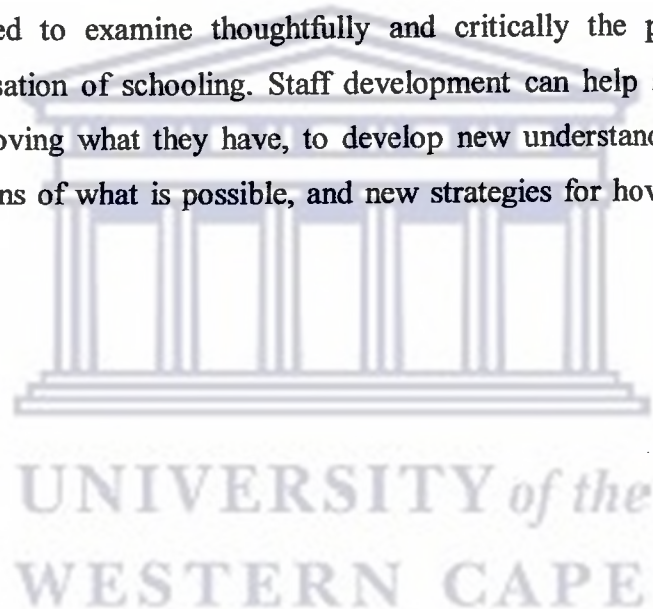
Hewton, (1988:45) reminds us, “that the effectiveness of organisations depends upon the quality of life provided for those who work within them”. Fernstermacher and Berliner (1985:37) maintain that “staff development has become an activity that encompasses much more than a single teacher acting as individual, it is understood that this person’s activities are part of the larger environment of the school.”

SMTs can also make a meaningful contribution towards the in-service training of staff members in general. What is required, however, is much more than merely equipping teachers with practical competencies and skills to carry out rules and follow prescribed procedures or to meet externally determined goals and objectives. What is required is the development of a more professional based learning or training practice in which teachers are empowered to react proactively to challenges that might face them in their practice. The requirements are then a paradigm shift for SMTs from where they are mostly regarded as heads of departments to truly democratic leaders in helping to actualize a schooling system where everyone is learning.

Positive and lasting change requires empowerment of teachers and an opportunity for them to develop their professional competency. Such substantial change demands that teachers be empowered to examine and reshape their professional identity and develop their professional competencies. In effect, teachers need to construct new

understandings of their role and develop the ability to incorporate these new understandings into their actions as teachers and to become reflective learners themselves. These new changes need to be reaffirmed by the development and use of constructivist assessments to support the changes in staff development. The norms of the workplace of teaching need to change if powerful staff development is to be implemented; reciprocally, when it is implemented, the energy of the workplace increases considerably. Effective staff development requires cooperative relationships that break down the isolation and increase the collective strength of the community of educators who staff the school.

Lastly, I believe that staff development can become the process through which educators are enabled to examine thoughtfully and critically the purpose, role, structure and organisation of schooling. Staff development can help schools move beyond simply improving what they have, to develop new understandings of what they need, new visions of what is possible, and new strategies for how best to “get there from here”.



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## APPENDIX A

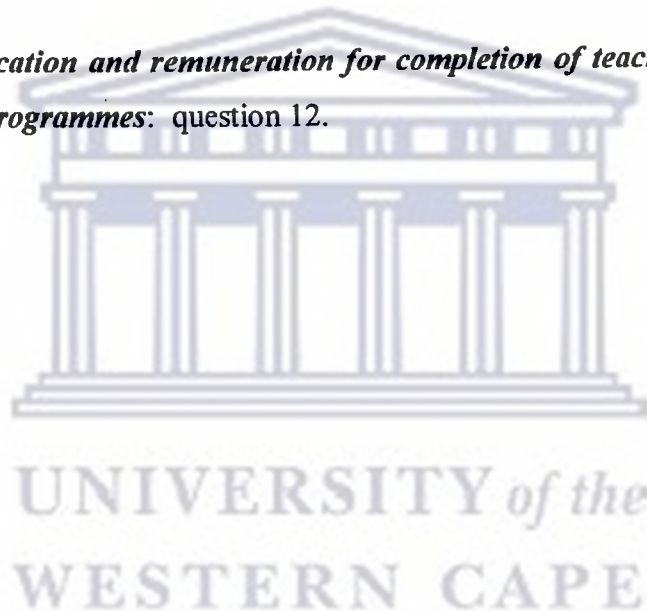
### Interview Questions

1. What do you personally understand by staff development?
2. Do you see it as an important factor/strategy for managing school change and why?
3. What role should/must S.M.T.'s play in relation to question two?
4. What staff development programmes have you and your school been involved in and what form did it take?
5. Who decides what staff development programmes should take place at your school?
6. What current changes at your school are generating new needs for staff development and what are the implications or challenges of these changes for staff development?
7. Are staff development programmes accommodated in the school programme with regard to time tables, year plans etc. and does your school have a structured staff development plan?
8. Is staff development supported by everyone in the school?
9. What opportunities are provided for your staff for their professional development?
10. Does your school have any support systems/resources for implementing staff development programmes?
11. What would motivate you as principal/vice-principal/H.O.D. to be actively involved in staff development?
12. Should participation in staff development programmes for school staff be accredited? If so, how, e.g. certification or remuneration, etc.?

## AREAS OF FOCUS:

The following are the areas of concern which the questions addressed:

- a) *Staff development*: questions 1 and 2.
- b) *Managing school change and the role of the S.M.T*: questions 3, 5, and 11.
- c) *Existing staff development programmes at schools*: questions 4 and 8.
- d) *New staff development needs*: question 6 and 9.
- e) *Staff development plans*: questions 7.
- f) *Continuing professional development and training of teachers*: questions 9 and 10.
- g) *Nature, certification and remuneration for completion of teachers for staff development programmes*: question 12.



## APPENDIX B

### Field notes on interviews conducted

Respondent A. (School 1.) (Pilot Study) (14 April 2003)

8h15-9h00.

1. Due to changes in educational system, teachers should be trained to absorb these changes. We are experiencing a lot of curriculum changes and teachers do not always know how to cope with these changes. Teachers should know how to handle these changes and innovations.
2. Yes, definitely, for development and training purposes.
3. They should keep abreast of the times and keep the rest of the staff informed and must provide a knowledge base.
4. We had last year two workshops where one was presented by Faranani Facilitation Services in Den Hoek. Then the previous quarter of this year we had another one arranged by the school self.
5. Usually by the SMT. First we test opinions of the staff to see whether they are interested. We inform them of the importance and the advantages for themselves but they are not forced to be involved, rather encouraged.
6. We are currently one of the focus schools for the Khanya project initiated by the W.C.E.D. for Maths/Science and computer classes. We are also in the process of extending our computer laboratory due to a huge donation received from Telkom in the form of computers. Each teacher will be compelled to instruct his own class in computer training. However a lot of teachers are currently not computer literate or skilled and training is needed. Also with the Khanya project, teachers must be trained how to instruct this project to their learners. So they must decide whether they want to be part of this initiatives and changes otherwise they are going to stay behind.
7. No, currently we cannot fit it into a timetable. Usually we fit it in between 14h00-15h00. On Mondays we have what we call "discretionary time". On Tuesday and Thursdays we are having learning area meetings where each learning area is busy with planning or reflects on what has been done during the week.

8. We are supportive because three of our teachers went on an exchange teaching programme in to Denmark. Our principal also went to London last year on a programme for principals initiated by the W.C.E.D.
9. Actually some teachers do short courses but that is all I know of.
10. We get help from the W.C.E.D and the principal usually applies for donations if we plan on something that has not been budgeted for.
11. I am the curriculum manager of the school. This is primarily my first concern. Then I also coordinate the workload of the caretakers and their grievances and this is part of my workload besides my teaching responsibilities. Sometimes you do planning and then something else came up urgently which needs your immediate attention. Some people sometimes expect too much from a person in my position and unfortunately I can't find enough time to attend to all their needs.
12. I think staff development will personally help me to let them understand that we are all human beings and that there should be close cooperation amongst all of us and that we should be supportive of each others' needs.
13. Definitely. I think certification for future job possibilities.
14. If there are opportunities, we support our staff. We sent two teachers on an exchange programme to Denmark which shows that we are fully supportive.
15. Every teacher. We do not make any distinctions.
16. I think all the many educational changes are a problem for us. We are positive and we all want to help to improve our circumstances.
17. We are actually busy working on this, so it difficult on this stage to say.
18. They must be supportive and create the necessary conditions where this can take place.
19. To help teachers to develop their potentials and to be positive about any educational changes.
20. Yes, definitely certification. This will motivate staff to be part of these programmes.



9h00-10h00.

1. It can lead towards job satisfaction and to improve teaching skills. Teachers would be in a better position to teach the learners.
2. Yes, it can lead to school improvement and help teachers to be better skilled and also to expand their knowledge base.
3. The School Management team must be leaders. They should have a vision and make constant contributions towards the enhancement of school improvement.
4. They should see other prospects of the school and be goal-orientated. They must have a vision and must empower the staff. They must also recognize the talents of the rest of the staff and try to nurture it. They must also be in a position to assign staff to do things at school to empower them and to give them scope to grow and a matter of-self-confidence.
5. Last year we went out on a staff development activity which was held over a weekend at Den Hoek. This year we had a follow-up session mainly to reflect on what we have done or what we have accomplice so far in reflection after the first one. We divided our teachers in groups to work on certain aspects and to do a need assessment where reports backs should follow shortly. From there we will take it further by approaching the EMDC for further assistance.
6. The School principal together with the S.M.T. The principal initiates and handles it and we try to incorporate as many people as possible to do the planning. We also have a priority list on where we expect the school to be in 5 years from now.
7. There is the Khanya project and our newly donated computers. Last year, we also started with the instruction of English as language medium. Teachers therefore must be trained to instruct their learning areas in English as well because this is a new thing to most of them.
8. Only on our year plan. We have planned workshops on Tuesdays and Thursdays where the subject teams meet weekly. It is compulsory for each staff member to attend these meetings.
9. If I must estimate, approximately 90%. Some teachers usually don't give their co-operation but it is a small percentage and we are working on it to try and

solve it. Three teachers were overseas on an exchange programme of which I was a part of. The principal was with a group of principals to London on a seminar. Teachers do accommodate each other for professional development. Many are busy with remote courses to improve their knowledge base and to equip them self better for our changing educational environment.

10. Yes the owners of the bus company who transport our learners sponsored a bus for our first staff development weekend. This year we received financial assistance from the EMDC. The principal also usually apply for donations and teachers contribute a portion of costs.
11. To help teachers to be more productive and to gain self confidence in what they are doing. They must know that they are responsible to improve their own skills. I would like to see teachers grow and for me in achieving this, it will definitely give myself a big sense of enjoyment and satisfaction.
12. Yes, definitely. Maybe it can serve as an incentive for everybody that wishes to e part of staff development programmes. I think their definitely should be accreditation.

**Respondent C. (School 1).**

**(16 April 2003)**

**20H00-21H00.**

1. The principal and the rest of School Management Team must set the example by initiating projects. Basically staff development begins here. They must act as leaders. Staff development is a step in the right direction.
2. Staff development is a process where the whole staff is involved in to exchange ideas as how to improve professional teaching skills.
3. The S.M.T. is being regarded as to be in an authoritative position and must act accordingly. They should lead and manage the school and must try to get the whole staff together in which ever initiatives they are planning on for school improvement efforts. They must also build healthy relationships amongst the staff.
4. We had two years back an enrichment programme only for the S.M.T. that was presented by U.W.C. Then we had two the last two years where the whole staff formed part of it.

5. The principal. He usually sees the need. For him it is a matter of keeping up or maintaining his authority to keep staff together. We welcome his initiatives and the decision to carry it out is part of a consensus decision by the whole staff.
6. We are part of the Khanya project which focuses on the improvement of Maths and Science and computer classes.
7. Only on the year plan. We are currently busy with our school development plan which was initiated after our last staff development programme. We divided staff in groups of ten with a S.M.T. member as the convenor. Each group works on an aspect of school improvement for example curriculum development and the school and community. Then on Mondays we have "discretionary" time where teachers work on their own activities. They can decide what they want to do or even if they want to, leave school earlier together with the children. Tuesdays and Thursday the different learning area committees meet to do some planning. Sometimes the S.M.T. meets on these days to reflect on matters concerning the management of the school.
8. I would say about 97% of the staff support it. One teacher I know is soon going on retirement age and the other show a lack of interest mostly due to personal problems but we as S.M.T. is working on this problem. We agreed on sending three teachers and the principal on an exchange programme to Denmark, Belgium and England which indicates that we are quite open for professional development of teachers and support them if we can.
9. We do sometimes get assistance from the W.C.E.D. At times the principal apply for donations.
10. I want to see that we have no discipline problems which actually don't occur a lot at our school and that our end examination results get better and better each year. There must also be an atmosphere of managing information promptly.
11. The staff should at all times be kept informed of any new changes and feedback must be given regular. To improve loyalty and school pride amongst staff members.
12. Yes, acknowledgements or incentives must be given to those who were involved like for example maybe getting some days off or the handing out of certificates.

9H00-10h15.

1. Each person is his own leader in his own way. Different types of leadership should be developed. Teachers should know that they are leaders. Staff development helps to brisk these leadership roles.
2. As I have said, there is different type of leadership roles that should be developed at school. School has its vision and mission-leaders have a responsibility to live out the institution's vision and mission. Development is important in our daily lives and to adjust to changes. Development is therefore essential and necessary ingredients.
3. Currently S.M.T.'s are only subject matter orientated. It has much to do with the way appointments were made in the past. They are only seen as experts on subject matters. There must be a mind shift where they must see themselves as leaders in every aspect of the school organization. Leadership is still lacking.
4. The W.C.E.D. held one or two workshops for staff development. At school we did a swot analysis on which changes currently are occurring and which are having a negative impact on our school life. Then two workshops were held for the whole staff and another two for only the SMT. We divided staff in ten groups to work on different issues regarding outcomes of workshops and to analyse the data. These committees must concentrate on one or two aspects.
5. The SMT's are divided in groups of two. They must compile the documents after the workshop session which was held in Den Hoek. We are currently still busy with it and feedback will be done soon by the different committees. I personally attended one workshop last year for vice-principals conducted by the W.C.E.D.
6. The S.M.T. However they expect sometimes that the staff must come up with ideas for staff development initiatives. The rest of the staff expects the S.M.T. to initiate staff development programmes. It is according to my opinion the work of the S.M.T. to initiate staff development courses. It will be problematic for leadership if they don't live up to the expectations of the staff members. It is the task of the S.M.T. to see that the momentum is kept.

7. There are a lot of changes. We are part of the Khanya project and as such teachers must be trained to give instruction. We are also extending our computer resources and again teachers must be instructed to present these classes.
8. No, only on our year plan. We are currently busy with it and it is hoped that it will be implemented in 2004 because this is a process.
9. Not everyone. At the first session attendance was approximately 67%. The second session showed an improvement which was 80%. This is due to the effect that those who were at the workshops came back and reflect on it. They talked about it and made others curious. There are people who are doing other courses and we don't stand in their way.
10. We got financial aid from the W.C.E.D. and the busses that transport our students, also donated towards our workshop sessions which were held outside school in Den Hoek. The staff only had to contribute a small levy.
11. It will give me great pleasure to see how staff members grow in their teaching careers and to gain further skills regarding their teaching profession.
12. Yes, certification for future job opportunities.

**Respondent E (School 1).**

**19 Aug. 2003**

**10H00-11H05**

1. It is a process where knowledge can be acquire and to empower teachers. It will lead to professional teaching abilities. It will also enhance the highest possible standards.
2. Yes and it should be content-orientated. There must also be a paradigm shift from the old to the new teaching focus.
3. The SMT must ensure that all the following aspects of schooling are in place namely Business Administration, Curriculum Management, Policy Implementation and Learner issues. All this should be in line with the ethos of the school with also a focus on the mission and vision.
4. A couple of years back we did a SWOT analysis at school followed by

group discussions on self-enrichment, scenario planning, teamwork, and loyalty. We do this annually where we take our staff away from school to focus on what we gained and where we should do adjustments. Sometimes we make use of consultants such as Faranani Facilitation Services.

5. I keep a watchful eye on things here at school and if I think it is necessary for intervention or there is a need to, I call in my SMT to address certain problem areas.
6. The shift from O.B.E. and the establishment of GET and FET. There is also the new constitution of our country and the abolishment of corporal punishment.
7. No. I use an open door policy and focus on the individual as such. I believe there should be a policy on this.
8. Supported by everyone.
9. We are having a lot of workshops initiated by the Provincial Education Department and as such a lot of teachers are not so much more interested in further professional development. What we are getting now, is efficiently enough.
10. This is part of our budget planning and we also do get assistance from the W.C.E.D. and the business sector.
11. I am striving towards quality education and effective teaching for my staff and school and in doing this, I need to be involved as much as possible.
12. Yes, I think there should be accreditation but I do not believe in remuneration otherwise staff development will not live up to its expectations. Acknowledgement should be given.

9H15-10H00.

1. To develop staff into the different aspects of education and to shape them for future leadership roles. To focus on skills training and to foster the establishment of a strong knowledge base at school.
2. There should be regular interaction between staff and the S.M.T. in the form of workshops concerning the current changes in the education system and to empower teachers to absorb these changes.
3. They must lead and develop the staff and to see that learning takes place in a healthy environment. They must initiate workshops for staff for further training skills.
4. There was one workshop for the S.M.T. initiated by the W.C.E.D. The school held one for teachers last year on provincial educational policy legislation. We had some workshops which focused on the vision and the mission of the school. We planned one workshop session this year for the whole staff on current problems that we are facing here at school.
5. The S.M.T. in consultation with the whole staff.
6. The last five years we had constant changes of school principals. Some retired; others took the severance package and some retired early due to illness. At the moment we do not have a permanent principal, so we can't actually plan on what we really want to do. We are experiencing a lot of internal problems. Working relations amongst staff members are not what it is supposed to be and some teachers have a record of constant absenteeism.
7. It cannot actually take place due to what I have said in question 6 but we are currently planning to do something about it. Normally our programmes are fitted in our year plan.
8. Not at all. This is actually a major problem. Some of our staff members' morale is very low due to our problems and they are frustrated because we have a very inexperienced S.M.T. that doesn't know how to address these problems. The whole staff actually realizes that something drastic should be done to address our problems and this is a positive sign.

9. None. No one is showing any interest in the rest of the staff.
10. There is Faranani and the W.C.E.D. Our bus company give donations.
11. To enhance cooperation amongst staff members. To enhance the morale of the teachers and to ensure a good working relationship between staff and learners because our discipline amongst some learners are very low. It is important to create changes on all levels of the education system.
12. Yes, certification. It is very important so that one can have proof that you attended these courses or workshops for future job opportunities.

**Respondent G (School 2).**

**(19 May 2003)**

**7H30-21h00**

1. Staff development should be a continuous process. It ensures transparency so that changes can occur. S.M.T.'s should be flexible and must be open for staff development.
2. It is very important for implementing changes. Due to severance packages, schools were left with very young and inexperienced school management teams. Respect for these school managers languished.
3. School management Teams must be initiative to get staff ready for changes.
4. We had a workshop conducted by the W.C.E.D. on financial policies. It was only for the S.M.T.'s. Then there was a workshop two years ago, also only for S.M.T.'s on school management. We are planning to conduct a staff development programme for the whole school shortly.
5. It is a collective decision. The principal initiates after a need assessment was made.
6. There is the challenge of the new curriculum. We are also experiencing an enormous lack of discipline. We don't have a permanent principal at our school for the last 18 months now and this also causes major problems.
7. Only on our year plan but we don't follow it strictly.
8. Yes.
9. There is a lack of interest for professional development after the National Education Department got rid of the salary notch adjustments for achievement of further qualifications.



10. We do get help from our E.M.D.C. and donations from outside agencies but this is very limited.
11. I am in favour of the progress and well being of the school and staff development as strategy can help to achieve this goal. This is also the school where I completed my school studies.
12. Yes, this will get each one at school involved in staff development programmes.

**Respondent H (School 2).**

**(17 June 2003)**

**15h00-16h00**

1. It is about the development of the staff in terms of the vision and mission of the school.
2. It is absolutely important to address the needs of the education sector.
3. To enhance the quality of teacher's teaching capabilities.
4. In 2001 we had a work session for the whole staff which focused on disciplinary issues. We are busy now with the Whole School Development Plan initiated by the EMDC.
5. The principal and the rest of the school management team.
6. We are facing a lot of internal problems. We have to be in a position to handle large classes. There is also the change from OBE to FET. We are facing some disciplinary problems amongst some learners. Teachers do not always come up with bright initiatives on how to handle these problems. So it is something we have to work at.
7. No, but we are working towards it with the Whole School Development Plan.
8. Supported by everyone.
9. Yes, only for personal development. The principal normally, when he receives notices of further professional development for teachers, informs everybody about it. But the school don't have a policy on it.
10. Yes, EMDC and private companies.
11. To inform teachers about new educational issues and how to address them. And not just to be concerned about teaching or transforming of knowledge, but to be part of the whole process of educational changes.
12. It will be a good idea seeming that more people will be interested and

motivated. I am not for remuneration, but rather the needs and expectations that everyone will be part of it.

**Respondent I (School 2).**

**26 August 2003**

**19H00 – 20h10**

1. To empower teachers with the necessary skills and to develop their potentials as well as those of the learners.
2. I personally do not think that staff development will actually help us fully to be able to address the problems we are experiencing now.
3. They must be able to assign tasks to teachers and must also be in a position where they can exercise control over work that must be done.
4. We had one to develop the vision of the school. There was also one held by the W.C.E.D. on safety aspects of the school.
5. The SMT. We have little interaction between us and the staff regarding this.
6. There are a lot of differences amongst staff members which we need to sort out. There is also a lack of support amongst some members of the school management team and they also do not have the necessary skills to do certain tasks that are linked to their job description.
7. Not at all.
8. About 80% of staff members are supportive.
9. We as school are not financially in a position to fully support teachers with their personal professional development.
10. We are getting some help from ex-teachers but that's all.
11. To be an encouragement to all staff members. To create conditions conducive for all kind of learning.
12. Yes, to encourage teachers to be part of staff development

programmes. To me teaching is life-long learning.

**Respondent J. (School 3).**

**(17 April 2003)**

**12h15-13H00.**

1. Staff development gives us the idea that this is not the creation of something new but it is aimed at developing the human resources at school and to enhance the educator's knowledge base to face challenges which are currently facing the education system.
2. To accomplish empowerment strategies amongst staff members so that they can face the demands of technology changes and also to face the new educational challenges.
3. We should lead and help teachers to cope with the challenges that are facing them.
4. We had quite a number of staff development programmes over the last two years. There was one initiated by Alexander Forbes, Ernest & Young and Faranani. It was mainly aimed at developing the S.M.T. We focussed on issues such as change management, delegation, and motivation.
5. The S.M.T. in consultation with the rest of the staff.
6. We as S.M.T are currently busy to develop staff in planning and administration.
7. On the timetable, no. But definitely on our year plan. We are having school development programmes after tuition time. (14h00-15h00).The staff is divided in committees that focuses on issues like code of conduct, sport, examinations, etc. The staff is encouraged to move around in committees.
8. Yes, strongly supported by whole staff.
9. Here are currently a lot of teachers busy with further training and we fully support them.
10. Our school is part of the low income community concerning parents and we can't actually depend on them. But we do receive a lot of financial assistance from the W.C.E.D. and N.G.O.'s like Faranani, Alexander Forbes and Ernest & Young.
11. I personally would like to see the teachers grow and to see their knowledge base expanded.

12. Definitely. I would agree on certification because it can help us towards further career options.

**Respondent K. (School 3).**

**(7 May 2003)**

**14H00-15H20.**

1. I see staff development as something that can create better working ethics for staff members. It ensures quality teaching amongst staff. Through staff development one can also determine what the needs requirements of teachers are.
2. Staff development creates opportunities for people to reflect on their teaching abilities and to address problems that currently exist, things that people are aware of but tends to neglect.
3. They must create the opportunities for staff members to be engaged in staff development programmes and for professional development.
4. We have the Curriculum Development Learning School's project where staff members are divided in groups of committees to focus on curriculum issues. Then there is the Faranani Facilitation Services which focus on management. First they had workshops with the S.M.T.'s after which the whole staff was involved.
5. The whole staff makes the decision. We as S. M T. usually takes the proposal to the staff even if it has been initiated by W.C.E.D. whereas the whole staff will then decides whether we should take part in it.
6. We are a school that are only offering grades tens till twelve and as such they forgot about us regarding the training of O.B.E. courses. We are currently feeling like a school that is situated on an island. Our teachers were not at any O.B.E. training workshops regarding the applying or presentation of these new curriculum initiatives and as such we are still teaching the old traditional method of education. Our class totals are also very high and it is extremely difficult to teach in an atmosphere like this. Teachers have to cope with this and it demands a lot of skills. We also have the problem of proper language abilities of students. The instruction of language method of teaching regarding language is in their second language which is English and they have to learn and write in English whereas their first language is actually Xhosa. At their

- respective homes, surroundings and amongst friends they are speaking their first language where at school and in classrooms it is mostly the opposite.
7. Yes, only on our year plan. We usually do a need analysis and then we decide what to focus on. It usually takes place from 14H30 till 15H30.
  8. No. The reason is that some people have inner personality problems which have a negative effect on the school as a whole. They question everything even if it is for their own good. They just have that negative attitudes towards the school.
  9. There are subject training which usually takes place over school holidays.
  10. Ernest &Young is our service funder in partnership with the W.C.E.D.
  11. I made the choice to be at this school and as such, a part from the school's vision, I have my own personal vision and that is to identify the needs of the school and to work towards the accomplishment of those needs.
  12. Yes, certification that can help teachers for further studying. Certificates must open doors for them for further study.

**Respondent L. (School 3).**

**(28 May 2003)**

**14h00-14h45**

1. Staff development is to empower educators. It also helps to motivate them and to reveal their hidden abilities. It can create equal opportunities for all staff in the workplace and can serves as a platform where educators can get the experience to be part of management.
2. Very much. It can help towards the development of educator's abilities.
3. To give support and to counsel.
4. School Development Unit which focused on curriculum issues. Also Faranani which focused on school management teams.
5. The principal in collaboration with the whole staff. First we do a need assessment to find out if it is necessary before we decide on staff development programmes.
6. We have to foster the human relationships at our school. We also have to bridge the gap between O.B.E. and FET which requires a lot of training. We should also set up networking with other schools and we must also enhance our parental involvement.

7. No, only on our year plan which forms part of our Whole School Plan.
8. Yes.
9. We have nothing on paper regarding this.
10. Not a structured one. We make mostly use of N.G.O's.
11. To strive for the enhancement of equality of powers and not to always act as a head of department.
12. Yes, certification is important. But for me this is not so important. What counts, is that you were part of the programme and you have learned something worthwhile for life which no one can take away. The skills accomplished are important.

**Respondent M. (School 3).**

**26 June 2003**

**10h30-11h15**

1. To help teachers cope with difficulties in the education system.
2. Yes, it equips teachers to face challenges and makes them aware of what is currently taking place in our education system so that they can be ready for any challenges.
3. They must give guidance and arrange workshops for staff development programmes. It is also their duty to see that everyone is involved in these projects. They should play true leadership roles so that others will follow them.
4. I personally initiated and drew up our school's mission and vision statement as part of an assignment while I was a B.Tech-student at Peninsula Technikon. The whole staff accepted this statement. (Part of Appendix C.) We had workshops presented by Faranani and also by the W.C.E.D.
5. The S.M.T. initiates but we then take the proposals to the whole staff for an overall decision.
6. There is the challenge of implementing O.B.E and FET. We also need a couple of teambuilding sessions amongst our staff.
7. No.
8. Yes.
9. None.

10. The school financially support for the transport expenses. We received support from Faranani and sometimes from the W.C.E.D.
11. To foster good relationships amongst staff members. To enhance a healthy, disciplined working conditions for all of us who are part of this school and to be sincere in everything I do as part of my job description.
12. Yes, certification because it will motivate the staff to attend these developmental courses so that they can implement what was learned.

**Respondent N (School 3).**

**19 Aug. 2003**

**12h00-12h50**

1. To keep staff professionally aware as well as academically.
2. I think it is highly important because as individuals and as staff we need to develop.
3. They must be task-driven and give support to the rest of the staff under their supervision to allow them to develop.
4. Mostly on SMT's by N.G.O's such as Faranani.
5. We have a staff development committee.
6. Grade tens is now our biggest problem and the large numbers of students at our school. We also have to focus on class management and disciplinary aspects of some of our learners.
7. Not specifically. We usually do this after school.
8. The majority supports it.
9. There is the ACE programme. A lot of our teachers are busy with further professional courses and we fully support them.
10. W.C.E.D.
11. I give support where ever I can.
12. Yes, there should be recognition such as certificates. But to me the

advantage is to develop.



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## APPENDIX C

### Resolution No: 8 of 1998 as agreed by the Education Labour Relations Council

## DUTIES AND RESPONSIBILITIES OF EDUCATORS

### INTRODUCTION

The ability of our education system to compete in an increasingly global economy depends on our ability to prepare both learners and educators for new or changing environments. This is in line with the mission in the corporate plan of the Department of Education to ensure that all South Africans receive flexible life-long learning education and training of high quality.

Management in education should be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforce their belief that they can make a difference. When and where appropriate, authorities need to allocate authority and responsibility which will ensure the building of human resource capacity.

In addition to the core duties and responsibilities specified in these documents certain specialised duties and responsibilities may be allocated to staff, in an equitable manner, by the appropriate representative of the employer.

#### A. PRINCIPAL

1. JOB TITLE: Educator - public school
2. RANK: Principal
3. POST LEVEL: 1; 2; 3 or 4
4. THE AIM OF THE JOB:
  - a) To ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations and personnel administration measures as prescribed.
  - b) To ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies.

#### 5. CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

#### GENERAL/ADMINISTRATIVE

- a) To be responsible for the professional management of a public school.
- b) To give proper instructions and guidelines for timetabling, admission and placement of learners. <http://etd.uwc.ac.za/>

- c) To ensure that the school premises, equipment and property are used properly and that the school is kept in good order and the learners are disciplined.
- d) To ensure a School Journal containing a record of all important events connected with the school is kept.
- e) To make regular inspections of the school to ensure that the school premises and equipment are being used properly and that good discipline is being maintained.
- f) To be responsible for the hostel and all related activities including the staff and learners, if one is attached to the school.
- g) To ensure that Departmental circulars and other information received which affect members of the staff are brought to their notice as soon as possible and are stored in an accessible manner.
- h) To handle all correspondence received at the school.

### PERSONNEL

- i) Provide professional leadership within the school.
- j) To guide, supervise and offer professional advice on the work and performance of all staff in the school and, where necessary, to discuss and write or countersign reports on teaching, support, non-teaching and other staff.
- k) To ensure that workloads are equitably distributed among the staff.
- l) To be responsible for the development of staff training programmes, both school-based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.
- m) To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- n) To ensure that all evaluation/forms of assessment conducted in the school are properly and efficiently organised.

### TEACHING

- o) To engage in class teaching as per the workload of the relevant post level and the needs of the school.

- p) To be a class teacher if required.
- q) To assess and to record the attainment of learners taught.

#### EXTRA- & CO-CURRICULAR

- r) To serve on recruitment, promotion, advisory and other committees as required.
- s) To play an active role in promoting extra and co-curricular activities in the school and to plan major school functions and to encourage learners' voluntary participation in sports, educational and cultural activities organised by community bodies.

#### INTERACTION WITH STAKE-HOLDERS

- t) To serve on the governing body of the school and render all necessary assistance to the governing body in the performance of their functions in terms of the SA Schools Act, 1996.
- u) To participate in community activities in connection with educational matters and community building.

#### 6. COMMUNICATION:

- a) To co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.
- b) To liaise with the Circuit/Regional Office, Supplies Section, Personnel Section, Finance Section, etc. concerning administration, staffing, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners.
- c) To liaise with relevant structures regarding school curricula and curriculum development.
- d) To meet parents concerning learners' progress and conduct.
- e) To co-operate with the school governing body with regard to all aspects as specified in the SA Schools Act, 1996.
- f) To liaise with other relevant Government Departments, eg. Department of Health & welfare, Public Works, etc., as required.
- g) To co-operate with universities, colleges and other agencies in relation to learners' records and performance as well as INSET and management development programmes.

to assist the Principal in managing the school and promoting the education of learners in a proper manner. To maintain a total awareness of the administrative procedures across the total range of school activities and functions.

organisations.

### B. DEPUTY PRINCIPAL

- 1. JOB TITLE: Educator - public school
- 2. RANK: Deputy Principal
- 3. POST LEVEL: 3

#### 4 THE AIM OF THE JOB:

- a) To assist the Principal in managing the school and promoting the education of learners in a proper manner.
- b) To maintain a total awareness of the administrative procedures across the total range of school activities and functions.

#### 5. CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

##### GENERAL/ADMINISTRATIVE

- a) To assist the Principal in his/her duties and to deputise for the Principal during his/her absence from school.
- b) To assist the Principal, or, if instructed to be responsible for:
  - i) School administration  
eg. duty roster, arrangements to cover absent staff, internal and external evaluation and assessment, school calendar, admission of new learners, class streaming, school functions; and/or
  - ii) School finance and maintenance of services and buildings  
eg. planning and control of expenditure, allocation of funds/resources, the general cleanliness and state of repairs of the school and its furniture and equipment, supervising annual stock-taking exercises.

## TEACHING

- c) To engage in class teaching as per workload of the relevant post level and needs of the school.
- d) To assess and to record the attainment of learners taught.

## EXTRA- & CO-CURRICULAR

- e) To be responsible for school curriculum and pedagogy eg. choice of textbooks, co-ordinating the work of subject committees and groups, timetabling, "INSET" and developmental programmes, and arranging teaching practice.
- f) To assist the Principal in overseeing learner counselling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners.
- g) To assist the Principal to play an active role in promoting extra and co-curricular activities in school and in the participation in sports and cultural activities organised by community bodies.
- h) To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

## PERSONNEL

- i) To guide and supervise the work and performance of staff and, where necessary, discuss and write or countersign reports.
- j) To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

## INTERACTION WITH STAKE-HOLDERS

- k) To supervise/advise the Representative Council of Learners.

## 6. COMMUNICATION:

- a) To meet with parents concerning learners' progress and conduct.
- b) To liaise on behalf of the Principal with relevant government departments.
- c) To maintain contact with sporting, social, cultural and community organisations.

d) To assist the Principal in liaison work with all organisations, structures, committees, etc. as may be required.

1. **JOB TITLE:** Educator - public school
2. **RANK:** Head of Department (subject, learning area or phase)
3. **POST LEVEL:** 2

4. **THE AIM OF THE JOB:**

To engage in class teaching, be responsible for the effective functioning of the department and to organise relevant/related extra-curricular activities so as to ensure that the subject, learning area or phase and the education of the learners is promoted in a proper manner.

5. **CORE DUTIES AND RESPONSIBILITIES OF THE JOB:**

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

TEACHING

- a) To engage in class teaching as per workload of the relevant post level and the needs of the school.
- b) To be a class teacher if required.
- c) To assess and to record the attainment of learners taught.

EXTRA- & CO-CURRICULAR

- d) To be in charge of a subject, learning area or phase.
- e) To jointly develop the policy for that department.
- f) To co-ordinate evaluation/assessment, homework, written assignments, etc. of all the subjects in that department.
- g) To provide and co-ordinate guidance:
  - i) on the latest ideas on approaches to the subject, method, techniques, evaluation, aids, etc. in their field, and effectively conveying these to the staff members concerned

NB: Principals at post level 1 are expected to teach 100% of the *scheduled teaching time*.

**Secondary school**

Post level 1: Between 85% and 90%  
Post level 2: 85%  
Deputy Principal: 60%  
Principal: Between 5% and 60%, depending on which post level appointed to.

## 4 DUTIES AND RESPONSIBILITIES OF EDUCATORS

### 4.1 Introduction

The ability of our education system to compete in an increasingly global economy depends on our ability to prepare both learners and educators for new or changing environments. This is in line with the mission in the corporate plan of the Department of Education to ensure that all South Africans receive flexible life-long learning education and training of high quality.

Management in education should be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforce their belief that they can make a difference. When and where appropriate, authorities need to allocate authority and responsibility which will ensure the building of human resource capacity.

In addition to the core duties and responsibilities specified in this section, certain specialised duties and responsibilities may be allocated to staff in an equitable manner by the appropriate representative of the employer.

### 4.2 Principal

- (a) JOB TITLE: Educator – public school  
(b) RANK: Principal  
(c) POST LEVEL: 1; 2; 3 or 4  
(d) THE AIM OF THE JOB:

- (i) To ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations and personnel administration measures as prescribed.  
(ii) To ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies.

(e) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

(i) **General/administrative**

- To be responsible for the professional management of a public school.
- To give proper instructions and guidelines for timetabling, admission and placement of learners.
- To have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of the learners in consultation with the appropriate structures.

- To ensure a School Journal containing a record of all important events connected with the school is kept.
  - To make regular inspections of the school to ensure that the school premises and equipment are being used properly and that good discipline is being maintained.
  - To be responsible for the hostel and all related activities including the staff and learners, if one is attached to the school.
  - To ensure that Departmental circulars and other information received which affect members of the staff are brought to their notice as soon as possible and are stored in an accessible manner.
  - To handle all correspondence received at the school.
- (ii) **Personnel**
- Provide professional leadership within the school.
  - To guide, supervise and offer professional advice on the work and performance of all staff in the school and, where necessary, to discuss and write or countersign reports on teaching, support, non-teaching and other staff.
  - To ensure that workloads are equitably distributed among the staff.
  - To be responsible for the development of staff training programmes, both school-based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.
  - To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
  - To ensure that all evaluation/forms of assessment conducted in the school are properly and efficiently organised.
- (iii) **Teaching**
- To engage in class teaching as per the workload of the relevant post level and the needs of the school.
  - To be a class teacher if required.
  - To assess and to record the attainment of learners taught.
- (iv) **Extra- and co-curricular**
- To serve on recruitment, promotion, advisory and other committees as required.
  - To play an active role in promoting extra and co-curricular activities in the school and to plan major school functions and to encourage learners' voluntary participation in sports, educational and cultural activities organised by community bodies.
- (v) **Interaction with stake-holders**
- To serve on the governing body of the school and render all necessary assistance to the governing body in the performance of their functions in terms of the SA Schools Act, 1996.
  - To participate in community activities in connection with educational matters and community building.
- (vi) **Communication**
- To co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.



- To liaise with the Circuit/Regional Office, Supplies Section, Personnel Section, Finance Section, etc. concerning administration, staffing, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners.
- To liaise with relevant structures regarding school curricula and curriculum development.
- To meet parents concerning learners' progress and conduct.
- To co-operate with the school governing body with regard to all aspects as specified in the SA Schools Act, 1996.
- To liaise with other relevant Government Departments, eg. Department of Health & welfare, Public Works, etc., as required.
- To co-operate with universities, colleges and other agencies in relation to learners' records and performance as well as INSET and management development programmes.
- To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards.
- To maintain contacts with sports, social, cultural and community organisations.

### 4.3 Deputy principal

- (a) JOB TITLE: Educator – public school
- (b) RANK: Deputy Principal
- (c) POST LEVEL: 3
- (d) THE AIM OF THE JOB:
- (i) To assist the Principal in managing the school and promoting the education of learners in a proper manner.
  - (ii) To maintain a total awareness of the administrative procedures across the total range of school activities and functions.
- (e) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:  
The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:
- (i) **General/administrative**
    - To assist the Principal in his/her duties and to deputise for the Principal during his/her absence from school.
    - To assist the Principal, or, if instructed to be responsible for:
      - School administration  
e.g. duty roster, arrangements to cover absent staff, internal and external evaluation and assessment, school calendar, admission of new learners, class streaming, school functions; and/or
      - School finance and maintenance of services and buildings  
e.g. planning and control of expenditure, allocation of funds/resources, the general cleanliness and state of repairs of the school and its furniture and equipment, supervising annual stock-taking exercises.
  - (ii) **Teaching**
    - To engage in class teaching as per workload of the relevant post level and needs of the school.
    - To assess and to record the attainment of learners taught.

**(iii) Extra- & co-curricular**

- To be responsible for school curriculum and pedagogy eg. choice of textbooks, co-ordinating the work of subject committees and groups, timetabling, "INSET" and developmental programmes, and arranging teaching practice.
- To assist the Principal in overseeing learner counselling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners.
- To assist the Principal to play an active role in promoting extra and co-curricular activities in school and in the participation in sports and cultural activities organised by community bodies.
- To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

**(iv) Personnel**

- To guide and supervise the work and performance of staff and, where necessary, discuss and write or countersign reports.
- To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

**(v) Interaction with stake-holders**

- To supervise/advise the Representative Council of Learners.

**(vi) Communication**

- To meet with parents concerning learners' progress and conduct.
- To liaise on behalf of the Principal with relevant government departments.
- To maintain contact with sporting, social, cultural and community organisations.
- To assist the Principal in liaison work with all organisations, structures, committees, groups, etc. crucial to the school.

**4.4 Head of department**

- (a) **JOB TITLE:** Educator – public school  
 (b) **RANK:** Head of Department (subject, learning area or phase)  
 (c) **POST LEVEL:** 2

**(d) THE AIM OF THE JOB:**

To engage in class teaching, be responsible for the effective functioning of the department and to organise relevant/related extra-curricular activities so as to ensure that the subject, learning area or phase and the education of the learners is promoted in a proper manner.

**(e) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:**

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

**(i) Teaching**

- To engage in class teaching as per workload of the relevant post level and the needs of the school.
- To be a class teacher if required.
- To assess and to record the attainment of learners taught.

(ii) **Extra- & co-curricular**

- To be in charge of a subject, learning area or phase.
- To jointly develop the policy for that department.
- To co-ordinate evaluation/assessment, homework, written assignments, etc. of all the subjects in that department.
- To provide and co-ordinate guidance:
  - on the latest ideas on approaches to the subject, method, techniques, evaluation, aids, etc. in their field, and effectively conveying these to the staff members concerned
  - on syllabuses, schemes of work, homework, practical work, remedial work, etc.
  - to inexperienced staff members
  - on the educational welfare of learners in the department.
- To control:
  - the work of educators and learners in the department
  - reports submitted to the Principal as required
  - mark sheets
  - test and examination papers as well as memoranda
  - the administrative responsibilities of staff members
- To share in the responsibilities of organising and conducting extra and co-curricular activities.

(iii) **Personnel**

- To advise the Principal regarding the division of work among the staff in that department.
- To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

(iv) **General/administrative**

- To assist with the planning and management of:
  - school stock, text books and equipment for the department
  - the budget for the department and
  - subject work schemes
- ★ • To perform or assist with one or more non-teaching administrative duties, such as:
  - secretary to general staff meeting and/or others
  - fire drill and first aid
  - timetabling
  - collection of fees and other monies
  - staff welfare
  - accidents
- To act on behalf of the Principal during her/his absence from school if the school does not qualify for a Deputy Principal or in the event both of them are absent.

(v) **Communication**

- To co-operate with colleagues in order to maintain a good teaching standard and progress among the learners and to foster administrative efficiency within the department and the school.
- To collaborate with educators of other schools in developing the department and conducting extra-curricular activities.

## Skills Development Act No. 97 of 1998: WCED Circular 0031(2001)

Navrae  
Enquiries  
IMibuzo

Mrs Linda Rose

Telefoon  
Telephone  
IFoni

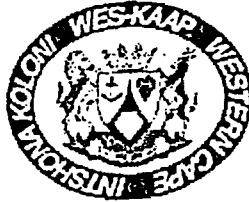
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Reference  
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Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISEbe IeMfundo IeNtshona Koloni

CIRCULAR: 0031/2001

EXPIRY DATE: NONE

TO: ALL CHIEF DIRECTORS, DIRECTORS, SECTION HEADS AND SECTIONS HEAD OFFICE,  
AREA AND CIRCUIT MANAGERS, SUBJECT ADVICERS PRICIPALS OF ALL EDUCATIONAL  
INSTITUTIONS

### SUBJECT: HUMAN RESOURCE DEVELOPMENT

As part of the restructuring which the WCED has recently undergone, the Direct Human Resource Development has been established. The purpose of this letter is to communicate some basic information about the role of the Directorate: Human Resource Development.

#### 1. Functions of the Directorate

The principal functions of this Directorate are:

- To co-ordinate and evaluate HRD activities within the WCED.
- To interpret national and provincial policy with respect to
  - people development
  - organisational change
  - improved service delivery
  - transversal HR issues such as equity, employee assistance and skills development.

#### 2. Responsibilities with respect to staff training and development

While development opportunities are offered by a number of Directorates in the W will be the specific responsibility of the Directorate: HRD to

- ensure their alignment with the WCED vision and mission.
- eliminate duplication and inefficient deployment of resources
- ensure the quality of the programmes delivered.
- keep a database on the INSET needs and participation of all WCED staff in in-service training and development.

Within the new framework for Human Resource Management, the responsibility for making provision for staff development rests with the line manager - The HRD directorate will train a support line managers, including school principals, with respect to these new responsibilities

### 3. Skills Development Act and Staff Development

The Skills Development Act No. 97 of 1998 requires each employer to make provision for the training and development of all levels of staff. The WCED will soon be conducting a skills audit all its staff. Therefore it is important that all line managers should keep complete records of all the training and development needs of their staff as well as of training and development courses/ programmes they have attended. This information will be incorporated into the report submitted the Education, Training and Development Practices (ETDP) SETA under which provincial education departments fall. Information sessions concerning the Skills Development Act and the workings of the SETA will be conducted in due course, including information on our Workplace Skills Plan. The WCED has a Skills Development Facilitator whose main responsibility it will be produce the Workplace Skills Plan.

### 4. Training sessions: Coordinating

All line managers and persons who plan training sessions of workshops for their personnel urgently requested to inform the Directorate: Human Resource Development ( HRD) concern these sessions or workshops. HRD must co-ordinate all training and development and m therefore be informed regarding the training and development of WCED personnel - for purposes of the skills audit as well.

Any enquiries in this regard, should be directed to the Directorate: Human Resource Development.

HEAD: EDUCATION

DATE: 2001-03-15

UNIVERSITY of the  
WESTERN CAPE

Meld asseblief verwysingsnommers in alle korrespondensie / Please quote reference numbers in all correspondence /

Nceda ubhale iimombolo zesalathisa kuyo yonke imbalelwano

Grand Central Towers, Laer-Parlementstraat, Privaatsak X9114, Kaapstad 8000  
Grand Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000

Close this circular

Maak omsendbrief toe

Buyela emva

## Letter of approval for fieldwork

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Verwysing  
Reference  
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20030205-0040



Wes-Kaap Onderwysdepartement

Western Cape Education Department

IScbe leMfundo leNtshona Koloni

Mr Jeffery Lombard  
46 Bonaparte Avenue  
Klein Parys  
PAARL  
7646

**RESEARCH PROPOSAL: THE ROLE OF SCHOOL MANAGEMENT TEAMS AS CHANGE AGENTS FOR STAFF DEVELOPMENT IN THE PAARL REGION.**

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The investigation is to be conducted from February 2003 to 26<sup>th</sup> September 2003
6. Should you wish to extend the period of your survey at the school(s), please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
7. A photocopy of this letter is submitted to the principal of the school where the intended research is to be conducted.
8. Your research will be limited to the following schools: New Orleans Secondary, Noorder Paarl Secondary and Desmond Tutu Secondary.
9. A brief summary of the content, findings and recommendations is provided to the Director: Education Research.
10. The Department receives a copy of the completed report/dissertation/thesis addressed to:

The Director: Education Research  
Western Cape Education Department  
Private Bag 9114  
CAPE TOWN  
8000

We wish you success in your research.

Kind regards.

*Rh. L. van der Merwe*  
HEAD: EDUCATION

DATE: 2003 02 12